

# INSPECTION REPORT

## **Baden Powell Primary School**

Ferron Road, London E5 8DN

LEA area: Hackney

Unique reference number: 100255

Headteacher: Ms D Janes

Lead inspector: Kath Beck

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> September 2003

Inspection number: 255401

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	235
School address:	Ferron Road London
Postcode:	E5 8DN
Telephone number:	020 8985 6176
Fax number:	020 85251816
Appropriate authority:	Governing body
Name of chair of governors:	Mr Peter Passam
Date of previous inspection:	6 <sup>th</sup> July 1998

## CHARACTERISTICS OF THE SCHOOL

Baden Powell is a middle sized primary school. There are 251 children on roll aged from three to eleven years, including 25 full-time equivalent children in the nursery. The children come from varied backgrounds and for a very high percentage of them English is not their mother tongue. Twenty one, who speak Yoruba, Turkish and Lingala, are at an early stage of learning English. Most of the children are Black African or Black British Caribbean. Twenty two are from White British, White other or Mixed White backgrounds. A few children come from Asian, Indian, Pakistani, Bangladeshi or Chinese families. Four Turkish and African children are refugees or asylum seekers. Up to 25 percent of children start and leave at various times in their school career, but particularly in Years 3 to 6. Some children start in the older year groups with little prior school experience. Almost half the children are eligible for free meals. A high percentage of children are identified as having special educational needs, five of whom have statements of particular needs. These relate to physical, communication, social, emotional and behavioural difficulties. The socio-economic circumstances of many families are low. The school is part of an Excellence in Cities initiative that supports a Primary Learning Unit known as The Learning Zone. This is for children from Baden Powell and three others in the local authority. Children attending it have the ability to do well but their learning is hindered by their low self esteem. The school is a member of a mini action zone with eight other schools, six primary, one lead secondary school and a special school. The schools work together to improve standards.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10090	Kath Beck	Lead inspector	Foundation Stage Mathematics Music
13481	Doug Binfield	Lay inspector	
6436	Alan Andrews	Team inspector	English Art and design Design and technology Special educational needs
32162	Adrienne Beavis	Team inspector	Science Geography History
7694	Martyn Richards	Team inspector	Information and communication technology Physical education Religious education English as an additional language

The inspection contractor was:

***icp***

360 Lee Valley Technopark  
Ashley Road  
London

N17 9LN

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## PART A: SUMMARY OF THE REPORT

### Overall evaluation

**This is a good school** that is facing its many challenges with determination. Inclusion, the needs of individual children, their personal development and a close working partnership with parents are paramount. Barriers to learning are broken down so that many children, who enter school with low levels of attainment, achieve well for their capabilities. The school's results were much better in 2003. Its performance in comparison to similar schools was very good. This is because teaching in The Learning Zone and in specialist areas is very good. Taking into account all subjects, standards of attainment are typical of those found in most schools in Year 2, but below average in Year 6. This is because a significant number of children leave and join the school during the junior stage. There is no difference in the achievements of different ethnic groups. Staff turnover is high in the juniors and few teachers have more than three years experience. The very good leadership of the headteacher and governors has brought the school additional funds to help prevent underachievement, broaden the curriculum and develop community links. High income and costs mean the school provides satisfactory value for money.

### The school's main strengths and weaknesses are:

- The school's commitment to inclusion is excellent and cultural development is very good.
- The very good headteacher and governing body have a very clear idea of the school's strengths and weaknesses. They motivate others, successfully, in their determination to raise standards. There is work to do in improving planning, the curriculum, accommodation and resources in the Foundation Stage, as well as children's attainments in Year 6.
- The Learning Zone makes an excellent contribution to the school and the community.
- Children in The Learning Zone, with English as an additional language, or with special educational needs make very good progress as the provision is high quality.
- Very good relationships, considerable success in developing children's spiritual, moral, social and cultural awareness means there is a positive atmosphere for learning and high levels of racial harmony.
- The behaviour of the majority of the children is very good. Attendance rates are very good.
- The school's very good work with parents and the community enriches the curriculum broadening children's experiences. Some subjects, such as history, geography and religious education do not receive enough time.

The school's improvement since the last inspection is satisfactory. Since 1998, the characteristics of the school have changed a great deal. There are more children with significant special educational needs, English as an additional language, refugees and asylum seekers with limited prior school experience. These factors have impacted the school's results, over time. That said the trend in improvement of results is similar to that found in all schools. The Learning Zone, for children found to be underachieving as a result of low self esteem, has been a significant development and contributes much to the school's effectiveness. Issues for development from the last inspection have been dealt with satisfactorily.

### Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	E	D	A
mathematics	E	D	C	A
science	C	E	B	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals. Less than 80% of children taking the tests were at the school in Year 2. Care must be taken in interpreting these results as each child is represents more than 3%. 2003 figures calculated on numbers provided by the school.*

From a low starting point children **achieve well** as they progress through the school. Currently, children's achievements are good in the Foundation Stage and Years 1 and 2. They are satisfactory in Years 3 to 6. At the end of the reception year, children meet the goals set for them in personal, social and emotional development and physical development. They do not meet them in communications, language and literacy, mathematical and creative development or knowledge and understanding of the world because their prior attainment is lower than usually found. Currently, standards are typical of those found at the end of the infants and below those found in schools nationally at the end of the juniors. In 2002, in reading in Year 2, the school was placed in the top five percent of similar schools. In 2003, there were more boys than girls in Year 6. The children's personal qualities, attitudes and values are **very good**. Children's development of spiritual, moral, social and cultural awareness is also of a **very high quality**.

### **Quality of education**

**The school provides a sound quality of education.** Teaching is **satisfactory**. Scrutiny of previous work indicates that in the past year it was good in reception and in the infants. It was satisfactory in the nursery and junior stage. During the inspection many good lessons were seen. Teaching is very good in music, The Learning Zone, special educational needs and English as an additional language. All staff promote equal opportunities successfully and insist on high standards of behaviour. Support staff are used well to help children to do as well as they can. Some teachers, especially in Years 3 to 6, use poor quality worksheets that reduce opportunities for children to think for themselves. They accept untidy presentation making it hard for children to work accurately in mathematics. The curriculum is satisfactory, but is enhanced by the arts, focus on children's cultural backgrounds, extra curricular activities, specialist music, instrumental and sports teaching. In the past year, the school did not give enough time to geography, history and religious education. The Foundation Stage curriculum is planned to cover all the areas of learning although, long term planning is not clear enough about how children will move through the stepping stones towards the early learning goals at the end of the reception year. The accommodation and resources in the Foundation Stage are unsatisfactory. The school is dealing with this as a matter of priority, seeking the funds to bring about improvements. Children are cared for well and links with parents are very good.

### **Leadership and management**

The leadership of the headteacher and governance of the school are **very good**. Management is **good**. The very good leadership of the headteacher, in partnership with the governors, has driven forward initiatives rigorously to improve children's achievements, strengthen community links through the new arts and sports centre, improve children's behaviour, develop their personal qualities to a very good standard and retain staff. These initiatives have taken up substantial time. They are proving successful and the school is making a real difference to children's lives. The deployment and workload of staff are managed well and the school has a strong commitment to staff development and training. The school analyses data carefully to bring about improvements and is aware of difference between the attainments of boys and girls.

### **Parents' and pupils' views of the school**

Parents hold the school in high regard. Children are very pleased to be at the school, knowing that they feel valued and helped to do well in their learning.

### **Improvements needed**

The most important things the school should do to improve are:

- Raise standards, especially in Years 3 to 6, in English and mathematics.
- Develop the curriculum, resources and accommodation in the Foundation Stage.
- Improve planning and monitoring of history, geography and religious education to ensure they receive sufficient attention.

and, to meet statutory requirements:

- Ensure the governors' annual report to parents contains all the required information.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Lesson observations and scrutiny of work show that from a low starting point children achieve well as they progress through the school. Standards are currently below average in Year 6. Children achieve well compared with their low prior attainment and capability in the Foundation Stage and Years 1 and 2. They achieve satisfactorily in Years 3 to 6. Boys do much better than the girls, but this is because sometimes there are more boys in the year group and there are more girls with special educational needs. Standards at the end of the reception year are satisfactory in personal, social and emotional development and physical development. They are below those expected in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Standards of attainment are satisfactory in all subjects at the end of Year 2. In Year 6, currently, standards are below those normally found in most schools, except in science and information and communication technology where they are average.

#### Main strengths and weaknesses

- Results in national tests for children aged seven in 2003 show they are achieving well when compared to similar schools, and at age eleven, very well.
- Children with special educational needs, including those attending The Learning Zone, achieve very well in relation to their capabilities.
- Achievements of children with English as an additional language are very good, especially their spoken language.
- Gifted and talented children achieve well.
- Turkish and Caribbean boys do very well.
- Too little time is given to geography, history and religious education, especially in Years 3 to 6.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
reading	15.4 (16.8 )	15.9 (15.8 )
writing	13.2 (14.3 )	14.8 (14.4 )
mathematics	15.4 (16.2 )	16.4 ( 16.5 )

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

##### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	25.5 ( 25.2)	27.0 (27.0)
mathematics	24.6 ( 25.8 )	27.0 ( 26.7)
science	27.3 ( 26.4 )	28.8 (28.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

