

# INSPECTION REPORT

## **MARNER PRIMARY SCHOOL**

Bow, London

LEA area: Tower Hamlets

Unique reference number: 100912

Headteacher: G Murcutt

Reporting inspector: P B McAlpine  
21552

Dates of inspection: 1-5 July 2002

Inspection number: 249946

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Devas Street  
Bow

Postcode: London  
E3 3LL

Telephone number: 0207 987 2938

Fax number: 0207 515 6802

Appropriate authority: Tower Hamlets

Name of chair of governors: Helen Witty

Date of previous inspection: 9 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |              |                      | Subject responsibilities   | Aspect responsibilities  |
|--------------|--------------|----------------------|--|--|
| 21552        | P B McAlpine | Registered inspector | English<br>Art and design<br>English as an additional language<br>Foundation Stage                           | What sort of school is it?<br>What should the school do to improve?<br>The school's results and pupils' standards?<br>How well are pupils taught?<br>How well is the school led and managed? |
| 9505         | D Haynes     | Lay inspector        |  | Pupils' attitudes, values and personal development.<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents?                           |
| 29426        | D Grimwood   | Team inspector       | Mathematics<br>Physical education<br>Religious education<br>Equal opportunities<br>Special educational needs | Spiritual, moral, social and cultural development  |
| 30000        | J Tresadern  | Team inspector       | Science<br>Design and technology<br>Music  | How good are the curricular and other opportunities offered to pupils?   |
| 10240        | L Jones      | Team inspector       | Information and communication technology<br>Geography<br>History   | Assessment   |

The inspection contractor was:

PBM Inspection Services Limited  
PO Box 524  
Cheadle  
Staffordshire  
ST10 4RN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

# REPORT CONTENTS

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>  | <b>6</b>  |
| Information about the school  |           |
| How good the school is  |           |
| What the school does well   |           |
| What could be improved  |           |
| How the school has improved since its last inspection   |           |
| Standards   |           |
| Pupils' attitudes and values  |           |
| Teaching and learning   |           |
| Other aspects of the school   |           |
| How well the school is led and managed  |           |
| Parents' and carers' views of the school  |           |
| <br>  |           |
| <b>PART B: COMMENTARY</b>   |           |
| <br>  |           |
| <b>HOW HIGH ARE STANDARDS?</b>  | <b>10</b> |
| The school's results and pupils' achievements   |           |
| Pupils' attitudes, values and personal development  |           |
| <br>  |           |
| <b>HOW WELL ARE PUPILS TAUGHT?</b>  | <b>13</b> |
| <br>  |           |
| <b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>                         | <b>14</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>  | <b>16</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>                                      | <b>17</b> |
| <br>  |           |
| <b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>  | <b>17</b> |
| <br>  |           |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>20</b> |
| <br>  |           |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>   | <b>21</b> |
| <br>  |           |
| <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b> | <b>25</b> |

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

### **INFORMATION ABOUT THE SCHOOL**

The school is located in London's East End and is above average in size. The 277 full-time pupils are organised into 11 classes; half of them containing two age groups. A further 35 pupils attend a nursery class, 15 full-time and 20 part-time. All pupils live close to the school. More than 90 per cent of the pupils are from Bangladeshi families. The remainder are from white United Kingdom, black African, Indian, and Chinese families. No pupil is from a refugee background. More than 95 per cent of pupils speak English as an additional language; few schools have as many. About a third of the bilingual pupils are at an early stage of English language acquisition. One in five pupils speak English fluently; most of these are the oldest pupils. The main first language is Bengali although Sylheti, Somali, and Punjabi are also spoken. Almost three-fifths of the pupils are eligible for a free school meal and this is well above the national average. About one pupil in ten has joined the school in the previous year at other than the normal time of admission; a similar proportion left. This level of mobility is very high. The proportion identified as having special educational needs is below the national average, as is the proportion with statements of special educational needs; the difficulties experienced by pupils with special needs include dyslexia, moderate learning, speech, communication, and visual impairment. Extra funding is received to support the pupils from minority ethnic backgrounds and those with English as an additional language. Almost all of the pupils entering the nursery are at the earliest stages of learning English as an additional language; the range of individual attainment is very wide but, overall, standards on entry are well below average.

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

This is a good school. It has improved each year since the previous inspection and is helping its pupils to become confident, well-motivated learners. Almost all of the pupils begin school life with skills in English that are at a very early stage of development. They achieve well, particularly in the junior years, and by the age of eleven, a proportion that is almost as large as that in the average school attains the expected national level in reading, writing, mathematics and science. The learning needs of those who become fluent in English before the age of eleven are fully met and many of them exceed national expectations in the core subjects; this is excellent. The teaching is good, particularly in the juniors. The headteacher, senior management, and the governors are setting a clear educational direction to the development of the school. The cost of educating each pupil is very high compared to other London schools reflecting extra money to support those from minority ethnic backgrounds. When this funding and what is achieved is taken into account, value for money is satisfactory.

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

- The achievement of the eleven-year-olds is very good in English and good in mathematics and science.
- Attitudes and behaviour are good, relationships are very good, and there is very little bullying, racism or sexist behaviour.
- The teaching is good, especially in the juniors.
- The quality and range of the curriculum is good.
- The pupils are very well cared for.
- Leadership and management are good.

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

- The proportions of pupils attaining the expected level in reading, writing, mathematics, and science, especially in the infants, should be raised closer to the national average.
- The effectiveness of the provision in the Foundation Stage should be improved, especially in the nursery, and especially for learning through physical activity outdoors.
- Standards in physical education in the juniors could be higher.
- The involvement of parents in the life and work of the school could be better.
- Collective worship does not meet statutory requirements.

*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 previously inspected in March 1998. Since then, the proportions of eleven-year-olds attaining the expected national level have doubled in English and increased substantially in mathematics and science; proportions are now closer to, though not yet in line with, the national averages in each subject. The school has received an achievement award from the government for its improved standards. The quality of teaching has improved significantly and this is the reason for the rising standards. The response of the headteacher and

governors to the issues arising from the previous inspection has been positive and rigorous and this is why teaching has improved. Opportunities for speaking, listening, reading, and spelling have been increased substantially and effectively in all year groups. Provision for religious education, sex education, and drugs education has improved to satisfactory levels. Provision for information and communication technology and for art and design has improved and is now good. The arrangements for registration and recording absence have improved and are satisfactory. Statutory requirements in respect of the school prospectus, annual report and performance management are met. Overall, improvement has been good.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1999          | 2000 | 2001 | 2001            |
| English         | E             | E    | E    | B               |
| Mathematics     | D             | E    | E    | C               |
| Science         | E             | B    | E    | D               |

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

The table does not show clearly the extent of the improvement that has occurred. The calculations that underpin the grades in the table include pupils at the very early stages of English language acquisition, those who have joined the school after the usual time of admission, and pupils with special educational needs. The school has many more pupils in the first two of these groups than the typical school. When compared to schools with pupils from similar backgrounds, the results in tests in 2001 were better in English, the same in mathematics, and not quite as good in science. The early indications of the results for 2002 are that the trend of improvement among the eleven-year-olds has continued, with a sharp increase in the proportions of pupils exceeding the expected national level in all subjects. The 2002 results are likely to be above those of similar schools in English, mathematics, and science. Test results at the age of seven are well below average and there is not the same clear trend of improvement. Children in the Foundation Stage are making progress but the proportion of children likely to attain the nationally agreed early learning goals is very small; they require more time because of their need to gain fluency in English.

At the age of eleven, about 70 per cent of the pupils are currently attaining the expected national level in English, 65 per cent in mathematics, and 80 per cent in science, with more than 20 per cent exceeding this level. This inspection finding is consistent with the early indications of the 2002 test results. All of these pupils have achieved well compared to their attainment when aged seven, with a significant proportion of them making considerable more progress than is typical nationally. Pupils of Bangladeshi heritage are doing at least the same and usually better than Bangladeshi pupils in other schools. Achievement and standards are satisfactory for white United Kingdom, black African, Indian, and Chinese pupils. In other subjects, the proportions of eleven-year-olds attaining expected levels is better than average in art and design, design and technology, and religious education, and broadly average in all of the other subjects except physical education where standards are below average. At the age of seven, the proportions of pupils attaining expected national levels are considerably lower than the average in reading, writing, mathematics, science, history and geography, reflecting the large numbers of pupils still at the early stages of acquiring fluency in English. Standards are above average in art and design and broadly average in the other non-core subjects. The achievement of the seven-year-olds is satisfactory. Progress in acquiring fluency in English is good for all ethnic groups, with the quickest progress occurring in the juniors. Pupils with special educational needs make satisfactory progress.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Good. Almost all of the pupils like school and work hard in lessons. They try hard in English, especially those learning English as an additional language.  |
| Behaviour, in and out of classrooms    | Good. In almost all lessons, the pupils behave well. No bullying, racist or sexist behaviour was seen and very little is reported.   |
| Personal development and relationships | Good. Pupils have good manners and show good respect for others. The feelings and beliefs of others are well respected. The strength and consistency of relationships between pupils and with teachers is considerably more than is typically found. |
| Attendance                             | Below average. The level of attendance is lower than it should be, partly reflecting the relatively large number of pupils who take extended holidays abroad. Punctuality is satisfactory.   |

The pupils are confident and eager to learn. Behaviour is good in lessons and at playtimes. The almost complete absence of oppressive behaviour is a strong characteristic of the school. Teachers are respected and act as good role models when managing the pupils and this helps the pupils to acquire good moral values and appropriate social skills.

## TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 and 2 | Years 3 to 6 |
|------------------------|-----------------------|---------------|--------------|
| Quality of teaching    | Satisfactory          | 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.*

The teaching is good overall; this reflects the high amount of good, very good and excellent teaching in the juniors. The overall quality is slightly better than the typical picture nationally, particularly in the amount of good, very good and excellent teaching, and has improved significantly since the previous inspection. The teaching of English is good overall and is very good in the juniors. The teaching in mathematics is good. Phonics and basic numeracy skills are particularly well taught. The excellent and very good teaching is highly motivational. All of the good and better teaching is fully taking into account the specific learning needs of pupils with English as an additional language and places strong emphasis on building vocabulary and on establishing meaning and comprehension. Good use is made of pupils' first languages to cement understanding. The National Literacy and Numeracy Strategies are well taught and this, together with organisational strategies to group pupils by attainment, is helping to meet very effectively the learning needs of the more able pupils. There is some very good teaching in the infants, mostly in Year 2, but the quality overall is variable in the infant age group. A small amount of teaching is unsatisfactory. Some of this is in physical education in the juniors but the bulk occurs in Year 1, where the attention and concentration of the pupils in several subjects is not retained as much as it should be. The teaching in the Foundation Stage is variable. It is often very good in the Reception Year. In the nursery, teaching in all areas of learning does not focus purposefully enough on the communication, language and literacy needs of the children, given that nearly all of them are at a very early stage of English language acquisition. The provision for pupils in the Foundation Stage to learn through physical activity outdoors is underdeveloped.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum             | Good. All relevant statutory requirements are met. In most subjects, the programmes of study are taught in depth, gain the interest of the pupils, and are made relevant to their learning needs. |
| Provision for pupils with special educational needs | Satisfactory. The procedures have been updated in line with recently revised national guidelines. Individual education plans are of satisfactory quality.   |



|   |   |
|---|---|
| Provision for pupils with English as an additional language                                 | Good. The procedures for checking pupils' attainment and progress are rigorous. High quality support is provided for pupils at the earliest stages of acquiring English as an additional language. Good provision is made for bilingual pupils in most lessons and teachers are giving priority to vocabulary building and comprehension. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Typical. Provision for pupils' spiritual development is broadly satisfactory although requirements for collective worship are not met. Pupils are effectively taught right from wrong. Provision for social development is good. There is satisfactory emphasis on preparing pupils for life in a multicultural society.                  |
| How well the school cares for its pupils  | Very good. Provision for child protection, caring for children when ill and for health and safety is well thought through.  |

Screening for pupils with special educational needs is rigorous. Pupils are not placed on the register of special educational needs until it is certain that their slow progress reflects difficulties with learning and not difficulties arising from the need to acquire fluency in English. Collective worship gives insufficient attention to the spiritual needs of pupils or to reflection. Many different faith communities are represented among the pupils and not enough has been done to explore how spiritual needs can be met in this context.

### HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The school is managed effectively for the benefit of the pupils. The headteacher is leading very strongly the development of the school and is providing a very clear educational direction to its work. She is well supported by her deputy and by members of the senior management team.             |
| How well the governors fulfil their responsibilities             | Good. The governing body is well led by the chair of governors. Governors are committed to the school and anxious that it performs well for its pupils. All relevant statutory requirements are met except for collective worship.   |
| The school's evaluation of its performance                       | Good. Performance data is collected, collated and analysed rigorously and used when establishing development priorities. Lessons are observed regularly, pupils' work is sampled, and planning is scrutinised; these systems are helping to improve the teaching.  |
| The strategic use of resources                                   | Satisfactory. School development planning is good and well linked to expenditure. Budget projections are made and used to influence spending priorities. Best value principles are applied satisfactorily but more could be done to check whether projects, when completed, have given good value for money. |

Staffing is generous and well matched, in the main, to the needs of the pupils. Class assistants have been trained so that they can work effectively during guided reading but they need more training to help them support pupils at other times. The accommodation is satisfactory although the space for pupils to learn through physical activity outdoors is underdeveloped, both in the nursery and the Reception Year. Resources are broadly sufficient in quantity, quality and range in all subjects, although more fiction books are needed for the older pupils and a better range of resources is needed for outdoor use in the Foundation Stage.

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

| What pleases parents most  | What parents would like to see improved   |
|--|---|
| <ul style="list-style-type: none"> <li>Their children like school.</li> <li>A good standard of work is achieved in most subjects.</li> </ul> | <ul style="list-style-type: none"> <li>The work of temporary teachers.</li> <li>The quantity and challenge of homework.</li> <li>The organisation of educational visits.</li> </ul> |

The supply teachers employed during the inspection were adequately briefed by the headteacher. The systems the school has for employing supply teachers are satisfactory and typical of most schools. The quality of their work is not always as good as the teachers they replace but meets requirements. The arrangements for homework are typical of most schools. The headteacher has listened to the views of parents and the current policy for planning educational visits is satisfactory.

## **PART B: COMMENTARY**

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

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

1. The proportions of eleven-year-olds who are currently attaining or exceeding the expected national level in English, mathematics and science are slightly below the national averages; the proportions exceeding expectations in these subjects are about the same as most schools. Current standards are a significant improvement on those in 2001. The proportion of eleven-year-olds attaining or exceeding expectations in each of the core subjects has increased substantially since the previous inspection. The achievement of the eleven-year-olds currently in Year 6 is good overall when compared with their attainment on entry to the juniors and is very good in English, where about a quarter exceed the expected level when none of them did so in 1998, when aged seven. Standards among the eleven-year-olds are good in art and design, design and technology, and religious education, and satisfactory in, history, geography, information and communication technology, and music. Standards are unsatisfactory in physical education, reflecting teaching that does not consistently provide a sufficiently wide range of challenging experiences.
2. At the age of seven, the proportions of pupils currently attaining or exceeding expected levels are well below the national average in reading, writing, mathematics, and science. Very few pupils are exceeding expectations in reading and none in writing; about a fifth are doing so in mathematics. The proportions of pupils attaining or exceeding expectations are larger than at the time of the previous inspection but improvement has not been as extensive as in the juniors. The improvements are sufficient for standards to be catching up with those in other schools in writing and keeping pace with them in reading but are insufficient in mathematics, where standards are not keeping pace with the national trend. The achievements of the seven-year-olds are broadly satisfactory in reading, writing, mathematics, and science when compared to their attainment on entry to the Reception Year, particularly when account is taken of the extra necessity for them to learn English as an additional language. Nevertheless, variations in the quality of teaching between the nursery, Reception Year, and Years 1 and 2 classes means that standards should and could be higher. Standards at the age of seven are above average in art and design, average in design and technology, information and communication technology, physical education, music, and religious education, but below average in history and geography.
3. In the Foundation Stage, the children are making steady progress towards attaining the nationally agreed early learning goals in each of the areas of learning but only a small proportion are likely to attain the goals by the end of the Reception Year. Because almost all of the children are learning English as an additional language, they need more time to attain all of the early learning goals. In each of the areas of learning, the range of attainment is very wide. Virtually all children are settled and secure with the adults in the nursery and Reception Year. Their ability to show independence, however, is mixed and some children still need considerable help and direction to become involved in activities. They talk and listen readily to each other using their first language and respond appropriately when, for example, an adult gives them an instruction in English but need more opportunity across all areas of learning to broaden and extend their communication skills when using English.
4. In the 2001 tests in English, about two-thirds of the eleven-year-old pupils attained or exceeded the expected national level and this was well below the average proportion nationally; only one in ten exceeded expectations, which was low. Performance in writing was much better than in reading, reflecting difficulties that the pupils who are learning English as an additional language had with vocabulary and comprehension. Close analysis of the 2001 results shows that the eleven-year-olds had particular problems making the broader inferences and deductions from the text necessary for full understanding. The early indications of the 2002 tests are that more eleven-year-olds attained the expected national level in English than did so in 2001 and that the proportion is now close to, but still a few points below, the national average. There has been a significant increase in performance in reading, reflecting the efforts made to improve comprehension skills, so that more than a fifth of the pupils exceeded the expected national level. About a quarter of the 2002 cohort of eleven-year-olds joined the school after the age of eleven; several have been in this country less than two years. Of the group of eleven-year-olds in 2002 who were taught in all four of the junior years, all but one of whom speaks English as an additional language, about four-fifths attained or exceeded the expected national level and this is above average. Almost a third of this group exceeded expectations, and this is high. Of those who joined after the age of seven, all but two are in the early stages of acquiring fluency in English and have not had enough time at the school, or in this country, to attain the national

expectations for their age. The two who joined the school with reasonable fluency in English attained the expected level.

5. In the 2001 tests in mathematics, just over half the eleven-year-old pupils attained the expected national level, which was low in comparison with the national average; one in ten exceeded expectations. The early indications of the 2002 test are that about two-thirds of the eleven-year-olds have attained or exceeded the expected national level, and this is a good improvement. The proportion exceeding expectations has also increased significantly to about a quarter. The group of eleven-year-olds in 2002 who were taught in all four of the junior years did particularly well compared to those who joined after the age of seven and their standards overall are above average. In science in 2001, about three-quarters of the eleven-year-olds attained or exceeded the expected level, with about one in ten exceeding it. The early indications of the results in science in 2002 are that there has been a big improvement, with more than four-fifths of the eleven-year-olds attaining or exceeding expectations, including about a third who exceeded them.
6. At the age of seven, the proportions of pupils attaining or exceeding the expected national level in the 2001 tests were smaller than average in reading and writing and much smaller in mathematics. The early indications for 2002 are that the proportions attaining or exceeding expected levels have fallen in size compared to 2001, partly reflecting fewer bilingual pupils in 2002 who are confident users of English.
7. Overall, the school is doing better at the ages of both seven and eleven than the majority of schools with pupils from similar backgrounds. In 2001, the results at the age of eleven in English were above the average for similar schools, average in mathematics but not quite as good in science. The eleven-year-olds' results in 2002 are likely to be better than the average for similar schools in all subjects tested and this is a good improvement. The results at the age of seven in 2001 were better than similar schools in reading and writing and the same as them in mathematics but this is unlikely to be sustained in 2002.
8. At the age of eleven, the combined trend of improvement for all subjects from 1997 to 2001 has been in line with the national trend, although standards in English alone have improved much more quickly. When the 2002 standards in English are included, particularly the amount of high attainment, then the extent of improvement among eleven-year-olds is impressive.
9. Almost all eleven-year-olds are learning English as an additional language and despite this, most of them in 2001 and in 2002 increased their attainment in the core National Curriculum subjects over the four junior years by at least the same amount as the typical eleven-year-old nationally. Many of them did better than this. Good educational value added is revealed by this analysis, showing that the school is effective.
10. The high proportion of pupils joining and leaving the school at other than the usual times of admission and transfer is making it harder for overall standards to match those of the typical school. The impact was greatest in reading. The typical pupil who joined the school after the age of seven was, by the age of eleven, about a year behind those attending the school throughout the junior years. Pupils who left the juniors after the age of seven were, on average, almost two years in advance of those staying throughout. Similar but not identical differences emerge in writing and mathematics. The 2001 pattern has been replicated in other years. In broad terms, those who leave before the age of eleven tend to be fluent in English whereas those who join after the age of seven include recent entrants to this country and are generally less fluent in English. Pupils who join the school are well supported and usually make quick progress but their development of fluency in English needs time and they are unlikely to catch up with national expectations in reading, writing and mathematics until the ages of thirteen or fourteen.
11. The achievement of pupils with low attainment in the juniors is particularly good. Three-quarters of the seven-year-olds with low attainment in writing in 1997, more than half the cohort, made better than expected progress and two-thirds managed to catch up with national expectations by the age of eleven. This was excellent. The picture was almost as good in reading, with half of the seven-year-olds with low attainment in 1997 going on to attain expectations in 2001. Only a handful of low attaining pupils did not make very much progress in reading over the junior years and these had special educational needs. Low attaining pupils also did well in mathematics. Pupils with special educational needs generally make satisfactory progress in relation to the difficulties they face.
12. The school has worked hard to improve the achievement of the more able pupils. The achievement of the seven-year-olds with high attainment in 1997 was mixed in reading and writing and too few attained highly in 2001. This was recognised by the school in 2001 and has been corrected in 2002 through well-targeted

teaching; there is no underachievement in reading, writing, or mathematics among the more able pupils currently in Year 6.

13. The eleven-year-old boys did better than the girls in 2001 in both reading and writing. The boys made better progress over the four junior years and outnumbered the girls in the high attaining group. Most of those who joined the school after the age of seven were girls and this contributed to the low performance of the girls overall in 2001. The picture is different in 2002. The well-targeted teaching in Year 6 is leading to more girls attaining highly.
14. The performance of pupils in relation to ethnicity is analysed by the school, with the assistance of the local authority, and this good practice meets national requirements. The vast majority of pupils are of Bangladeshi heritage. There are rarely more than one or two pupils from other ethnic groups in each cohort and this makes comparisons rather tenuous. The Bangladeshi pupils are generally doing at least the same, and usually better, in reading and mathematics than are Bangladeshi pupils in other schools. The level of fluency in English is a key factor, with those at the more advanced stages of English language acquisition performing better in reading and mathematics than are Bangladeshi pupils with the same level of fluency in the majority of other schools, showing effective teaching by the school. The small number of white United Kingdom pupils are generally doing well, as are the Indian and Chinese pupils but the very small numbers make it difficult to be certain about trends.
15. The rate at which pupils become fluent in English as an additional language is good overall. In the Foundation Stage, almost all of the pupils with English as an additional language, which is most of the age group, are either total beginners or only just becoming familiar with English. By the end of Year 1, the substantial majority of the pupils are sufficiently familiar with English for them to be able to talk about things around them and follow simple instructions. By the end of Year 2, about two-thirds are confident users of English and a small number are fully fluent. Progress quickens in the juniors and by the end of Year 6, more than four-fifths are confident or better users of English, including about three-fifths who are fully fluent. It generally takes between five and seven years for bilingual pupils to become fully fluent in English and most of the pupils are achieving fluency within this time scale.

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

16. The pupils' attitudes, values, and personal development are good, contribute well to the positive learning environment that exists within the school, and have been sustained since the previous inspection. Pupils are keen to come to school and settle quickly into the daily routine without undue intervention from the class teacher. During nearly all lessons, the pupils concentrate well and show enthusiasm.
17. Behaviour is good. On very few occasions is it necessary for pupils to be reminded of the rules. The teachers' expectations of pupils' good behaviour and application to work are very high and the pupils live up to these expectations most of the time. Behaviour in lessons is often very good though the standard varies with the quality of teaching. Behaviour around the school, in assemblies and at play is good. No incidents of bullying or oppressive behaviour were seen and this type of behaviour is not reported as a problem by either parents or pupils. The school is an orderly community. There is no vandalism. Learning resources and property are treated with respect. Pupils demonstrate a natural courteousness to adults, which is well demonstrated by pupils from all year groups as they walk about the school and during lunch times. Pupils relate well to each other and to all members of the teaching and non-teaching staff. Pupils were at ease expressing their feelings to members of the inspection team and in front of their fellow pupils, this was particularly evident during informal discussions with pupils when they talked openly about their likes and dislikes and about the behaviour of others around the school.
18. The school offers a range of opportunities for pupils to take on responsibility for the day-to-day running of the school, including being class-, library- and lunchtime-monitors but there is no school council or buddy scheme. The school offers a good range of after-school activities that include art, music, sport, and computer clubs. Levels of inclusion are good. A mentoring scheme, funded by a national grant to help improve performance in city schools, provides extra adult support for older pupils and is targeted on those who would benefit most from assistance with personal development and improved attendance. This provision is new to the school and is successfully reducing disaffection amongst a minority with this tendency.
19. Attendance is below average. The school has worked hard at improving attendance. The rate in the current

year confirms a trend of improvement since the previous inspection. There were no exclusions during the reporting period.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The teaching is good; 94 per cent of the teaching is satisfactory or better, including 67 per cent that is good or better and 19 per cent that is very good and excellent. The amount that is satisfactory or better is about the same as most schools whereas the amount that is good or better is slightly higher and the amount that is very good or better is considerably higher than in other schools. The teaching has significantly improved since the previous inspection. The amount of unsatisfactory teaching has been halved, the good or better has increased by half, and the very good and excellent has about doubled.
21. The excellent and very good teaching is very responsive to pupils' learning needs and highly motivational. A key characteristic is the use made of various assessments of pupils' attainment combined with good day-to-day knowledge of the pupils to inform the choice of learning objectives and teaching methods. In an excellent English lesson in Year 5, the teacher knew from detailed analysis of test results and the pupils' performance in previous lessons that she needed to give considerable priority to improving comprehension skills and to vocabulary development. In shared work, the teacher used simple but effective strategies, such as giving time for pupils to talk to a partner before answering questions, sometimes in their first language, so that understandings could be shared and clarified. Specific words were explained in detail and meanings were discussed. When the teacher asked questions, she varied them in difficulty so that all pupils had an opportunity to express themselves. Initial questions were followed up with further questions to extend thinking and the use of speech and vocabulary. The teacher chose who answered, and not always pupils who put up their hands, so that there was little opportunity for pupils to avoid being involved. Independent group work was provided at different levels of difficulty and well matched to the needs of the pupils in the different groups. In guided work, the teaching concentrated on what the author was communicating, including meanings that had to be inferred or deduced and the specific words and phrases in the text that provided the clues. The work of a support assistant was well prepared and carefully targeted at groups with specific needs. Throughout the lesson, the teacher acted as a strong role model in her oral use of language and in showing the enjoyment to be gained from literature.
22. Many of the characteristics found in the very good and excellent teaching also occur in good teaching, though not always with the same intensity. The teaching of phonics and basic skills is very good in the juniors and good overall in the infants. The National Literacy and Numeracy Strategies are effectively implemented and followed with good consistency in all of the year groups except Year 1, where there is too much variation. Teachers' knowledge and understanding in core subjects is good, particularly in the juniors and is satisfactory throughout the school in all subjects except physical education, where there is too much individual variation between the teachers. Teachers' planning is effective in the main and the expectations of the teachers are high. The management of pupils is good except in the small number of unsatisfactory lessons.
23. In satisfactory lessons, the learning needs of the majority of pupils with average attainment are met but those with high or low attainment sometimes gain too little. In a science lesson in the lower juniors, for example, the methods of demonstration and explanation gave pupils a general understanding of fair testing but, because there was no questioning or discussion, there was no opportunity for this knowledge to be applied, consolidated, clarified, or extended. In several lessons where the teaching was unsatisfactory, the methods were ineffective for holding the attention of the pupils and for involving all of them constructively in class discussions through clear questioning and explanations.
24. In the Foundation Stage, the teaching and the pace of learning are variable but are satisfactory overall. Teaching and learning in the Reception Year are often very good, with a balanced programme of shared, directed, and independent activities, all of which are carefully selected by teachers and appropriate to learning needs. The teaching in the nursery meets basic criteria but this is not always good enough given the specific language needs of the pupils. In particular, there is not enough emphasis on speaking, listening, early reading, and writing and not enough is done to use a full range of activities to develop these skills. The teachers and nursery nurses in the nursery are mainly very new to the school and have a greater need for leadership than more established teachers. The nursery is located in a different part of the building to the Reception Year and this makes it difficult for the coordinator of the Foundation Stage to monitor and develop the teaching and to lead the nursery staff by example.