1. In 2002, national test results in reading at the end of Year 2 placed the school among the top five percent of similar schools. Its performance was very good in writing and good in mathematics. This is a significant achievement because children enter the nursery with few reading, writing, oral or mathematical skills. Results in 2003 are not as good, but the school expected this as there are more children with special educational needs in the year group. Teacher assessments are very close to the actual results, and the children achieve well when their performance is compared to similar schools.
2. The turnover of staff and the number of children starting and leaving the school throughout Years 3 to 6 has an impact on the school's performance in national tests at the end of Year 6. The number of children taking the tests is small and so the results must be viewed with caution. In the past four years, results have risen and fallen in science and English. In science in 2002 and 2003, results were much better than at the time of the last inspection. In English and mathematics they are not as good but over time, the school's trend in improvement is similar to that found in all schools nationally. That said, the school's performance in comparison to similar schools is very good.
3. The school analysed its 2002 results thoroughly and identified the need for more challenge for the brighter children. The action taken for these children was successful as in 2003, more of them reached the higher than expected Level 5 English, mathematics and science. The school also met the challenging targets it set itself for the number of children to reach Level 4 and above in these subjects. This brought standards in mathematics to the national average and in science to above the national average and very good achievement when compared to similar schools. Further analysis by the school and scrutiny of work, shows that teachers do not give enough attention to teaching the investigative elements of mathematics and science. Information and communication technology is also not used sufficiently to develop skills and knowledge across the curriculum.
4. In English, mathematics and science, Turkish and Caribbean boys particularly acquire skills, knowledge and understanding effectively so that they achieve very well. This stems from very effective teaching in English as an additional language as well as additional classroom support. 'Booster classes' for children who may reach the expected Level 4 in English and mathematics with extra help, are taught by a good and knowledgeable teacher who gives children the confidence to achieve as well as they can.
5. Many children learn English as an additional language and a high proportion are at an early stage in this learning. The provision made for them is a strength of the school, as it was at the time of the last inspection. The school celebrates the rich variety of home languages spoken with multi-lingual notices, displays, maps and dual language texts.
6. Most children become fluent and confident in spoken English by the time they leave the school. Reading and writing skills develop more slowly but still represent a very good rate of progress during their time in school. Standards reached at the end of both the infants and the juniors are below average, but children's achievements are very good.
7. Children in the Foundation Stage make good progress. They meet the goals set for them at the end of the reception year in personal, social and emotional development and physical development. However, they do not meet them in communications, language and literacy, mathematical development, knowledge and understanding of the world, or creative development. This is because many children have a low starting point and have a lot of ground to make up. Inadequate accommodation and resources limit the progress children can make in obtaining resources and using their initiative to express their ideas.
8. The scrutiny of work shows that brighter children in the Foundation Stage attain the early learning goals. They read confidently and write simple stories. In mathematics, they calculate addition and subtraction sums to 20 accurately. Additional classroom support and very good teaching helps children with English as an additional language to achieve as well as they can.

9. The numeracy and literacy strategies have been implemented successfully and are having a positive impact on children's achievements in these subjects. English language and literacy skills observed in the inspection are average in Year 2. High standards in reading are achieved by clear teaching of the sounds letters make, the use of pictorial clues and context to read unfamiliar words. Children enjoy sharing books in guided reading sessions that are taught effectively by teachers or additional classroom support.

10. For the last three years the school has held Beacon status for its results in writing in the infant stage. It has shared its expertise with other schools. Children write with imagination and a basic understanding of structure, beginning, middle and end. Full stops and capital letters are mostly used correctly. Brighter children use speech, question and exclamation marks. Teachers remind children of the need to use punctuation and use their phonic skills to aid their spelling. Much discussion and development of ideas gives children the confidence to write.

11. In Year 6, English language and literacy skills are currently below those usually found. Children's work is untidy and lacks pride. Stories do not show the same imagination and flair of those in the infants, although teachers make good use of well known literature such as, *Great Expectations*, *Treasure Island*, *James and the Giant Peach* and *The Secret Garden*. The use of commas, apostrophes and speech marks are not secure. There is little evidence of the use of paragraphs or drafting to refine and improve work. Exercises help children to learn about suffixes, pre-fixes, nouns and clauses, but children have problems with these and do not apply them to other work. This is due in part to the inexperience of many of the teachers. The turnover of staff, impacts leadership in the subjects as curriculum leaders take time to establish their roles and influence standards.

12. Currently, standards in mathematics are average in Year 2 and below average in Year 6. In science, they are typical of those found in most schools in Years 2 and 6. In both subjects, in the infant and junior stages, teachers do not give enough attention to investigations. In mathematics, teachers stress the importance of calculation and number recall. In some lessons observed, teachers gave children clues to solving problems effectively. For some children this is difficult as there is not enough practical work to help them appreciate the relevance of what they are learning. Much of the science and mathematics work is based on poor quality worksheets that reduce the opportunities for children to use their initiative.