25. The quality, breadth, and pace of learning is reasonably consistent in all of the infant and junior year groups and classes except in Year 1, where too many unsatisfactory lessons slow the pace of learning in one class. The more able pupils are learning quickly in the juniors, particularly in the core subjects and the lack of challenge noted at the previous inspection has been remedied. Good use of assessment on a daily basis is helping teachers to identify specific learning targets for pupils of all abilities and to provide extra support where needed. Learning for low attaining pupils, and those with special educational needs, is sustained appropriately. The teaching and learning of pupils with English as an additional language is good, sometimes very good in the withdrawal groups. Bilingual pupils are well supported and this boosts their learning of English as an additional language. Homework is used effectively to support learning.

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

26. The curriculum is broad and balanced and the school effectively meets the needs of its pupils, helping them to flourish through the provision of a good range of high quality learning opportunities. Programmes of study are mostly taught in depth but the organisation of the curriculum under broad thematic headings creates difficulties in a few subjects in maintaining a systematic development of skills while simultaneously establishing relevant links between subjects. The timetable is arranged on an appropriate two-year cycle to accommodate the mixed-age classes. Afternoon sessions, however, are very long and do not take sufficient account of the capacity of very young pupils to sustain interest and concentration without a break.
27. The curriculum has been fully reviewed. Policies and schemes of work are in place for all subjects. Statutory requirements are met for the taught curriculum and the National Literacy and Numeracy Strategies have been implemented with enthusiasm and good effectiveness. While the requirements are met in respect of the locally agreed syllabus for religious education, the statutory requirements for daily collective worship are not met because assemblies have very little spiritual content to them. Displays are present in all the classrooms and make good use of the work of the pupils. They reflect the good overall quality of teaching. The nationally agreed areas of learning form the basis of the planning in the nursery and the Reception Year but the stepping stones for learning that form part of the national Foundation Stage curriculum are not used in sufficient detail in the nursery.
28. The organisation and use of support staff is satisfactory overall but it is inconsistent. Where groups and subjects are targeted for support and the support is of good quality the effect is highly favourable. Not all classes, however, have sufficient provision for pupils with special educational needs.
29. Arrangements for pupils' personal, social, health and citizenship education are good overall. An agreed policy is in place covering health, sex education and drugs education and the pupils are taught through designated lessons and through subjects such as science where the pupils learn about healthy foods. The school has a clear commitment to equality and this is very apparent in the way all pupils have access to the full curriculum. However, some of the subject policies do not include an equal opportunities commitment statement. A considerable amount of money is allocated to ensure that no pupil is excluded from educational visits for financial reasons. Teachers and mentors are working with parents to try to avoid pupils missing significant amounts of schooling because of extended holidays. Occasionally, pupils are excluded from physical education lessons because they do not have appropriate clothing and suitable strategies should be adopted to avoid this.
30. The individual needs of lower attaining and higher attaining pupils are recognised in the planning and the individual contributions of all pupils are valued. To lessen the impact of boys' boisterous games in the playground the space has been re-designed with smaller areas available to allow for an increased range of opportunities for individuals and groups to play different games. At the same time, the girls are being encouraged to use playing equipment to improve their skills. In addition, a member of staff has received special training to work with girl pupils from the Asian community to improve their confidence. Learning mentors are monitoring quieter children and helping them to take a fuller part in lessons.
31. The provision for pupils with special educational needs is satisfactory overall, although a small number of classes need more extra adult support than they currently receive. The coordinator has produced an up-to-date policy, which is yet to be ratified by the governors but fully meets the requirements of the revised national guidance. A relatively low number of pupils are identified as having special educational needs. There is some under-identification but the low numbers are explained by the pupils' limited fluency in

English masking special educational needs in their early years, leading to the teachers being reluctant to make hasty diagnoses. Pupils are not normally identified as requiring school action because of special educational needs until after Year 1. Individual education plans contain clear and achievable targets. Pupils' records are well kept and give a clear and full assessment of progress. There are, however, limited examples of references to individual education plans in teachers' planning. Pupils with statements of special educational needs receive the help outlined in their statements. The school has a high number of learning support assistants and they undoubtedly play a part in helping the progress of pupils with special educational needs. However, their effectiveness would be increased if they received specific training in assisting pupils with special educational needs and were allocated to classes on a basis of the amount of support required for pupils with special educational needs, rather than being shared out equally.

32. The provision for extra-curricular activities is good. These activities include clubs for sports, art, music, computers, first aid, and science. In addition, the pupils support charities such as Barnardo's. The school's links with the community are satisfactory. Visits to museums, Kew Gardens, participation in the Lord Mayor's Show through an art workshop, fieldwork, and the theatre, extend the pupils' knowledge and understanding of their local environment. This knowledge is further enhanced by visits from the Fire Brigade and London Buses, poetry and printing workshops and workshops on the Thames Barrier and British Telecom. The school holds special afternoon activities for parents such as a toy library and classes on child health, numeracy, and computers; however, links with other groups in the local community such as the elderly are not well developed. Liaison with other schools in the area is satisfactory. Pupils visit a local secondary school for drama functions and teachers visit local secondary schools for liaison meetings to aid the transfer of pupils. Teachers have visited a local Beacon School to observe examples of good practice, but there is no other joint work with colleagues from other primary schools and sporting links with other schools are infrequent.
33. The provision for the pupils' spiritual, moral, social and cultural development is satisfactory. Standards have been maintained since the previous inspection. The school is a caring and happy community. This has a positive effect on pupils' attitudes and behaviour. The vast majority of parents are convinced that the school is helping their children to develop in a mature and responsible manner.
34. The provision for spiritual development is satisfactory. Year 3 pupils, as part of their religious education studies, are invited to think about the nature of God when they produce their individual ideas on the theme 'How I imagine God'. They consider the symbolism of the choice of flowers, to represent the nature of life, as an offering to Buddha. Older pupils consider the nature of Nirvana in their studies of Buddhism. Higher attaining pupils in Year 6 produce writing with a spiritual element: 'Weak and wild daffodils bloom in a misty and icy fog'. Care is not always taken in assemblies to create a tranquil atmosphere, although pupils almost invariably behave well and listen carefully to what is said. There is not always a period for reflection, prayer, or any religious content. Acts of collective worship do not meet statutory requirements. The school should, given the faith of the vast majority of its pupils, clarify what its position is with reference to collective worship through consultation with the relevant authority.
35. The school's efforts to promote the moral development of its pupils are good. A strong code of conduct, which is linked to the home-school agreement, is posted in each classroom. Teachers refer to this so that the pupils are reminded what is expected of them. Stories in assemblies have a strong moral theme and good behaviour is rewarded. Year 6 pupils' work in personal, social and health education lessons includes toleration of the views of others and individual consideration of the difference between physical hurt and hurt feelings. Adults in school provide good role models in the manner in which they talk to pupils and explore the impact of actions on others. Pupils respond well, relationships between pupils and between adults and pupils are well maintained. Nearly all pupils are polite, friendly and behave well.
36. The school makes good provision for social development. Pupils are encouraged to discuss work and check findings cooperatively. This is formalised in some classes where pupils are linked with 'talk partners'. In 'class link' assemblies pupils from one year group are linked with another. Older pupils listen to younger ones reading, or engage in activities like playing 'beetle'. The 'helping each other' element of these occasions is stressed and they help build self esteem as well as, to a limited extent, helping learning. Older pupils have limited chances for doing jobs around the school but there are opportunities for them to look after library areas and help at lunch times. The good range of educational visits provides useful opportunities for pupils to mix in the wider community. School productions and other occasions allow pupils to work together on a joint venture. Pupils are encouraged to think of those less fortunate than themselves through their support for charities.

37. Cultural provision at the school is satisfactory. Pupils gain an appropriate understanding of British culture through their work in history and geography and through the visits that they make to local museums and places of interest. The school provides some theatre and ballet trips. Regular visits from theatre groups help introduce the pupils to features of British culture with pantomime performances and puppet groups. The provision for the appreciation of western art is quite strong and there is provision for art from other cultures. Around the school, there are examples of good quality prints of the work of a range of artists and pupils have the opportunity to produce their own works in the style of artists such as Turner and Picasso. Local art groups frequently visit and are presently engaged in helping pupils to produce a large mural in the playground. Musical appreciation is not so well developed, although pupils are introduced to pieces of music like the Trout Quintet in assemblies. The school provides a wide-ranging and thorough study of all of the major religious faiths through its religious education programme.

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

38. The school cares very well for its pupils; this is a strong characteristic. The headteacher is responsible for child protection and her detailed knowledge of the pupils and their backgrounds, together with clear guidance for both teaching and non-teaching staff, provides a very good level of protection. Record keeping and communication at all levels within the school is very good, contact is maintained with outside specialists, and their services are effectively used. First aid provision is good and the children know what to do should the need arise. The site manager and team of cleaners maintain a high level of cleanliness and any aspect of maintenance is attended to promptly. This helps create a safe learning environment and instils high values in the pupils that are reflected in their respect for property and learning resources. Regular safety tours are carried out and records are maintained. Risk assessments are also carried out but the school should consider increasing the focus and frequency of these assessments.
39. School rules are prominently displayed around the school and pupils know what is expected of them. Good procedures are in place to promote good behaviour and there were no incidents of harassment or bullying during the inspection. There are good procedures at the start of the school day when teachers collect their pupils from the playground and end of the teaching day when younger pupils are collected by parents. Adequate supervision is provided when the children are at play and a good range of activities is encouraged. Most of the lunchtime supervisors have other jobs in the school. This helps the supervisors to interact very well with pupils at midday and to maintain a consistent approach to behaviour management. Mentors work with selected pupils. During the inspection, a group of Year 6 girls were being counselled over concerns about transferring to secondary school.
40. The deputy headteacher has responsibility for improving attendance and there are very good procedures in place for monitoring absence. Attendance is a regular feature of assemblies and awards are made to individuals and classes for good attendance. Registers are maintained correctly using a manual system and the administrative assistants are confident and competent at analysing the data. A good feature is the return of the registers to the office after each registration, with any latecomer having to report to the office. The school has adopted a firm approach in addressing extended family leave in term time that includes taking pupils off roll. The school is flexible in arranging days of closure to coincide with religious holidays and should pursue their ideas of involving the local religious community in encouraging better school attendance.
41. Procedures for assessing pupils' attainment and progress are of good quality and contribute effectively to curricular planning, particularly in English and mathematics. This is a good improvement since the previous inspection. Assessments include national and optional tests in English, mathematics, and science, supported by the local education authority's analysis of results presented in a range of formats. The school effectively monitors the attainment and progress of different ethnic groups and those with English is an additional language. Records are well maintained and updated regularly. Analysis of the data is used to identify priorities for school development, such as the emphasis on developing comprehension skills in reading, and the need to group pupils by attainment in order to meet the learning needs of the more able pupils. Records of fluency in the English language are updated twice a year and used to target support where it is needed. Assessments in the non-core subjects are conducted annually and this is good practice. Class records are handed on when pupils move class, together with a list of targets drawn up by the previous teacher and this is helping to maintain continuity of learning. Individual targets for pupils are agreed before the receiving teacher's first meeting with parents. Targets focus on literacy and numeracy,



but other aspects, such as improving concentration, may be included. The older pupils are involved in their own target setting.

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

42. Parents' views as expressed in the parents' questionnaire and at the parents' meeting were positive. Parents particularly appreciated that their children like school, that they are making good progress and there is an expectation of hard work. Areas of concern centre on communications between school and home and how closely the school works with parents.
43. The school offers a consultation evening each term for parents to meet class teachers and discuss the progress of their children; this is more than the requirement. Overall, the quality of information provided for parents is good. The annual report to parents on pupils' progress is comprehensive and contains details of progress in all curriculum subjects and comments on personal and social development. Other communications to parents are satisfactory. The communications are timely and the information contained is clear and easy to understand. A home-school agreement is in place. The most important communications to parents are translated into Bengali and this is good practice. When pupils are identified as having special educational needs, parents are informed and fully involved in all stages of the process.
44. The contribution of parents to their children's learning at school and at home and their impact on the life of the school is very variable and is extremely limited overall. This is mainly because many parents are not confident users of English and are reluctant to approach the school. Parents make little use of the reading record book to confirm work undertaken at home. Appointments to meet and discuss individual education plans and appointments with the mentors are frequently not kept. There is no parent or friends association and no parents help in school, though a small number of parents assist on school visits.
45. The school has recently appointed a parent-school liaison teacher and has conducted a questionnaire to assess the views of parents. Parents expressed a desire for more curricular information, assistance with health matters and help with English as a second language for adults. The school has responded well to these parental concerns and has organised sessions for parents to attend. There is a toy library and a 'play and share' scheme that encourages parents of very young children to become involved with the school before formal schooling begins. The sessions on English as a second language are due to start next term. Overall, the effectiveness of the school's links with parents is satisfactory. The school recognises the need for effective links with parents and this has led to some good procedures being put in place. The effectiveness of these procedures should be constantly reviewed to ensure that the valuable time dedicated to improving parent links with the school has a positive measurable outcome.