13. Standards are satisfactory in information and communication technology, design and technology, art and design at the end of Year 2 and Year 6. Programmes of work develop children's skills. Sometimes the subjects are taught several times in a week so that children's interest and enthusiasm is captured and skills acquired quickly. Standards are below those normally found in geography, history and religious education as the school does not give these subjects enough time. It was not possible to judge standards or achievements in music as few lessons were observed during the inspection. Children learning instruments, such as the violin or recorder make good achievements.

14. The physical education curriculum was restricted last year by lack of accommodation while the new sports and arts centre was built. The school has been successful in maintaining average standards for children aged eleven. With the assistance of specialist instructors in basketball and tennis, children's achievements in ball skills are satisfactory. It was not possible to see lessons in Years 1 and 2 to judge standards for that year group.

15. The learning mentor in the main school and The Learning Zone staff help children to raise their self esteem and feel confident in their learning. They help children to find ways to tackle their challenging behaviour and so overcome barriers in their learning. This plays a significant part in the standards children achieve.

16. In English, mathematics and science, children are set targets for improvement over short periods of time. These are reviewed regularly and help them to know how well they are doing and what they have to learn next. Teachers also mark children's work frequently, but do not always give enough guidance for further improvement.

17. Very good teaching and management of children with special educational needs and English as an additional language means they achieve as well as they can. Gifted and talented children also make good progress in Years 1 to 6 as the school makes good provision for them.

### **Pupils' attitudes, values and other personal qualities**

Very good attendance, behaviour and positive attitudes contribute significantly to children's learning. Development of children's spiritual, moral, social and cultural awareness is of a very high quality.

### **Main strengths and weaknesses**

- Attendance levels have improved significantly and are now very good.
- Behaviour standards in lessons and around the school are very good for the majority of the children.
- Children have a positive approach to their work.
- Relationships throughout the school are of a high quality so that it is a racially harmonious community.
- Provision for children to learn to value their own cultural experience and that of others is especially good.

### **Commentary**

#### ***Attendance in the latest complete reporting year (%) 2001-2002***

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.9
National data	5.4	National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

18. Attendance in the academic year 2002-2003 was much better than in the previous year shown in the table. This reflects the school's sustained efforts to promote regular attendance and improve children's achievements. Attendance reached the very high level of 96.1%. Unauthorised absence was more than halved to 0.4%. This too is much better than at the time of the last inspection. However, a small number of parents are still not fully cooperating in sending their children to school regularly and this adversely affects their child's learning opportunities. Punctuality is good. The majority of children behave very well. The incidence of misbehaviour, including bullying, is relatively low. Where it does happen it involves children from Years 3 to 6, including some with behavioural difficulties. Such problems are dealt with quickly and fairly. There were no exclusions in the last reporting year.

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	22	0	0
White – any other White background	17	0	0
Mixed – White and Black Caribbean	10	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	9	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – Bangladeshi	7	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	39	0	0
Black or Black British – African	40	0	0
Black or Black British – any other Black background	16	0	0
Chinese	4	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

19. Children are keen to learn and they undertake their work in a conscientious manner. They cooperate well with one another when working in small groups and on special projects. Children work hard and respond positively to the help and advice given by teachers and other adults. The friendship established between children from different ethnic backgrounds is a particularly commendable feature. There is a happy and purposeful atmosphere in the school that reflects well on the very good relationships between all members of the school, making it a racially harmonious community.

20. In the Foundation Stage, staff place strong emphasis on developing children's personal, social and emotional development. In the nursery, children are helped to settle quickly into school and learn routines. In the reception class, children behave very well and try to do their best. Cultural differences are reflected in the curriculum to promote respect for each other. The constraints of the accommodation make it hard for teachers to encourage children to use their initiative, initiating their own play as well as taking part in teacher led activities.

21. Children' spiritual, moral, social and cultural development is promoted very well, as it was at the last inspection. The quality of school collective worship has improved markedly and is now very good. In assemblies and in lessons, children refine their understanding of right and wrong, learn to appreciate the feelings and values of others and to respect individual differences. Social skills develop effectively as children learn to work well collaboratively, to take responsibility for simple daily tasks and to participate in the democratic processes of the school council. Residential trips in Years 4 and 5 give valuable experience of community living away from home, while the school's good programme of support for charities leads to an appreciation of social responsibilities in a wider world. A very good programme of cultural activity, especially theatre, music and art, enriches children's cultural awareness. They appreciate the variety and diversity of cultural expression because the school's provision in this area is a particular strength.

22. In discussions with the children, they say that they are very happy to be at the school. They enjoy the curriculum it provides and feel fully valued by the staff.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. The quality of teaching and learning, assessment, the curriculum and accommodation are satisfactory overall. The accommodation is unsatisfactory in the Foundation Stage. Staffing is good.

### Teaching and learning

The quality of teaching and learning are satisfactory, although much of the teaching observed during the inspection was good. There is some excellent teaching in The Learning Zone and very good teaching in special educational needs, music and English as an additional language. Assessment of children's progress is satisfactory and used appropriately to check children's progress.