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

46. Leadership and management are good and have improved since the previous inspection. The school is successfully led and managed for the benefit of all of the pupils. The headteacher provides very strong, rigorous leadership and a clear educational direction to the work of the school. She is well supported by her deputy, by the senior management team, and by others with leadership and management responsibility. The headteacher and her colleagues in management lead well by example and willingly accept responsibility. The school has a clear sense of common purpose and common goals and there is a good capacity to succeed. The long-term aims of the school are well established and fully reflected in its work. The short-term targets are relevant to development needs. Teamwork is effective and good use is made of individual skills. The staff are united; morale is high. Basic management procedures are appropriate, efficient and effective. Delegated roles are understood. Communication within the school is very clear and the community is very orderly. Day-to-day organisation is understood and followed by all concerned.
47. The governing body is effective in fulfilling its responsibilities. Nearly all relevant statutory requirements are met, with those that were not met at the time of the previous inspection now being met, which is a satisfactory improvement since then. The only statutory requirement that is not currently met is that of collective worship; this should be remedied. Minutes of governors' meetings show a broad involvement and appropriate executive decision making that helps to shape the direction of the school. There is a relevant range of committees, with various responsibilities delegated to individual governors. Good systems operate to link governors to National Curriculum subjects and for them to visit the school. These arrangements are

helping governors to keep informed about the school, its strengths and weaknesses, and are enabling them properly to hold the school to account for the standards achieved. The governing body has established appropriate procedures for appraising the work of the headteacher and for setting performance targets for her.

48. Good arrangements are in place for monitoring and evaluating school performance and for taking effective action. Assessment data is used very rigorously to check that pupils, classes and year groups are making the progress that they should and to compare the performance of the school with the typical national picture. Good use is made of local authority analysis to check on the progress of pupils from minority ethnic groups. The analysis of test results is very detailed and has guided the selection of priorities for teaching. The systems for monitoring and evaluating the teaching are good. A manageable programme of lesson observations has been established that involves members of the senior staff and the expertise of others from outside the school. Some but not all of these observations are linked to national requirements for performance management. Records of formal visits are kept and there is an effective system to feedback to teachers and for them to see models of good practice in teaching where this is necessary. Samples of pupils' work are examined, together with teachers' planning, and this is helping to check that the curriculum is being implemented consistently. The effectiveness of the procedures for evaluating and developing the teaching, together with the effectiveness of the systems for performance management, are the main reasons for the significant improvement in teaching quality.
49. The strategic use of resources, including specific grant and other funding is good. School development planning documents are clear and well written and the priorities are very relevant to the development needs of the school. Nearly all of the targets are specific and measurable. The actions necessary to achieve the targets have been clearly mapped out, with responsibilities, time scales and costs and are specific and manageable. The planning documents provide a very strong educational direction to the work of the school. The various grants the school receives are used for their intended purpose and are giving value for money.
50. The total budget is over £1 million. Income and expenditure per pupil are very high compared to other schools; for example, income per pupil is about a third higher than the average for London schools. The school is, therefore, well funded. The main reason for the high funding is the additional money received to support pupils with special educational needs and those from minority ethnic groups, including pupils with English as an additional language. The broad pattern of expenditure is similar to most schools except for teaching staff, which is proportionally very low, and learning support staff, which is well above the average. A surplus above five per cent occurred at the end of the last financial year but is earmarked for developments and will reduce during the present year. The arrangements for comparing costs with other schools are managed by a financial consultant and this is adequate but the governors themselves should be more systematic in their questioning of long standing practices to check that they continue to provide the value for money that they once did.
51. The management of the provision for pupils with special educational needs is satisfactory. The coordinator is experienced and has a good personal knowledge of the individual needs of those she supports. The coordinator has a relatively small amount of time allocated for her to perform administrative duties and monitor the identification, teaching and learning of pupils with special educational needs. The provision for pupils with special educational needs would be improved if the coordinator were given more opportunity to fulfil the role.
52. The management of the provision for pupils with English as an additional language is good. The arrangements are systematic and effective. Rigorous systems for assessment and targeting support have been established and records are well maintained.
53. The quantity, experience, and deployment of teachers are good in the main. Between them, there is a full range of expertise and subject specialist knowledge. This reflects an effective recruitment and retention policy, in part made possible by the higher than average levels of funding. The school is able to attract teachers of high calibre and to retain those it has because of a reward package that makes it unnecessary for good teachers to leave the school in order to gain promotion. Induction and training arrangements are satisfactory. A small number of teachers are new to the school, including some from overseas. They have been properly integrated into the main policies and ways of working but need specific training in the various national strategies and in the Foundation Stage curriculum. The arrangements to brief and to support supply teachers are effective and this is leading to adequate continuity of learning for pupils in the classes concerned.

54. The quantity, quality, and range of non-teaching staff are good though they are deployed with varying degrees of effectiveness. Most non-teaching personnel see their main role as supporting bilingual pupils and this is very appropriate. The people carrying out this role are generally experienced and effective. The support for pupils with special educational needs, however, is not always as clearly directed towards greatest need and deployment for this purpose should be improved. The role of learning mentor is relatively new to the school and has been very successful during the introductory phase. Learning mentors were, however, seen providing general classroom support when this was unnecessary and is an inefficient use of their expertise. Their roles should be clarified and their deployment improved so that the good knowledge and expertise that they have between them is used in full.
55. The accommodation is satisfactory. Teaching space for Years 1 to 6 is sufficient and is made good use of. The school has the benefit of two halls, a computer suite, and a library. Teaching space in the Foundation Stage is adequate but the nursery and Reception classes are some distance from each other and this is making it difficult for them to work effectively as a team. The site does not include a grassed playing field but there is ample hard surfaced play space for most sporting activities. The provision in the Foundation Stage for learning through physical activity outdoors is inadequate, with the designated area being poorly located for the Reception Year. The part of the building where the Foundation Stage is located is gloomy and cluttered indoors and, although some new resources and furniture have been purchased, is in need of further refurbishment. Resources in the school as a whole are sufficient for learning needs. Priority since the previous inspection has been given to the junior age groups, where need was greatest at that time, and this has been successfully accomplished. In comparison, the Foundation Stage is under-resourced; particularly resources for use outdoors.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. Since the previous inspection, the school has successfully increased the proportions of pupils attaining the expected national level in reading, writing, mathematics, and science but these proportions are still not fully in line with the national average. They are very close in the juniors but further away in the infants. The provision in the juniors is now effectively helping all pupils in these subjects whereas there is room for improvement in the infants and in the Foundation Stage. Improvements in the Foundation Stage and in the infants will help, as the pupils make progress through the school, to raise standards at the age of eleven to national average levels or beyond. To improve the school further, the headteacher and her staff, with the support of the governing body, should:
- ❑ raise the proportions of pupils attaining the expected national level in reading, writing, mathematics, and science closer to the national average, especially in the infants, by:
    - improving the consistency of the teaching in the infants and raising its overall quality to the same level as in the juniors;
    - identifying as early as possible and then supporting effectively those pupils in Years 1 and 2 with potential for high attainment and those who, with targeted support, can be boosted to the expected level;
    - providing relevant training where necessary to help teachers' whose lessons were unsatisfactory to improve their ability to capture and sustain the attention of the pupils;  
(Paragraphs 1-15, 75-87, 88-96, and 97-104)
  - ❑ improve the provision in the Foundation Stage, especially in the nursery, and especially for learning through physical activity outdoors, by:
    - increasing the effectiveness with which the Reception Year and the nursery work as one team;
    - increasing the rigour with which children's skills of communication, language and literacy are developed through all of the nationally agreed areas of learning and by identifying and sharing good practice in this aspect;
    - improving the effectiveness of the planning, and the range, quantity and quality of resources, for children to learn through physical activity outdoors;  
(Paragraphs 58-74)
  - ❑ raise standards in physical education in the juniors by:
    - providing relevant training for teachers where this is necessary;
    - sharing good practice;
    - introducing organisational strategies that make the best use of teacher expertise;
    - reducing the number of pupils who are excluded from physical education because they do not have appropriate clothing;  
(Paragraphs 33 and 138-145)
  - ❑ increase the involvement of parents in the life and work of the school by extending the good practices already initiated to overcome language barriers, by continuing to survey parental opinion and acting on the findings, and by ensuring that all points of contact with parents are professionally welcoming and effective; (Paragraphs 42-45)
  - ❑ ensure that collective worship meets statutory requirements. (Paragraph 34)
57. In addition to these main issues, the governors should consider including the following points for improvement in their action plan:
- ❑ raising standards in history and geography in the infants to average levels (paragraph 2);
  - ❑ ensuring that the thematic approach to aspects of the curriculum leads to relevant links between subjects and satisfactory progression in the development of skills (paragraph 26);
  - ❑ the length of the afternoon sessions without a break for infant pupils (paragraph 26);
  - ❑ targeting the deployment of staff to support pupils with special educational needs according to need (paragraph 28, 31);
  - ❑ improving the sporting links with other schools (paragraph 32);
  - ❑ increasing the focus and frequency of risk assessments (paragraph 39);
  - ❑ relocating and refurbishing the teaching space for children in the Foundation Stage (paragraph 56).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

65

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

27

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 1         | 11        | 31   | 18           | 4              | 0    | 0         |
| Percentage | 2         | 17        | 48   | 27           | 6              | 0    | 0         |

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

### Information about the school's pupils

#### Pupils on the school's roll

|   | Nursery | YR-Y6 |
|---|---------|-------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 25      | 277   |
| Number of full-time pupils known to be eligible for free school meals | 7       | 161   |

FTE means full-time equivalent.

#### Special educational needs

|   | Nursery | YR-Y6 |
|---|---------|-------|
| Number of pupils with statements of special educational needs       | 0       | 1     |
| Number of pupils on the school's special educational needs register | 0       | 40    |

#### English as an additional language

|   | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 295          |

#### Pupil mobility in the last school year

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 33           |
| Pupils who left the school other than at the usual time of leaving           | 34           |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 6.5 |
| National comparative data | 5.6 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.6 |
| National comparative data | 0.5 |

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  |      | 2001 | 24    | 19    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 21      | 21      | 21          |
|   | Girls    | 14      | 16      | 15          |
|   | Total    | 35      | 37      | 36          |
| Percentage of pupils at NC level 2 or above | School   | 81 (69) | 86 (47) | 84 (78)     |
|   | National | 84 (83) | 86 (84) | 91 (90)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 21      | 21          | 21      |
|   | Girls    | 15      | 14          | 17      |
|   | Total    | 36      | 35          | 38      |
| Percentage of pupils at NC level 2 or above | School   | 84 (47) | 81 (78)     | 88 (50) |
|   | National | 85 (84) | 89 (88)     | 89 (88) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  |      | 2001 | 25    | 23    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 18      | 16          | 20      |
|   | Girls    | 13      | 10          | 15      |
|   | Total    | 31      | 26          | 35      |
| Percentage of pupils at NC level 4 or above | School   | 65 (71) | 54 (75)     | 73 (82) |
|   | National | 75 (75) | 71 (72)     | 87 (85) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 20      | 17          | 20      |
|   | Girls    | 13      | 11          | 11      |
|   | Total    | 33      | 28          | 31      |
| Percentage of pupils at NC level 4 or above | School   | 69 (86) | 58 (79)     | 65 (79) |
|   | National | 72 (70) | 74 (72)     | 82 (79) |

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

### **Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 1            |
| Black – African heritage        | 12           |
| Black – other                   | 1            |
| Indian                          | 6            |
| Pakistani                       | 1            |
| Bangladeshi                     | 204          |
| Chinese                         | 3            |
| White                           | 11           |
| Any other minority ethnic group | 3            |

*This table refers to pupils of compulsory school age only.*

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

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 0            | 0         |
| Other minority ethnic groups | 0            | 0         |

*This table gives the number of exclusions of pupils of compulsory school age, 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) | 13.9  |
| Number of pupils per qualified teacher   | 19.93 |
| Average class size                       | 25    |

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

|   |     |
|---|-----|
| Total number of education support staff | 10  |
| Total aggregate hours worked per week   | 206 |

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 1.0  |
| Number of pupils per qualified teacher   | 25   |
| Total number of education support staff  | 1.0  |
| Total aggregate hours worked per week    | 32   |
| Number of pupils per FTE adult           | 12.5 |

*FTE means full-time equivalent.*

### **Financial information**

|   |           |
|---|-----------|
| Financial year                              | 2000-2001 |
|   | £         |
| Total income                                | 1153677   |
| Total expenditure                           | 1185823   |
| Expenditure per pupil (based on 312 pupils) | 3801      |
| Balance brought forward from previous year  | 91986     |
| Balance carried forward to next year        | 59840     |

### **Recruitment of teachers**

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 4.0 |
| Number of teachers appointed to the school during the last two years   | 4.0 |
| Total number of vacant teaching posts (FTE)  | 2.0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 2.0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 322 |
| Number of questionnaires returned | 228 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 77             | 21            | 2                | 0                 | 0          |
| My child is making good progress in school.  | 53             | 42            | 2                | 1                 | 2          |
| Behaviour in the school is good.   | 58             | 34            | 4                | 1                 | 3          |
| My child gets the right amount of work to do at home.                              | 43             | 35            | 15               | 5                 | 2          |
| The teaching is good.  | 58             | 35            | 2                | 1                 | 4          |
| I am kept well informed about how my child is getting on.                          | 47             | 41            | 5                | 2                 | 5          |
| I would feel comfortable about approaching the school with questions or a problem. | 43             | 32            | 7                | 2                 | 16         |
| The school expects my child to work hard and achieve his or her best.              | 58             | 35            | 1                | 0                 | 6          |
| The school works closely with parents.   | 39             | 37            | 7                | 4                 | 13         |
| The school is well led and managed.  | 41             | 35            | 7                | 4                 | 13         |
| The school is helping my child become mature and responsible.                      | 42             | 40            | 6                | 1                 | 11         |
| The school provides an interesting range of activities outside lessons.            | 47             | 33            | 5                | 3                 | 12         |

### Other issues raised by parents

The parents raised no other issues.



## **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**

58. Provision in the Foundation Stage is in a nursery class and two classes in the Reception Year taught in an open plan area that was originally two classrooms separated by a screen. This open plan arrangement enables all of the Reception Year pupils to be taught together. It is a good improvement since the previous inspection when some of the Reception and Year 1 pupils were taught together and their progress at that time was slow. Inconveniently, this open plan provision for the Reception Year is at the opposite end of the building to the nursery and this is reducing cooperation and the sharing of good practice between the two. Admission to the Reception Year is in September and in January, depending on the birthday of the child. Admission to the nursery follows the same pattern. A few pupils are admitted directly into the Reception Year without having had the benefit of nursery education, reflecting the smaller capacity of the nursery compared to the Reception Year.
59. The teaching is good in the Reception Year, satisfactory in the nursery, and satisfactory in the Foundation Stage overall. The Foundation Stage coordinator is based in the Reception Year and she leads the teaching very effectively by example and is well supported by her colleague in the Reception Year. Teaching in the Reception Year is well organised and provides a good balance between directed and independent activities. Almost all of the adults working in the nursery are relatively new appointments and are still finding their feet. Levels of care are good in the nursery but there is an over-reliance on independent and self-chosen tasks for children and insufficient directed work in small or large groups and too little constructive involvement of adults in children's self-chosen activities. This is reducing the opportunities the adults have to develop the children's communication, language, and literacy skills and is leading to the children not exploring new skills adventurously enough in the other areas of learning. Not enough clarification for children is provided using their first languages to ensure that their knowledge and understanding is being properly developed.
60. The yearly planning for the Foundation Stage appropriately reflects the nationally agreed areas of learning but the weekly planning lacks the detail necessary to promote the sequential development of skills as set out in the stepping stones for learning, which form part of national guidance. Planning in the Reception Year is satisfactory and is implemented effectively. Planning in the nursery is not as comprehensive as it needs to be. Staffing is satisfactory in number. Nursery teachers and assistants need further training in the Foundation Stage curriculum. The Victorian classrooms, cloakrooms and toilet facilities have been adapted but do not readily lend themselves, in their present state, to modern early years provision and further refurbishment is needed. There is potential for teaching spaces to be rearranged so that the Reception Year and the nursery are in close proximity to each other and can operate as a single team; a feasibility study should be carried out as a matter of urgency. Small equipment, toys, games, consumables such as paints and tabletop activities are well provided for throughout the Foundation Stage, reflecting recent purchases. Some new furniture has also been acquired but more needs to be done to complete the creation of an attractive, stimulating learning environment. Internal decoration and floor coverings are in need of upgrading.
61. Outdoor space is available for both the Reception Year and the nursery, with the nursery space being enclosed and better resourced. The Reception Year uses a corner of the main playground and satisfactory efforts have been made to provide climbing equipment and a shed to promote imaginative play. The duplication of resources, however, is inefficient. Neither outdoor space is resourced fully to promote all of the areas of learning. There is too little opportunity for children to use and explore natural materials and to extend their knowledge and understanding of the world in general.

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

62. The attainment of the children covers a very wide range and fewer of them are on course to attain or exceed by the designated time the nationally agreed goals for early learning than in the typical nursery or Reception Year. All of the children in the nursery and the Reception Year are settled and confident with the adults who teach them and show no reluctance on arrival or when separating from parents at the start of sessions. Most of those in the nursery are confident when playing alongside other children but quite a few are still content to play on their own and do not actively seek out others. A few get anxious when familiar adults are not near by. Most children in the nursery will, when directed or when others need a turn, change activities without a fuss and will choose what they want to do with reasonable independence, although a few still need regular help from adults to point them in the right direction.

63. In the Reception Year, nearly all of the children quickly become involved in the activities and will persist with them for lengthy periods. A group of boys, for example, concentrated for ten or more minutes on making model cars using a construction kit and played happily with the finished product. Most but not all Reception Year children can express needs and feelings in appropriate ways but sometimes they will wait for assistance from adults instead of going and seeking support. Two groups of high attaining pupils, one of girls another of boys, were reading a passage of text and had to find and write several missing words. The girls worked very well together and completed the task quickly. The boys could not find a way of working together and did not, initially, complete the task. They continued, passively, waiting for some time until the teacher provided support, which she did effectively, and the boys then were able to complete the exercise, showing that they had the necessary literacy skills but not the personal and social ones. Almost all of the Reception Year children are aware of the behavioural boundaries and almost all of them comply with the expectations of the teachers.

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

64. The range of attainment in the nursery is very wide and many fewer children than typically found are on course to attain the goals for early learning by the designated time. Almost all of the children are at an early stage of acquiring English as an additional language. This does not, however, stop most of them from talking to each other, in their first language and in English, and communicating in ways that are normal and typical for their age. The high attaining children are eager to ask questions such as “what is your name” and will use language to organise their play. The majority, however, tend to use single words or short phrases in English, often repeated, such as “that one; that one” and will point or gesticulate in other ways to indicate their wishes. A few use immature forms, such as “me fork” when asking for a fork. These different levels of language usage largely reflect stages in English language acquisition and are sometimes surprisingly contradicted, as when the child who had said, “me fork”, suddenly joined in with four others singing faultlessly to a friend a verse from ‘happy birthday’. Many of the children enjoy using books and about a third are beginning to recognise a few letters and link them to the initial sounds of words. They turn pages carefully and will dwell on the pictures and talk about what they see with interest. Nevertheless, the proportion able to take this interest in books a stage further and describe events in stories, which is the expectation for their age, is considerably smaller than typically found. Progress since joining the nursery has been satisfactory but only a few are likely to attain the early learning goals by the end of the Reception Year. Most will need between six months and a year more because of the extra burden of learning English and a few will need longer than this.
65. Attainment in the Reception is even wider than in the nursery, again largely reflecting the different stages the children are at in their acquisition of English. The high attaining children can engage in lengthy dialogue, as when a four-year-old girl explained how many legs were on a spider and how a pet tarantula spider had been brought to school and ate crickets, using a picture in a book on spiders to support her comments. About half the children are able to talk in reasonable detail, for example, a boy described to a friend what his brother and sister had done the day before. He took account of his friend’s comments and responded to his questions; this is a typical use of language for this age group. Many of the children know that print carries meaning; they can recognise a few letters and identify the sounds they make at the beginnings of some words. When the teacher began a story session by showing them a familiar book, about a third promptly read the title. A few pupils are starting to form letters and to write their names. A few children still talk using short phrases and find it difficult to sustain a conversation in English. Many children find it difficult to sequence events in a simple story. The pace of learning in the Reception Year is good and children are catching up with national expectations. Even so, only a minority will attain the nationally agreed early learning goals by the end of the Reception Year.
66. Teaching in the Reception Year is often of very good quality. Strategies and methods from the National Literacy Strategy have been adapted to the needs of four- and five-year-olds and the wide range of activities to promote literacy are well matched to children’s learning needs. Strong emphasis in the Reception Year is placed on vocabulary and on skills of comprehension so that those learning English as an additional language are well supported by this emphasis. In the nursery, many of the activities promote literacy but the adults do not always talk to the children enough or, more importantly, create through well chosen questions and tasks the situations where children have to put their thoughts into words, practise the vocabulary, and talk at length in English.

## **Mathematical development**

67. Many of the children in the nursery have not made as much progress towards the nationally agreed goals for early learning as is typically found. Most of them are beginning to use number names but are often not accurate when counting beyond two. A few in the nursery can count to at least five and are beginning to work out what one more or less will make to a small set of numbers.
68. In the Reception Year, most pupils are able to count reliably and to write numerals up to 9 and are acquiring the appropriate language to compare quantities and sizes. A group of three girls, for example, successfully organised sequentially the segments of a caterpillar where each segment had “one more” spot than the segment before. Many of the Reception children are beginning to be aware of addition and can, for example, find a total by adding two groups of objects, attainment that is consistent with the green stepping stones, the average for their age. The higher attaining Reception Year pupils can count two sets, record the numerals, and then the answer in the form  $1+4=5$ . This level is consistent with the grey stepping stones and indicates potential to exceed the early learning goals by the end of the Reception Year and to exceed national expectations by the age of seven.
69. The teaching in the nursery is adequate but not firmly enough based on what children know and what they need to learn next. Greater awareness of the national stepping stones for learning would improve the progression of skills. Teaching in the Reception Year is challenging and purposefully organised. Activities are well chosen and there is an appropriate emphasis on oral and mental work. Planning and resources are satisfactory.

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

70. The range of attainment is wide and standards overall are well below average. In the nursery, provision is made for children to learn about the world, to explore every-day situations through role-play, and to construct and make things using a range of materials but the children are not always willing or confident to use them. Their willingness to question, look closely, and find out how things work is not as well developed as is typically found but their ability to handle paints, crayons and to make things is broadly the same as others of their age. The provision is giving children a range of worthwhile experiences. One group, for example, was making insects from plasticene and pipe cleaners. This extended their knowledge of insects, the shape of their bodies and how many legs they have, and where they could be found. It helped with their manipulative skills and extended their knowledge of malleable and bendable materials and how these could be joined. The provision, however, did not allow the pupils to observe live insects, to watch them move, or acquire a sense of scale. Not enough is done to extend vocabulary and understanding for the bilingual children or, importantly, to provide clarification and explanations using children’s first languages where knowledge and understanding are limited.
71. The picture in the Reception Year is stronger than the nursery and the pupils’ knowledge and understanding has improved by at least the expected amounts in comparison to attainment among children a year younger. Even so, few are on course to attain the early learning goals by the end of the Reception Year. Levels of curiosity are high and the more able children in particular are willing to look closely and find things out. The children, like those in the nursery, were studying insects and other creatures. This time, however, the creatures were alive and very active, which created great excitement and interest. The higher attaining children linked what they saw and observed to books on insects and were beginning to use this book knowledge to make distinctions, for example, between the number of legs a spider has compared to a woodlouse. The teaching purposefully extends early scientific skills, for instance, by getting children to sort the creatures into sets with wings or without wings, and this is good practice. The provision suitably includes construction toys, where children’s knowledge and skills are close to average, and the use of information and communication technology where, again, skills are close to average.

## **Physical development**

72. The ability to handle tools, objects, and construction and malleable materials safely, and with appropriate control, is consistent with expectations and most pupils are likely to attain or exceed this element of the early learning goals by the end of the Reception Year. Their confidence when travelling around, under, over and through balancing and climbing equipment however is very variable. Too many children are unwilling to explore such equipment and to experiment with different ways of moving; skills in these elements of the early learning goals are below average.

73. The provision for children to learn through physical activity outdoors is underdeveloped. Both the nursery and the Reception children have daily access to space outdoors and efforts have been made by the teachers to provide equipment for children to move around, over and through this equipment is appropriately challenging. There are bikes and other toys for children to ride and markings set out on the playground for them to follow and improve their directional skills. Equipment is also available, such as playhouse, tables, and chairs for children to use for role-play. Very few resources are available to promote development in the other nationally agreed areas of learning and there are very few natural materials. When outside, children are able to choose the activities but there is insufficient adult intervention to promote exploration, increase challenge, and encourage verbalisation.

### **Creative development**

74. Standards are closer to but still below average. Most of the pupils are able to use paints, crayons, and other media confidently and imaginatively and an average proportion is likely to attain the early learning goals in this element by the end of the Reception Year. This reflects good provision and good teaching in this aspect. The children's responses to what they hear, smell, touch and feel are mostly consistent with the relevant stepping stones for their age although their ability to discriminate verbally between, say, rough and smooth, wet and dry, is limited in English. The children readily sing simple songs, and recognise repeated sounds and sound patterns; attainment in this aspect is broadly consistent with the stepping stones for learning for their age. Music, dance, and imaginative role-play are not always provided for, or pupils directed towards, sufficiently and this aspect of development is generally below expectations.

### **ENGLISH**

75. The proportion of eleven-year-olds currently on course to attain or exceed the expected level for their age, about 70 per cent, is slightly smaller than the average but is a big improvement when compared with the previous inspection. About a quarter of the pupils exceed the expected level; this is comparable to the average school nationally and is an excellent improvement compared to the previous inspection. Attainment is generally higher in writing than in reading, which is different to the national picture and reflects the greater control pupils have over vocabulary when writing, though efforts by the teachers to narrow the gap between reading and writing have been successful. The achievement of the eleven-year-olds is very good when compared to their attainment at the age of seven. Almost all of them are learning English as an additional language and knew very little English when they entered school at the age of four. Slightly more than three-quarters of the eleven-year-olds are now confident users of English, including about a quarter who are fully fluent. This shows good progress in acquiring English since their entry to school.
76. The proportion of seven-year-olds currently attaining the expected national level in reading and writing, about 75 per cent of the pupils, is smaller than is usually found. Very few seven-year-olds are exceeding expectations in reading and none in writing and this means that standards overall are well below average. The achievement of the seven-year-olds is satisfactory compared to their attainment on entry. Almost all of them speak English as an additional language. About half of the pupils are confident users of English but not yet fully fluent and this group has done well to attain the expected level, especially in reading. A further quarter of the pupils are now fully fluent users of English; several of these are close to exceeding expectations but have not yet done so.
77. Almost all of the eleven-year-olds are careful, attentive listeners and can talk confidently to their friends individually and when working collaboratively in lessons. When in small groups or talking one-to-one, most eleven-year-olds can develop ideas carefully, clearly describe events and opinions, and question and respond to the ideas and opinions of others, all of which is consistent with the national expectation for their age. This confident use of English on these occasions reflects the fact that they are in control of the vocabulary and choose familiar words. In class situations, only about a quarter of the pupils are confident talkers and the others have to be encouraged to participate through careful questioning by the teachers. They still have, from time to time, difficulties understanding main themes or specific points being made by teachers during lessons, reflecting issues of comprehension caused by new, subject specific vocabulary. Only a very small number of eleven-year-olds talk and listen with assurance in a wide range of school situations.
78. The seven-year-olds are often reluctant talkers in group and class situations and cannot always listen

attentively for long periods. This reflects their level of fluency and the effort that is sometimes necessary to put their thoughts into words and to sustain comprehension when some of the words are unknown. When talking to friends they regularly use their first language, especially the girls. A small number of seven-year-olds speak English as their only language and have typical speaking and listening skills for their age.