### Main strengths and weaknesses

- Very good teaching in specialist areas, especially high quality teaching and learning in The Learning Zone.
- Teaching for children with English as an additional language is well-planned, matched to individual children's needs and highly effective.
- Strong commitment to equal opportunities supported by teaching assistants.
- Insistence on high standards of behaviour.
- Acceptance of untidy work and excessive use of low quality worksheets.

### Commentary

#### *Summary of teaching observed during the inspection in 32 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	5 (14%)	13 (36 %)	16 (44%)	1 (3%)	0 (0%)	0 (0 %)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

23. Teaching for children with special educational needs, English as an additional language, in music and The Learning Zone was very good in the inspection. Teaching in Years 4 and 5 was satisfactory, as additional support was deployed effectively. The quality of teaching overall is not as good as it was at the time of the last inspection because there has been a high turnover of staff caused by high housing costs. The headteacher has, in challenging circumstances, ensured that equal opportunities are promoted fully and children receive a breadth of experiences through the use of specialist staff, such as sports coaches and musicians. The scrutiny of work shows that children, over time, achieve well as they progress through the school.

24. Some excellent teaching was observed in The Learning Zone. The teacher's knowledge in teaching literacy and numeracy for children likely to underachieve is high quality. Skills in managing and motivating the children are impressive, as is the organisation of the classroom. The teacher and learning mentor work very well together so that the children receive consistent help in learning to manage their behaviour and raise their self esteem. Their command of different teaching and learning strategies are used very effectively to provide a varied programme of activities. These are designed to help each child develop their social skills as well as their knowledge, skills and understanding in English, mathematics and information and communication technology. The focus is on helping children to achieve their personal best. The atmosphere of high expectation has a really positive effect on achievement. Time and resources are used to best advantage as children cover a lot of work each day. As a result, children achieve very well in the host and partner schools.

25. In The Learning Zone, assessment is really thorough and informs lesson planning. There are frequent reviews of children's progress recorded on individual learning plans. These are used to plan work that meets precise needs. Children are helped tangibly to manage their own behaviour, including anger and return to mainstream lessons quickly. The skills developed in The Learning Zone are shared with staff in the main school, bringing benefits to children of all ages.

#### **Example of outstanding practice**

Helping children to learn effectively by taking control of their behaviour and restoring their belief in their ability to achieve well.

On entry to the classroom you could have heard a pin drop. All the children in The Learning Zone were listening spell bound to their teacher as she related a story of a parallel world of dinosaurs. They knew it would soon be their turn to tell everyone what it was like in their idea of the world. Each one had overcome any desire to fidget or misbehave as they were so eager to contribute. The teacher and learning mentor listened to each child intently, watching each one speak, showing the children how they were to behave too. Thoughtful and sensitive questions helped children to use their imagination, use interesting words and respect each other. There was no pressure to write immediately afterwards and children had time to think about and develop their ideas. Discussion gave children further ideas to draw on for the future and the confidence to review what they had in mind. Praise and the value staff placed on their contributions boosted their self esteem. Every part of the lesson was carefully planned to recapture children's confidence in their ability to learn. Wall displays of children's work, pictures and phrases, such as *only the best learners pass through these doors*, remind them constantly that they can learn and achieve well. A calm atmosphere pervades The Learning Zone. The teacher and learning mentor ease anxieties and discuss difficulties with each child individually. Constructive discussions allow children to take control of their feelings and behaviour and so develop very good attitudes to learning.

26. The quality of teaching for children with English as an additional language is also very good. In lessons, whatever the subject, teachers regularly maximise the opportunity for children to talk rather than simply listen. Often for example, a teacher leading a literacy lesson will ask a question of the class. Rather than simply ask the first children to raise a hand, the teacher will suggest each child talks with his or her neighbour for a minute, before they volunteer their answers. Approaches like these mean that learning and practising English becomes a central feature of most lessons during the day. Skilled teaching assistants are on hand to help anyone who has difficulty with the language component of a lesson and this means that weaknesses in English are not allowed to hinder learning in other subjects.

27. On occasions small groups work outside the classroom, well taught by the curriculum leader for English as an additional language. They follow the same lesson plan as their classmates, but at a more suitable pace and with even more opportunity to participate orally with sustained adult help. All have individual targets for learning and these are reviewed and amended regularly. Class teachers also have these plans and they ensure their lessons too contribute to meeting these children's targets. Her lessons are usually short but intensive, with a very precise focus, on a particular letter combination for example and a good supportive manner with the children who are pleased with the progress they make.

28. There are an above average number of children with special educational needs in the main school. The provision for these children relies heavily on in class support and the use of teaching assistants. This too works well and enables children to experience success. Relationships are good and, as a result, most are keen to please and to do their best. Care is taken over the setting of individual targets for improvement. They show precise identification of particular needs and are used effectively to help plan and deliver lessons.