79. In reading, almost all of the eleven-year-olds are able to read straightforward narrative and information texts independently and accurately and can read silently for study purposes. When faced with unfamiliar words, they have the phonic skills necessary to unravel swiftly the various sounds and quickly to attempt pronunciation. They are less confident or capable at predicting the meaning of the words, mainly reflecting limitations to their vocabulary of English words but partly reflecting a reluctance to use strategies for scanning text and seeking clues from other sentences. They know that scanning the text will usually give clues but they do not readily turn to this strategy. Many pupils also have difficulty from time to time in following the main themes in text and particularly in going beyond the literal meaning to those that are inferred or can be deduced. This difficulty in comprehension is almost entirely related to their stage of English language acquisition, particularly to the relatively small number of English words that they know compared to the typical eleven-year-old whose only language is English. This affects their silent reading and their reading for study purposes, which is sometimes less effective because there are too many words they do not understand.
80. About three-quarters of the seven-year-olds are reasonably well launched into reading but only about one in twenty are exceeding the expected level for their age. Their phonic skills are appropriately developed but they need help and support to identify the main themes. Often when faced with an unfamiliar word, they will ignore it and move onto the next word and this makes it difficult for them to sustain comprehension.
81. Attainment in writing is, for most pupils, higher than in reading because they have more control over the vocabulary being used. The writing of almost all eleven-year-olds is well organised and logical. The highest attaining pupils write complex sentences using commas to separate clauses; write stories with dialogue between characters; choose words well; and make good use of adjectives and adverbs. Most pupils write clear, straightforward sentences and use appropriately paragraphs to separate sections of writing. Grammar is usually accurate but with occasional lapses in tense and omissions of the definite and the indefinite articles. Spelling is variable in accuracy but is usually phonically justifiable. Punctuation is generally accurate and most pupils are familiar with the use of exclamation marks, question marks, and commas. Handwriting, however, is rarely joined when the expectation for the age group is that it should be.
82. The writing of the seven-year-olds is mixed in quality and, for many, only just consistent with national expectations. About half the pupils write simple, precise sentences. Punctuation is usually correct, handwriting is tidy and accurately formed, and spelling is phonically justified. The remaining pupils write short sentences but are not accurate in their use of punctuation, capitalisation and spelling. A few pupils struggle to write more than a few words.
83. The teaching is very good in the juniors and mainly good in the infants. About 80 per cent of lessons are good or better, with nearly half being very good or excellent. The excellent and very good teaching is highly motivational and takes fully into account the learning needs of the pupils.
84. In a very good lesson in a combined Year 3 and 4 class, the teacher made the learning of basic skills interesting and relevant to the eight- and nine-year-olds in the class. The pupils were learning about commas and their different uses. After sharing the reading of a passage of enlarged text, the teacher asked the pupils if they had seen any commas. This simple, open-ended question immediately drew all pupils into a search, made them think and use the knowledge they already had, led to a great deal of discussion, turning pupils into active instead of passive learners. Pupils were asked to come out and underline the commas they could see, which enlivened proceedings further. The different uses of the commas identified by pupils were explored, such as in dialogue, separating adjectives, and separating clauses, with extra examples provided to clarify and deepen the pupils' knowledge and understanding. The main emphasis was on commas that separated clauses, which led in turn to discussions about conjunctions and what a writer could achieve by joining sentences and making them complex. This was a thoroughly riveting lesson that led to all pupils extending their knowledge by more than is typical.
85. In a very good lesson in Year 2, linked to skills in speaking and listening, the teacher skilfully gained and sustained the interest of the pupils throughout the lesson. The objective was to expand pupils' vocabulary and increase their fluency and understanding of common fruits and vegetables. Illustrations of fruits and

vegetables were used with the pupils at first simply naming them and talking about their preferences and where they might be found. The discussion was expanded to explore in detail the properties of the different fruits and vegetables. Interest and intellectual effort were sustained by turning the activity into a guessing game similar to "I spy", by allowing pupils to talk to partners and share understandings, and by providing first language explanations for those who needed them. By the end of the lesson, the objectives had been fully achieved. This particular type of lesson had been introduced in response to issues for improvement identified by the previous inspection and is one of the reasons for increased fluency levels among the pupils.

86. Throughout the school, the teaching makes good use of the methods and the curricular Framework from the National Literacy Strategy. The teaching in the juniors is particularly adept at using the shared and guided methods to stretch and challenge the higher attaining pupils. Good use is made of the additional literacy scheme to support those needing extra help with phonics and other basic skills and to interweave extra support for bilingual pupils into lessons without reducing their entitlement to shared work. Teaching in the infants is not always as specific in identifying individual and group learning needs and in matching work to pupils with different levels of attainment.
87. Leadership of the subject is very good. The coordinator leads effectively through the excellent example of her teaching. She has a clear vision of good practice in the subject and the strengths, weaknesses and development priorities in the subject throughout the school. This has been achieved following a rigorous audit of the subject and staff training needs. She was appointed at the start of the present school year. Already she has introduced the use of partners for speaking and listening, white boards to support shared and guided writing, and training to help establish guided reading. Teaching is monitored regularly and she has provided model lessons to help share and extend good practice. Curricular planning and guidance for teachers are effective. Satisfactory use is made of opportunities in other subjects for sustained, independent writing. The assessment arrangements are rigorous. Resources have been recently improved and are sufficient in quantity, quality and range.

## **MATHEMATICS**

88. About two-thirds of the eleven-year-olds are attaining or exceeding the expected national level. This is below the national average but a good improvement on the 2001 test results. About a quarter of the eleven-year-olds exceed expectations and this is the same as most other schools. Current standards at the age of eleven are an improvement on the test results at the time of the previous inspection. About four-fifths of the seven-year-olds are attaining or exceeding the expected level for their age, this is close to the national average. Only about one pupil in every seven exceeds expectations at the age of seven and this is very low. The trend of improvement at the age of eleven did not keep pace with the national trend until this year and this unsatisfactory picture has now been corrected. There has not been enough improvement at the age of seven and this is unsatisfactory.
89. Current standards among the eleven-year-olds are above the 2001 average for similar schools. These standards represent a good improvement on results in recent years. Pupils with special educational needs, well supported in terms of adult help in classrooms, make satisfactory progress. The progress of pupils with English as an additional language improves as they get older. The problems caused by a lack of fluency in English are most acute in the classes of younger pupils. Progress is also affected by the quality of teaching. Some ineffective teaching in Year 1, where little is expected of the pupils and they sometimes lose concentration and do not complete enough work, slows the progress of the pupils in the infants overall. The quality of teaching of the older infant pupils is generally good and leads to them making quicker progress.
90. Pupils' progress improves in the junior classes, particularly in Years 5 and 6, where teachers' expectations are high. Higher attaining pupils make very good progress in the juniors, aided, to a certain extent, by being grouped together. They are given appropriate tasks and are able to challenge and help each other. There is, however, no consistent approach to the grouping of pupils of different abilities in the subject throughout the school, each year group in the junior classes having its own arrangements. Uneven numbers in each year group partly directs this but a more consistent approach would allow for the precise targeting of support for individuals and groups of pupils.
91. The seven-year-olds are able to recognise fractions like halves and quarters, although many are still unclear

as to how many quarters make a whole. Higher attaining pupils are able to measure accurately using centimetres and millimetres, although some pupils are still not confidently using standard units of measurement. High attaining pupils are able to use mental recall of addition and subtraction facts to twenty to solve problems. They are beginning to understand the process of multiplication, counting on in threes, fours, and sevens. They are able to give change using counting on and subtraction processes. Low attaining pupils are not yet confidently writing all the digits correctly in their written recording.

92. The eleven-year-old higher attaining pupils have a good knowledge of number and are able to use a range of strategies to solve questions. For example, faced with the question  $4.6 \div 0.2$ , they multiply each number by 10, complete a simple division, then divide the answer by 10; or when multiplying 1.35 by  $\frac{3}{5}$ , they divide 1.35 by 10, multiply by 2 to get  $\frac{1}{5}$  and then multiply the answer by 3. This good understanding of strategy and the number system means that these higher attaining pupils can successfully multiply a three digit number by a two digit number and divide by a two digit number. Pupils have a clear understanding of capacity but although many can make a reasonable estimate as to the capacity of a container, not all are sure of fractions of 1000 when converting litres into millilitres. Few are able to use their understanding of the number system to record capacities using decimal fractions of a litre. Pupils are able to record their findings in graphical form although they do not always use the most suitable type, for example, recording attendance using a line graph when a block graph would have been more appropriate. The higher attaining pupils are able to apply their knowledge of the standard formula for calculating the area of a rectangle to more advanced work involving the calculation of areas of more complex shapes and areas of shapes like triangles. Higher attaining pupils are given challenging tasks, for example, investigating the Pythagorean Theorem.
93. The quality of teaching is good overall and this represents an improvement since the last inspection when teaching was judged satisfactory. In the good lessons, work is well planned with clear learning objectives. These learning objectives are shared with the pupils, they are often asked to write them down at the top of the page and are referred to throughout the lesson. This results in the pupils being clear about what they are attempting and they are able to focus on their learning. This planning does not always include tasks for pupils of different levels of ability. However, this is often compensated for by the contribution of learning support assistants, which is carefully planned so that they are able to support precisely the learning of lower attaining pupils and those with special educational needs. This thorough planning is supported by good preparation; appropriate resources are readily available and in classes of younger pupils, assignments are set out in the pupils' workbook so that time is maximised and pupils are able to concentrate on the learning objective in the lesson.
94. The quality of teaching in the infant classes is inconsistent and, although much is good, some is less successful. A characteristic of the less successful lessons is insecure classroom management, with the teacher concentrating on a few pupils while giving relatively little attention to the rest. This results in pupils being unproductive and not consolidating or extending their learning. There is often a lack of challenge in these lessons. Higher attaining pupils complete their tasks quickly and then have nothing to do, resulting in them becoming bored and frustrated
95. Teachers assess pupils' work thoroughly in the main and use this information to help plan tasks for their pupils. In the mental warm up section of lessons, pupils are asked to show their answers by writing them on individual whiteboards and then hold them up so that the teacher can immediately assess the extent of their pupils' learning. Teachers generally mark work well, often offering encouraging remarks and suggesting methods for improvement or extension work. Teachers use information that is gathered from assessing work to set pupils individual targets, which are pasted into workbooks. These targets are often precise but there are few instances when the teacher refers to these and few indications of targets being achieved. Teachers generally use the end of the lesson to consolidate learning and to assess the progress of the pupils by good questioning. Teachers are constantly aware of the need to extend pupils' vocabulary; for example, a Year 3 teacher uses the terms partition, plenary and algorithm in the same lesson. There are few examples of teachers using computers to extend or consolidate pupils' learning in mathematics and this remains an area for development. Pupils in Year 6 are involved in an algebra 'bridging' project in which they undertake mathematics work that will eventually be finished in their initial weeks at the secondary school. This helps to give fresh impetus to pupils' work and learning at the end of the school year.
96. Clear leadership of the subject has led to recent improvements in the provision. This has included the implementation of the National Numeracy Strategy. This has led to a more consistent approach to the teaching and allows for the systematic development of pupils' skills. This has been further supported by the

adoption of a commercial scheme that provides a framework of activities throughout the school. Systematic assessment of pupils' learning, using national test material, has meant that teachers are able to track the progress of individual pupils. Detailed analysis of pupils' responses to this assessment material has allowed the coordinator to identify areas of strength and weakness in learning. The coordinator has also been able directly to monitor teaching and learning in the classroom and offer feedback to teachers on areas for development. A number of initiatives designed to help the progress of lower attaining pupils seem to have foundered. One, involving the use of computers, continues but with very few pupils and seems not to justify the initial and continuing costs. The school will need to reconsider their approach to these initiatives, particularly in the light of its above average number of low attaining pupils.

## SCIENCE

97. The proportion of eleven-year-old pupils who are attaining or exceeding the expected level for their age is below the national average but not by very much. Four-fifths of them are on course to attain the expected national level by the end of the school year and this proportion is slightly smaller than is found in most schools. About one third of the eleven-year-olds are within reach of the next level and this is about the same as other schools. Nine out of ten seven-year-olds are on course to attain or exceed the expected level by the end of the school year, this is broadly average, but only one in ten is likely to get to the next level and this drags down the overall standard to well below average. Standards are rising in the juniors and are higher than at the time of the previous inspection. This is the result of good teaching between the ages of seven and eleven. In the infants, standards are similar to those found at the time of the last inspection. Throughout the school, teaching is well supported by a detailed scheme of work and by the subject coordinator. Most low attaining pupils make satisfactory progress. However, the allocation of class assistant support to classes is based on a formula which, in practice, leads to some classes not having any support and this reduces the impact of teaching in those where it is absent. The teaching effectively develops the learning of boys and girls equally.
98. Seven-year-olds with typical attainment have acquired a basic knowledge and understanding of scientific enquiry; life processes and living things; materials and their properties; and physical processes. They can carry out a simple enquiry into plant growth, describe their procedures, observe and measure their growth, record their results as a table and describe their results. They can make a simple electrical circuit with a bulb, a battery, and wires, record the components used and draw a diagram of the circuit they made. They explore materials, recording those that will let light through and those that will not and can describe their differences. They observe and collect evidence on the height and weight of pupils in their class by measuring and recording their results as a graph. They can use scientific vocabulary including the term 'mass'.
99. Eleven-year-olds with typical attainment have a broad knowledge and understanding of scientific enquiry; life processes and living things; materials and their properties; and physical processes. This knowledge has been accumulated over the four junior years. They can carry out investigations into evaporation using prediction and fair testing procedures, measure the amount water that evaporates under different temperature conditions, present the results in the form of a graph and draw comparative conclusions from their findings. In earlier work on dissolving, they had tested the relative speeds with which large and small grains of sugar had dissolved, making predictions and deciding how to conduct a fair test. They can construct a series of circuits using two or more bulbs, batteries, and switches. They can represent these circuits as diagrams and describe the flow of electricity around them. They are able to compare how the brightness of a bulb is affected by using different lengths of high resistance wire in a circuit and can alter circuits to change the loudness of a buzzer incorporated into them. They can explain how sounds are made and use the correct terms such as 'high pitch' and 'low pitch' in exploring how sounds can be altered. They measure their pulse rates after different forms of exercise, present their results as a graph and can describe the working of the heart and its part in maintaining blood circulation.
100. The infant pupils make satisfactory progress in relation to their attainment on entry to the school. However, this is not enough for standards to be average compared with other schools. Pupils are making good progress in the juniors and this is why standards are rising. Only three-quarters of the eleven-year-olds have been in the school since the age of seven. Of these, nine out of ten are likely to attained the expected level for their age or better and of these four out of ten are expected to attain the higher level, this shows how strongly effective the teaching is. However, for the pupils who joined after the age of seven, most are unlikely to attain the expected level for their age and none are likely to attain the higher level because they



have not yet had time to develop proper fluency in English.

101. Pupils' show good attitudes to their work. They listen to the teacher and concentrate upon their work. This was seen in a Year 2 lesson about sorting creatures into groups where the pupils were very focused upon the teacher as the work of the previous lesson was reviewed and its development explained to them. In the same lesson, the pupils took good care of the animal photographs they were using despite being eager to see what they showed, and shared the use of the resources well. In a Year 3 and 4 mixed age class, the pupils were alert and making good observations about the position of the snails in their study containers. They expressed concern about the ability of the snails to reach the food that was being given to them. When placing the food into the containers they took great care to position the large pieces so as not to harm the snails. In a Year 3 lesson on habitats, the pupils were intrigued by the woodlice they were placing in the study boxes and very absorbed by their movements.
102. In order to raise standards, the headteacher, the coordinator, and the teachers improved the quality of teaching in the juniors since the previous inspection. Teaching is good overall. Teaching is most effective in the juniors. In a good lesson with eight- and nine-year-old pupils, the teacher carefully rehearsed the learning from the previous lesson and then extended this to focus on the current study. This had the effect of informing the pupils clearly about the lesson objectives but at the same time setting them in a clear, purposeful context. In the same lesson, the teacher used her good subject knowledge to ask questions that involved the pupils in reasoning for themselves how problems posed by their enquiry were to be resolved, for example how they could measure the amount eaten by their snails. Where teaching is effective, the lesson develops well, at good pace and following a clear structure that relates to scientific enquiry. This was seen in a Year 3 lesson that held the attention of the pupils and in which they clearly understood what they were trying to do. Teaching is also effective where there is good support available for the lower attaining pupils from teaching assistants. For example, in a Year 6 class a pupil with very little English showed very clear understanding of the ideas being developed in the lesson through the intervention of the teaching assistant.
103. Where teaching is less effective, tasks are not easily understood by the lower attaining pupils and there is insufficient time available in the lesson for teachers to involve the pupils in planning their own experiments. Copied and directed recording of written work can obscure a pupil's lack of understanding and inhibit the acquisition of knowledge.
104. Management of the subject is very good. The coordinator has a strong scientific background. A suitable policy is now in place. The long-term plans provide clear direction to the work of each year group. The medium-term plans have been designed by the coordinator and were updated for Curriculum 2000. They provide detailed guidance for colleagues. In addition, the coordinator provides ongoing personal guidance and support for the teaching staff. Weekly plans are taken directly from the medium term plan and study units are reviewed on completion. However, the programme of theme titles within which all the work of the school is organised creates tensions in constructing meaningful and coherent teaching programmes. The subject is well linked into the information and communication technology programme. Field visits are made to museums, wildlife parks and to the seaside. The resource base is good and library development is enhancing the range of science books available. The subject is not in the current school development plan and, while a system is now in place for tracking the progress of individuals, it is not yet being fully utilised.

## **ART AND DESIGN**

105. Standards, particularly the practical aspects of the subject, are above average in Years 2 and 6 and the achievement of the pupils is good. This is an improvement compared to the previous inspection. No lessons were seen because of the school's timetable but work was examined and pupils were spoken to about their work.
106. Pupils at both age groups have knowledge of a broad range of media, mostly two-dimensional materials such as chalk, pastels, paints, crayons, charcoal and ink but including some three-dimensional modelling in clay and construction using junk materials. They have acquired an appropriate range of skills, including different forms of printing, painting, collage, and observational drawing. Pupils in Year 6 use their sketchbooks to explore and develop ideas. They explain how they have used them on visits, such as to a museum, to sketch items which may be transferred later into a painting. They can describe clearly the processes of colour mixing and how different paint textures can be created. Pencil drawings throughout the juniors are often of high quality, showing very good accuracy of shape and form, perspective, and detail. Year 6 pupils talk about trying to show distance in their sketches and paintings, though are not familiar with terminology such as 'perspective'. They describe how they have used computers to create pictures and they are satisfactorily familiar with graphics programs.
107. Pupils in Year 2 talk about their work enthusiastically. They explain that they use paint, pastels, and clay, and that they have been taught to mix colours and give details about how this can be done. They talk freely about creating their own version of a weeping woman and made a picture gallery using pasta, rice and other foodstuffs. The collages created from this exercise are of good quality. They have completed observational drawings, though they do not use this name, and have created pictures using graphic programs. They say that they often discuss their artwork in class and that this helps them, though they are not familiar with many terms specific to the subject. Attitudes to the subject are very positive and it is clearly a subject liked by the pupils.
108. It was not possible to talk to the coordinator because she was absent through illness. It is clear from the planning and the work produced that the subject is well led. The curriculum guidance is adequate and is being followed consistently by teachers and this is leading to a broad and relevant curriculum for pupils. There are no assessments made using National Curriculum criteria; a simple, manageable system of annual assessment is to be introduced in 2003. Resources are good.

## **DESIGN AND TECHNOLOGY**

109. The standard of the current work of eleven-year-old pupils is generally above national expectations. The standard of work of seven-year-old pupils is broadly average. The good standards in Year 6 are the result of support given to teachers, particularly the good guidelines jointly developed by the coordinator and the teaching staff, combined with the personal support given to staff by the coordinator. The teaching effectively develops the learning of both boys and girls. Pupils with special educational needs make satisfactory progress. Only one lesson was observed during the inspection and additional evidence was collected from the scrutiny of pupils' work and the planning, discussions with the coordinator and pupils and the review of displays.
110. Pupils make satisfactory progress during infants and good progress in the juniors. Pupils in Year 2 can use a variety of basic tools safely such as scissors and saws and they can cut accurately. They also learn to use a range of materials such as card, fabric, string, and glue. They can make simple models and products such as bridges, wheeled vehicles, and playground equipment. The pupils learn to use techniques such as marking out and measuring. They also investigate products before they proceed to the design and make stages; for example, they study pictures of vehicles and buildings. Once they have made their products the pupils evaluate their effectiveness and make improvements where they consider they are needed.
111. Pupils in Year 6 have a good knowledge of the design, making and test process of the subject as applied to a range of familiar products. They know that before undertaking a design it is important to generate ideas by examining real examples, models and pictures. This is seen in the visit they make to a water mill where they study the use of cogs and axles and draw a plan of the mill mechanism before making their models from card, wood, and plastic. The models are tested with water to see if they work. In other work they make links with other subjects, take account of the working characteristics of the materials they are using and

considering design aesthetics. All these features are involved in their preparation of Spanish omelettes. Here they apply their knowledge of hygiene and healthy food and the implications for a balanced diet, making links to science. They take account of the working characteristics of the pastry and consider the aesthetic qualities their food products. There is, however, little evidence of the use of information and control technology in control mechanisms.

112. Pupils' attitudes towards the subject are good. During discussions, pupils' talked enthusiastically about their experiences and described not only how they made things but also how they enjoyed being involved in design and in testing. In a Year 2 lesson where the pupils were engaged in making a lever card, they worked industriously and enthusiastically.
113. No judgement is possible on the overall quality of teaching. However in the lesson seen, effective teaching was observed when the teacher explained the techniques clearly and emphasised safety requirements. This led to the pupils using their scissors carefully and cutting accurately following curved lines. Teaching was also effective when the teacher identified individuals with particular skill problems and helped them to improve as they worked. However, there was evidence in the work scrutiny sample that in some work the pupils are over-influenced in their designs by the examples shown to them.
114. The subject is well coordinated. A good policy is in place. The coordinator and the teaching staff have developed a good scheme of work to meet the particular needs of the school. A system of assessment has been introduced that will permit the tracking of individual pupils but is not yet being fully used to set targets. The quality and range of resources is satisfactory although the resource base for control technology, particularly linked to information and communication technology, is underdeveloped. The subject knowledge of teachers is supported with good staff discussions and review of taught units. The coordinator offers good support and guidance to colleagues in relation to planning and resources. The skills of the local community and world of work are under-utilised.

## **GEOGRAPHY**

115. Overall, standards are below average in the infants and average in the juniors. Progress is, nevertheless, consistent with expectations in the infants and better than expectations in the juniors. Because of good teaching and increased fluency in English as pupils get older, most are close to, or in line with, the expected attainment by the age of eleven. Boys and girls make similar progress. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. The rate of progress has improved since the previous inspection.
116. In the infants, pupils learn about maps and routes and their knowledge in this aspect of the subject is satisfactory. Pupils in Year 1 can create a map for the "Billy Goat Gruff" story, and trace the journey of a letter. Pupils in Year 2 can describe a map as "a picture" of a place. They also show understanding of geographical terms suggesting, for example, that "environment" meant "somewhere we live". In one lesson, they were able to use a map of the school site to add environmental improvements such as trees and play equipment. Their knowledge of places, patterns and processes, however, is limited and this is why standards overall are below average.
117. Pupils in the juniors extend their skills by studying the local area, conducting surveys of traffic and sports facilities, planning journeys to Europe and using coordinates in their map work. Much of their extended work on rivers, pollution, and comparing locations is good. They show a sound understanding of geographical features such as tributaries and estuaries and the way rivers "meander" on their route. Good work was observed in interactive lessons on how rivers become polluted. A fish tank was filled with water and pupils took part in a story as characters that threw different things in the river until it became polluted. They used a relevant vocabulary including 'pesticides', 'detergents', and 'chemicals'. They recognised that both homes and industry could be sources of pollution. When comparing the local area with that of Reculver in Kent, pupils used key words such as "residential density" in exploring differences. Pupils throughout the school have regular field studies trips, including a farm, the Thames Barrier and locations in Kent and this is good practice. Pupils use information and communication technology and the Internet effectively to find information, and use software appropriately to prepare reports, graphs, and spreadsheets to present their findings.
118. Overall, the quality of teaching is good. Teachers have a sound geographical knowledge and use resources

well. In the best examples, teachers engage pupils' interest in lively introductions with clear expectations and instructions. Planning is based on nationally prepared guidance linked to the school's own topic framework. Tasks are generally well matched to pupils' needs, including extension work for the more able. Consequently pupils are attentive and are keen to do their best. Pupils' work is marked regularly and the best examples include helpful comments to aid improvement. There is now a practical system for recording pupils' attainment.

119. The subject is well coordinated with sound plans for development. Resources are of a good range and quality. The blocking of geography with history on the timetable tends to limit the opportunities pupils have to build on their knowledge and skills. The school should consider whether its own topic framework continues to be relevant in the light of National Curriculum guidance. Considering the heritage of the majority of the pupil community, the school has the opportunity to include Asia in its programme of study as an example of a less economically developed continent.

## HISTORY

120. Limited evidence indicates that standards are below average in the infants and broadly average at the age of eleven. Progress is steady in the infants and quickens in the juniors so that by the age of eleven most pupils are close to, or in line with, the expected attainment for their age. This pattern of progress reflects the steady gains in English language fluency by the majority of pupils with English as an additional language. No direct teaching was observed during the inspection because the subject was not taught. Judgements are based on an analysis of pupils' work and teachers' planning and on discussions with pupils. There are no differences in the attainment of boys or girls. Pupils with special educational needs make satisfactory progress in relation to their difficulties. Standards are similar to the previous inspection, with the rate of progress and quality of resources being improvements.
121. In infant classes, pupils can represent the past through drawings labelled with words and short sentences. By the age of seven, pupils have developed only a limited understanding of time past and change over time. Understanding is strongest when their work is close to their own experiences in, for example, looking at children's clothes from infancy to school age and at children's clothing in different historical periods, and when speaking of change in their families over time. With other studies, such as transportation, the invention of the printing press and the telephone, learning appears less secure. For example, they remember that a horse and cart was an early form of transport replaced by motor vehicles but were unable to suggest where other forms of modern transport might fit on a time line. At the age of eleven, pupils show a sound sense of time passing and an understanding of the past, such as the burial customs in Ancient Egypt and life for school children in the 19th century. In the juniors, there are examples of good quality work on Ancient Egypt, on the Tudors and the Victorians, presented in a variety of different ways including reports of museum visits, models and art work. Information and communication technology is being used effectively by all pupils to gather and present information.
122. The planning and pupils' work indicates that the quality of teaching is satisfactory, although this is a tentative judgement based on the quality of marking, the challenge of the work, its consistency, and the quality of pupils' presentation. The range of tasks offered to pupils suggests that teachers have satisfactory subject knowledge and use appropriate strategies. Planning is based on national guidance linked to the school's own topic framework. Learning objectives are clear and there is a practical system for recording pupils' attainment. Visits to museums make an effective contribution to the curriculum. The subject is well coordinated and resources are of a good range and quality.
123. There are some aspects of the curriculum which merit review. The blocking of history with geography on the timetable limits the opportunities pupils have to build on their knowledge and skills. Plans to include history topics as the stimulus for literacy work would extend pupils' experiences. The topic framework produced by the teachers may not be relevant in the light of National Curriculum guidance. There should be added emphasis on pupils acquiring the subject vocabulary and this should be spelt out in the guidance. Topics could be more reflective of the pupils' heritage. Also, the school has unique historical resources dating back to its opening in 1872 which could be used to much greater effect.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

124. Throughout the school, pupils attain satisfactory standards and progress is good. Good teaching, improved resources and dedicated time for work in the computer suite are having a positive impact on pupils' attainment and progress. This marks an improvement since the previous inspection. Pupils for with English as an additional language make good progress. Boys and girls make similar progress. Pupils with special educational needs make satisfactory progress in relation to their difficulties.
125. Pupils in Year 2 are able to start up and close down computers, and can use floppy disks to find and save their work. They show confidence in using the mouse and keyboard and on-screen menus. They use the computers for a range of tasks including word processing, preparing simple graphs, adding clip art for decoration and seeking information from a CD-ROM. Although most use the keyboard slowly, pupils can enter text accurately and use the delete key to self-correct when they recognise an error. In Year 2, pupils used their floppy disks to return to work on writing instructions for making a fruit salad. They were overheard using a relevant vocabulary, speaking of "scrolling" and "saving to disk". One pupil said, "this font has no lower case", showing experience gained in selecting fonts and styles.
126. Pupils in the juniors are developing a broader range of computer skills and are becoming confident in using different software and the Internet. Pupils in Years 3 and 4 could use an encyclopaedia CD-ROM to access information on ponds and inter-tidal zones to complete research sheets. They can word process play scenes, poetry, and questionnaires and prepare letters, for example, to congratulate the Queen on her Golden Jubilee. A useful strategy in Year 4 is the questionnaire pupils answer to self-assess their CD-ROM skills and explain how they moved around the resource to seek information. The older pupils show a good understanding of the Internet as a resource for investigative work including the Thames Barrier, homes in Kenya and rainfall.
127. Teaching is good overall. Teachers show good subject knowledge and pace tasks well. They have clear objectives for lessons, sometimes with questions for pupils to ask of themselves, such as "can I log on?" and "can I find my work?". Previous learning is summarised at the beginning of lessons. Teachers use the large demonstration monitor productively, selecting a pupil to work the linked keyboard while the teacher explains the task, step-by-step in, for example, making capital letters and using the spell checker. Planning includes sound use of the subject across the curriculum and shows a steady progression in the accumulation of skills. Classroom assistants are well deployed to support pupils. As a result of good teaching, pupils are attentive, absorbed in the tasks and do their best.
128. In addition to school based training, half of the teaching staff have now completed the New Opportunities Fund training which is expected to be completed early next year. The school also expects to participate in the teacher lap top scheme.
129. The subject is well coordinated. Resources are good although the new computer suite, which shares space with the library, has an impractical layout. Taking into account the older equipment in classrooms and the second mathematics and control workroom, the ratio of computers to pupils is satisfactory. There are security filters on the computers to protect pupils from inappropriate Internet material and the policy refers to carefully monitored access. A recent development plan includes a full audit of resources and staff development needs, which suggests that the subject will continue to improve and raise standards. A practical system has been devised for recording pupils' achievement.