29. Music is taught by a specialist who has very good knowledge and skills. Children are motivated to learn to play the violin and recorder so that they play confidently in front of large audiences at music festivals. This provision ensures children throughout the school, including the Foundation Stage, receive full access to the music curriculum.

30. The school is fully inclusive and uses additional staff and teaching assistants to benefit all the different groups. The staff reflect the different cultures of children in the school. This does much to enhance the achievement of all children, but especially, Turkish and Caribbean boys. Teaching assistants are informed well about the ways that they can help the children in each lesson. Often they work with small groups or individuals to enhance their concentration and help them to find success in their work. Additional specialists in physical education do much to help children achieve well in dance, tennis and basketball. A part-time teacher in Year 6 leads the 'Booster classes'. These are small groups of children who, with some additional help, may achieve the expected Level 4. Teaching in these groups is good and enhances the rate of children's achievements. Children learn good skills and knowledge without distraction.

31. Teachers insist on high standards of behaviour and the majority of children respond very well to this. Positive behaviour management strategies raise children's self esteem so that there is a positive atmosphere in which to learn. A few children find it hard to behave as well as they should, but the learning mentors in the main school and The Learning Zone offer very effective help and support.

32. Other notable features in the teaching include the use of effective teaching methods. One of these is the use of information and communication technology to support explanations and capture children's interest. Classrooms have interactive whiteboards and teachers use these confidently as part of their lessons. Teachers involve children to demonstrate and contribute their ideas. However, information and communication technology needs to be used much more by the children in lessons to raise their attainments.

33. Assessment is used effectively to plan work that meets children's needs. In the Foundation Stage, lessons are evaluated at the end of the week and adjustments made according to how well the children have achieved. Throughout the school, children's work is marked regularly. Sometimes comments are constructive and help children to know how well they are doing. On other occasions, they are unhelpful because they do not give children enough guidance about the way to improve.

34. Weaknesses in teaching relate to the expectations of teachers in the presentation of children's work. Teachers accept untidy work and in mathematics this makes it hard for children to calculate accurately. Also, they make excessive use of worksheets that do little to take children forward in their learning. These restrict the opportunities for children to use their initiative and express their ideas. In the nursery, there is not always enough challenge in the tasks, especially in relation to the outside curriculum. In an unsatisfactory lesson in the junior stage, children were not clear about what they had to do and became restless. This slowed the pace of learning

## **The curriculum**

The curriculum is satisfactory, but enlivened by out of school activities, visit and visitors. Too little attention is given to geography, history and religious education. The provision for physical education, music and drama is soon to be improved by the provision of a new arts and sports centre. Unsatisfactory accommodation in the Foundation Stage limits the curriculum teachers can offer. Good quality support staff ensure all children have equal; access to the curriculum.

## **Main strengths and weaknesses**

- Wide-ranging and motivating content, including music the arts and taking full account of children' cultural backgrounds and experiences.
- Successful arrangements to ensure all groups of children take a full part in school life and progress satisfactorily in learning.
- Children learning English as an additional language and those with special education needs are well provided for, as are those in The Learning Zone.
- The school's enthusiastic involvement with other local schools in a small-scale Education Action Zone has brought additional opportunity to the children.
- The programme of work and resources are unsatisfactory in the Foundation Stage.



- Insufficient work has been done in history, geography and religious education.
- Programmes in mathematics and science give too little attention to practical and investigative work.

35. The school provides a very varied programme of work and has addressed, successfully, the main issues arising from its last inspection. Collective worship is now of a very good quality and schemes of work are in place for all subjects. All required subjects are taught, although work in history, geography and religious education is superficial, especially in the juniors. The school is aware of weaknesses in these areas and has designed new timetables giving the subjects more time. These have been agreed with governors and will be introduced shortly. Achievements in mathematics and science are not as fast as they could be. This is because children have fewer opportunities to take part in the active and investigative practical work of these subjects.

36. The curriculum for children in the Foundation Stage is unsatisfactory because there is little long term planning that identifies how children are to progress through the stepping stones and meet the early learning goals over time. This is due to teachers in the Foundation Stage being newly appointed to their roles only a few days before the inspection. In a short time, they have identified this as a priority for development and the Foundation Stage leader has begun to draw up an action plan so that the curriculum is also resourced correctly. In the reception class, the curriculum is relevant to the age of the children and has a strong emphasis on the different cultures. In the nursery class, the main emphasis at the time of the inspection was on settling children into school. The Foundation Stage teachers work together on their short term planning and this is an improvement since the last inspection. The school makes very good provision for children with special educational needs and for those learning English as an additional language. Children with disabilities have full access to the curriculum.