## **MUSIC**

130. Standards are in line with national expectations at the ages of seven and eleven. These standards are similar to those found at the last inspection in the infants but represent a decline in the standards found in the juniors. While music is taught to all pupils throughout the school year, half of this is in music assemblies and pupils only receive dedicated music lessons in the other half of the year. Overall, the time allocated to the subject is low. A music specialist leads music lessons and music assemblies. However, the skills of the trained teachers present are not planned into these sessions and this reduces the quality of the learning experiences of the pupils. By the age of eleven, some pupils, particularly those who receive tuition at the school's music club achieve above national expectations. The attendance of these pupils at club sessions is voluntary. The teaching effectively develops the learning of boys and girls equally. Pupils with special educational make satisfactory progress.

131. Three lessons in the juniors were observed during the inspection and none in the infants. Further limited evidence was obtained from music assemblies, scrutiny of teachers' planning, discussion with the coordinator, interviews with pupils and observation of the school music club.
132. Progress is satisfactory in the infant stage. By the age of seven, pupils can recognise the sounds made by simple percussion instruments. They perform mainly by singing songs they learn but they can also play instruments to perform simple rhythmic and melodic patterns and they order and combine the sounds within simple structures and to make group compositions. The children can sing with a sense of shape and melody accompanied by piano, and they listen to music played on tapes. This includes music from other countries and cultures such as Russia, Spain and Italy.
133. Progress is satisfactory overall in the juniors. By the age of eleven, pupils can sing in tune and with rhythm while performing in unison although singing in parts is less well developed. They also compose music by developing ideas within musical structures. Using instruments, they compose music with pitch, tempo, and timbre to express feelings derived from poems, scenes, and contexts. They can use terms such as 'loud' and 'soft', 'high' and 'low' correctly to describe musical extracts and can name a variety of instruments. All the junior pupils take part in a musical performance in front of parents twice a year where they sing and play instruments. Pupils know little about composers and their music other than that of Beethoven; this should be remedied. They listen to music from other countries and cultures such as Jamaica, Brazil, Russia, and Spain but the background to this music is not explored adequately. In the music club, pupils perform to a high standard and compose music by discussing their ideas in small groups, planning their work and using instruments to represent different features in their compositions.
134. Most pupils show positive attitudes to music. In assemblies, the infant pupils sing well, although the junior pupils sing with less enthusiasm. All pupils keep in tune and in time. For example, in an infant music assembly the pupils showed a strong sense of the shape of the melody in their singing and maintained a beat with a simple hand movement accompaniment with much enthusiasm.
135. Pupils enjoy their music lessons. This was observed in a Year 3 lesson where the pupils sang with enthusiasm, were eager to use the musical vocabulary they were learning to describe musical extracts and concentrated on using their instruments properly. At the music club, the pupils are confident and their enthusiasm is infectious.
136. In the three lessons seen, the overall quality of teaching was good. Teaching is effective when the teacher has a good knowledge of the subject and uses this to build a clear progression of knowledge, understanding, and skills during the lesson. In a good Year 3 lesson, the musical vocabulary being taught during the lesson was displayed on the board and this enabled the pupils to select proper terms, even if they were sometimes wrong, rather than using other non-musical terms to describe the sounds they were hearing. Teaching is less effective when the role that the supporting class teachers can play in the lessons and music assemblies has not been carefully planned, making the teachers observers rather than active teaching participants. Teaching is also less effective when the enthusiasm of pupils to participate in performances is not recognised and acknowledged, even if they cannot all take part.
137. Management of the subject is satisfactory. A policy is in place. Medium term planning is based upon national guidelines but adapted to meet the organisation of the subject in the school. The coordinator has acquired funding from external projects such as the Music Composition Project to help the development of the subject, for example through the purchase of more instruments. Resources are good. There is a specialist music classroom and a good range of instruments. An assessment system is in place for tracking the progress of individual pupils but is not yet being fully used to inform planning or set targets for individuals.

## **PHYSICAL EDUCATION**

138. Standards are average at the age of seven but below average among the eleven-year-olds. Progress is uneven and is directly related to the quality of teaching that they receive. Pupils make satisfactory progress in Years 2, 3, and 4 but unsatisfactory progress in Years 1 and 6. The progress of pupils with special educational needs is similar to that of other pupils.

139. There has been a drop in standards since the previous inspection, when they were average throughout the school. The quality of teaching in the junior classes, judged good at the time of the last inspection, is now unsatisfactory. Since the previous inspection, the school has been involved in a national initiative designed to improve the quality of games teaching in the junior classes. This has resulted in an improvement in the quality and quantity of resources; for example, the school now has mobile tennis nets. The involvement in the national initiative has yet to have sufficient impact on teacher confidence or the quality of pupils' learning. The school has a programme of work based on a combination of three commercial schemes and has plans to introduce assessment arrangements based on nationally agreed principles but again these measures have yet to have much impact on standards.
140. By the time that they are seven, most pupils are able to demonstrate a range of balances at different heights. They are able to link a range of appropriate movements and finish with a flourish. They can interpret music sensitively in dance lessons, making a series of expressive movements. They are beginning to be able to evaluate the performance of others and to use points they have noted to improve their own performance. They know something of the effects of exercise upon the body, for example, that the heart beats faster after exercise. By the time they are eleven, many pupils are not yet able to perform a sequence of controlled, precise movements on either apparatus or the floor. Their striking and catching skills are underdeveloped. Standards in swimming are well below those expected nationally, with few pupils exhibiting sufficient arm, leg and breathing coordination. Few pupils achieve the expected levels of performance. A significant number of pupils are still nervous of the water and remain virtual non-swimmers.
141. Teaching is satisfactory overall in the infant classes, although the quality of teaching varies sharply. Most of the teaching of the older infant pupils is good whilst that of some of the younger infant pupils is unsatisfactory. The teaching of the junior classes is unsatisfactory overall, although most of the unsatisfactory teaching occurs in lessons involving the older pupils.
142. Teachers generally show good class management skills, even in lessons where learning is unsatisfactory, this means that health and safety arrangements are fully complied with and that pupils can participate confidently and safely. This also leads to pupils being well behaved and, when given the opportunity, they focus keenly on the given task, even in difficult conditions. For example, Year 3 pupils, practising their tennis skills, concentrated well, although conditions were cold and windy.
143. Teachers often do not dress appropriately for the lessons, reducing the status of the subject and setting a poor example to their pupils. This means that pupils are also not always dressed appropriately for physical education lessons and, in some lessons, that pupils are excluded for not having appropriate kit. This is an unsatisfactory arrangement and the school will need to adopt suitable strategies to counteract it. There is often a slow pace to lessons; a lot of time is wasted through inefficient methods of getting out and putting away apparatus, there is too much teacher direction and pedantic approach to pupils' positioning. This results in pupils having too little time to practise and develop their skills.
144. Most lessons start with a warm up session but there is not sufficient emphasis on teaching pupils what are the effects and benefits of exercise for the body. There are too few opportunities for pupils to become breathless, which results in unsatisfactory levels of fitness demonstrated in, for example, swimming sessions. Teachers make use of pupil demonstration but only in good lessons do they indicate how performance might have been improved, or give pupils the opportunity to improve their own performance by incorporating ideas they have seen in the demonstration. Teachers' knowledge and understanding of the subject is inconsistent throughout the school.
145. The curriculum is satisfactorily broad. Year 6 pupils have the opportunity to engage in activities like rock climbing and canoeing on an adventure day-out. The curriculum is supported by the after-school games clubs for junior pupils, which are popular and offer a good range of games activities. There are relatively few school teams and limited opportunities for higher attaining pupils to extend their skills in competitive situations. Indoor accommodation is quite good with two suitable halls allowing good access. Outside facilities are not quite so good, with no grassed area but a large, though slightly uneven, tarmac area. There are definite and immediate plans for this to be replaced by a floodlit all-weather area, which will be of considerable benefit to the school. Resources are generally of good quality and quantity, although Year 6 pupils use tennis rackets to practise their cricket skills. The coordinator is an enthusiastic and skilled sports person. She has had some limited opportunities to monitor teaching and learning but this has yet to have much impact on pupils' levels of attainment.

## RELIGIOUS EDUCATION

146. There has been a very good improvement in the provision since the last inspection. Standards, which at the time of the previous inspection were below average, have improved to the extent that attainment of most seven-year-olds is now at the level expected in the locally agreed syllabus, and is generally above the expected level at the age of eleven. The subject has a good impact on the spiritual and moral development of pupils. This improvement has been influenced by the prominent status that the subject enjoys in the curriculum, manifested by the increased time allocated to it. It has also resulted in an improvement in resources for the subject. The school now has a good variety of artefacts to support the study of a wide range of religions and a very good supply of books to meet the needs of different ages and abilities of pupils. This has led to an improvement in the quality of teaching, particularly of the older pupils. Teaching in the junior classes is generally good and there is some very good teaching. Pupils' progress is generally good, although the progress of some pupils in Year 1 is hampered by unsuccessful teaching, where unsatisfactory classroom management leads to pupils not concentrating on set tasks and producing little work. Pupils with special educational needs make good progress, particularly so in Years 5 and 6, where they receive good support from knowledgeable learning support assistants.
147. By the time they are eleven, many pupils have a good knowledge of nearly all the major religions of the world. They freely use terms associated with different religions such as Mandir, Wesak, Puja, Stupa. They are able to make comparisons between religions. Year 5 pupils know that lunar movement determines the timing of Eid and Easter. Year 3 pupils are able to give views on the significance of light in Christianity, Buddhism, and Hinduism. Pupils have opportunities for research. Year 3 develop their scanning skills researching the use of symbolism in Buddhism. Year 6 pupils compare Mark and John's versions of the account of Jesus in the Temple. They make a study of influential people, for example, Nelson Mandela and Joan of Arc. By the time they are seven, because of their cultural background, pupils have a good knowledge of Islam. They study other religions including Christianity through stories from the Bible, such as Zacchaeus the tax collector, and through the study of the lives of notable followers, such as Teresa of Calcutta. A lot of the work they do stresses the similarities between religions, emphasising the importance of tolerance and understanding.
148. The quality of teaching is good overall. It is generally better in the classes of junior pupils. There is some very good teaching in Years 5 and 6. In the good lessons, teachers plan well, using the locally agreed syllabus as their basis. In very good lessons, they plan tasks for pupils of different ability levels, thereby helping all pupils to maximise their learning. A particular feature is the careful preparations teachers make to assist pupils' learning. A teacher of Year 3 pupils has flowers at different stages of freshness to emphasise the symbolism of the offering of flowers to the Buddha. Teachers of pupils in Years 5 and 6 prepare sheets of questions and answers as a response to a previous visit from a Buddhist, to act as a reference for the pupils' writing on Buddhism. A teacher of Year 3 pupils starts the lesson by ringing a Buddhist bell and encourages pupils to clear their minds.
149. A constant theme is the use of questioning by teachers to encourage the pupils to think beyond what they see and increase learning and understanding. So, for example, a Year 3 teacher, introducing pupils to symbolism, starts with looking at the known symbols from Islam, expands to Christian symbols and then to commercial symbols. In a different Year 3 class, the teacher questions the pupils on the meaning of the saying, 'giving up worldly ties'. Pupils in Year 5 are invited to think of the moral dilemma that a Buddhist might face when a mosquito lands on his or her body. A teacher of Year 4 pupils, discussing the symbolism of the offerings to Buddha, gives an example of an offering one of the pupils in the class might make by relating an incident she remembers concerning that pupil. This fascinates the others in the class and builds the self-esteem of that particular pupil. Good questioning is not confined to verbal exchanges in the classroom but can be part of teachers' marking of pupils' written work. 'Why do you think Sikhs try to create a community spirit? How do they do this?' asks a teacher of Year 5 pupils. This approach relies on good knowledge and understanding by the teachers and this is an area, criticised in the last inspection, which is much improved.
150. There is a small amount of unsatisfactory teaching in Year 1. In these lessons poor class management leads to high levels of noise, pupils not concentrating on what they have to do and producing very little.
151. The coordinator has not been in post long enough to have had much impact on learning but has started a series of visits from outside speakers. A visit from a Buddhist the week before the inspection had obviously



grasped the interest and imagination of pupils in the junior classes, as witnessed by the animated way they discussed and wrote about the visit. There have been few recent visits to places of worship but these are planned and will widen pupils' understanding and interest, particularly as the local area offers a wide range of places of worship. There are no records of pupils' progress and attainment, although these are planned for the immediate future. The teachers make use of a range of videos to extend pupils' learning but limited use is made of computers and this is an area for development.