37. The great majority of the children are from ethnic minority groups. The school has a very effective racial awareness policy so that it is a friendly and racially harmonious community. The inspection found no evidence of racial intolerance or insensitivity. The curriculum is very well presented in ways that reflect the varied cultural experiences of the children, as exemplified by Black History Month, by the history studies of Mary Seacole and multi-cultural festivities. The school is rightly determined to ensure that all its different pupil groups get full benefit from what it offers and it checks their progress systematically. Gifted and talented children are identified. Their progress is also checked regularly and special learning challenges are sometimes arranged for them. Data analysis shows that Turkish and Caribbean boys achieve very well.

38. The school is very successful in enlivening its curriculum. All classes benefit from regular educational visits. There are frequent community figures visiting school to talk to the children and there is a lively programme of artistic, cultural and sporting activity. A satisfactory range of after school clubs is provided. Most children in the juniors take part in one or more of these activities. Children felt to need additional educational support benefit from 'Booster classes' and from the Saturday School run by staff.

39. The school is very generously staffed and uses external specialist instructors and coaches in subjects such as music, sport, art and design, where teachers lack confidence or expertise. Teachers with particular skills, as in information and communication technology, are well deployed to work with classes other than their own. There is no evidence that their own classes suffer as a result and the benefit across the whole school is significant. These uses of specialists are at their most efficient when opportunities are created for classroom teachers to learn from them and develop their own professional expertise.

40. Accommodation is satisfactory overall, but it is unsatisfactory in the Foundation Stage because the nursery and reception rooms are too small. It is difficult for teachers to set up resources so that children can choose what they need and initiate activities for themselves and take part in teacher led ones. The nursery is in urgent need of redecoration and reorganisation so that children can reach resources independently. There is no kitchen area for children's snack and drinks to be kept or prepared in hygienic conditions. The outside area is shared between the nursery

and reception class. It is small and much of it is taken up with permanent climbing apparatus leaving little space for children to move indoors and outdoors freely to play imaginatively. This restricts the breadth of curriculum the teachers can offer.

41. The well-maintained library and computer room are valuable and well-used resources. There is no grassed area for games and the small hard play area has been out of use for some time until this term. The new sports and arts centre is due to open very shortly and this will improve facilities for physical education, music, dance, dram and the arts. Overall, the equipment and materials provided in the school are satisfactory. They are excellent in information and communication technology, although they are not used often enough across the curriculum. In the Foundation Stage, resources are unsatisfactory, especially in the nursery because they are old and worn and do little to inspire children to want to play with them.

42. The accommodation for The Learning Zone is organised very well into quiet seating, writing and computer areas so that children can work independently or as a group. The classroom is a very colourful and attractive place in which to learn. Displays reflect the value staff place on children's efforts as well as help children think about the ways in which they like to learn best. Discussions about this help staff to match tasks carefully to the way children learn and so raise confidence and achievement.

43. Appropriate emphasis is placed on the early identification of children with special educational needs and on the construction of specific targets for them to achieve. The targets are precise, realistic and reviewed regularly. Children's self-esteem is maintained well and they take part fully in class activities. Recent changes in the national Code of Practice have been implemented successfully. The special educational needs coordinator liaises with outside agencies and the children benefit from this.

### **Care, guidance and support**

Provision for children's welfare, health and safety, support and guidance is good. Children's involvement in the work of the school is good and this contributes well to a happy learning environment.

### **Main strengths and weaknesses**

- Effective health and safety arrangements.
- A high standard of pastoral care and guidance.
- Children are encouraged to become involved in the work of the school.
- Use of a learning mentor.

### **Commentary**

44. Governors place a strong emphasis on health and safety, including regular inspections and risk assessments. Accidents and illness are dealt with efficiently by staff who have received training in first aid. Appropriate arrangements are in place for dealing with child protection issues. During lessons children learn about the importance of personal hygiene and safety. Older children are given good quality advice on sex education and drugs awareness. The school's provision has been recognised by a Healthy Schools' Award.

45. All children receive a high quality of pastoral support from teachers and support staff. Learning and personal development is helped by participation in school clubs, educational visits and support for charities. Year 4 children have a residential stay at Tenterten in Kent. There is a strong emphasis on recognising the views and beliefs of others and this contributes well to racial harmony. The mentoring scheme and help from specialist agencies are especially beneficial to those children requiring individual support. The school council enables children in Years 3 to 6 to express any views or concerns about the school. This arrangement works well and has, for instance, led to

improvements in the lunch time dining arrangements. About 40 children in Years 4 to 6 provide much appreciated help to younger children under the 'buddy' scheme.

46. The learning mentor is an integral feature of the whole school strategy for children's support. Children needing assistance are identified quickly and a programme tailored to meet their needs. The learning mentor liaises with parents and makes time for discussions with the children. The learning mentor observes them during play times and often leads games during the lunch break to develop skills in team work. In addition, children receive feedback on their achievements and strategies for coping with new targets. The learning mentor provides appropriate and flexible support for children who need it and makes a valuable contribution to inclusion, helping children overcome barriers to achievement.

## **Partnership with parents, other schools and the community**

The school's links with parents, community, colleges and extended services are very good. As the school works closely with parents, it ensures that they are well informed about their child's progress and the full programme of activities and events. Children benefit educationally and socially from the close links with other schools and the community.

## **Main strengths and weaknesses**

- Parents are given helpful information about the school and their child's progress, although the governors' annual report needs improvement.
- Many parents support school activities and there is an active parent teacher association.
- Involvement with local community is very good and this will be further enhanced by the imminent opening of the new sports and arts centre.
- There is extensive cooperation with neighbouring schools, especially through The Learning Zone.

## **Commentary**

47. Parents receive extremely helpful information in the school prospectus and regular newsletters. Relationships with parents are very good and they are encouraged to raise any concerns, usually through informal discussions with staff. The headteacher also ensures that parents are fully involved in discussions about ways to improve children's behaviour or achievements. Good advice is given in the termly consultation meetings and in the annual written reports.

48. Parental involvement has a very positive influence on children's progress, although the level of support given to work undertaken at home is variable. There are good attendances at school concerts and at fund raising events organised by the parent teacher association. The school values parents' views and their observations made a valuable contribution to the formulation of a new Sex and Relationships Policy.

49. The governors' annual report to parents does not fully meet legal requirements. More detailed information is needed about test results, including national comparisons. There is no reference to school security; staff professional development and the progress made on implementing the action plan from the last inspection. The financial statement should give the actual outcome for the year rather than the budgeted position.

50. Links with the local community are very strong. A highlight has been the school's successful involvement that has led to the building of the new sports centre. This will provide much needed facilities for use by the local voluntary community groups and sports organisations outside school hours. There are close links with local churches and a mosque, whilst local residents often take part in multi-cultural events, fetes and firework displays.

51. There are very good links with other schools and specialist agencies. This includes the successful assistance to nearby schools arising from the school's Beacon status and the Educational Action Zone initiatives. The school has a pivotal role in supporting the work of the on site Learning Zone and the recently established Hackney Learning Trust. This is helping to secure improvements to the self-esteem, attendance and behaviour of children from varied backgrounds. The Learning Zone is newly established and is proving very successful in promoting inclusion in the host and link schools. Its purpose is to raise the attainment of children who are currently underachieving. At present, ten Year 6 children attend each morning and return to their own schools in the afternoon. The teacher and learning mentor work with teachers in these schools to help the children to integrate successfully in larger classes. They model behaviour management techniques and in addition, The Learning Zone teacher demonstrates high quality lessons. The link schools confirm that this has had a significant impact on standards achieved and the attitudes of all the children concerned to their learning.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher and governance of the school are very good and provide very effective leadership in challenging circumstances. Management is good. The school is doing its best to help the children overcome the barriers to learning.

### **Main strengths and weaknesses**

- The governing body is highly committed to the success of the school and has a very clear understanding of its strengths and weaknesses. It contributes significantly to the school's drive for improvement.
- The headteacher successfully engages the school in local and national initiatives to help raise standards.
- There is an excellent commitment to educational inclusion on the part of governors and staff. The school is run as a fully inclusive community and has a very positive attitude towards provision for particularly challenging children knowing that this has an impact on overall standards.
- The programme for children with English as an additional language is very well led by the curriculum leader. Very good management in The Learning Zone.
- The school's finances are managed very well, particularly the many special initiatives.
- The curriculum leaders do not yet play as full a part in raising standards as they might.

### **Commentary**

52. The school is facing its many challenges with optimism and energy. The headteacher has a very clear educational vision that centres on the promotion of children's achievements, self-esteem and confidence in learning. She works closely and effectively with the deputy headteacher. The interests of the children are put first and the school's ethos of a caring, inclusive community is reflected successfully in its daily life. There is a positive approach to the raising of standards and to improving the quality of all children's work, including those with special educational needs or English as an additional language.

53. Day to day management of the school is good and enables everyone to get on with their tasks. Staff and governors are justifiably proud of the environment in which the children work and know that there are improvements to be made in the Foundation Stage. Their talents and interests are nurtured and every effort is made to assist them in areas of difficulty.

54. The governing body, especially the chair of governors, is well informed and acts as a very good critical friend to the school. It includes a mixture of established governors and new appointees. They meet regularly and appropriate committees are in place. Together with the headteacher, they ensure that the school's resources are applied effectively to help raise standards. They appreciate

the difficulties facing the school, but have a very positive approach and are closely involved in helping to identify priorities for development.

55. The headteacher rightly places emphasis on the importance of monitoring, evaluating and improving the quality of teaching. She has put in place a good programme of formal lesson observation with feedback to teachers that includes targets for improvement. This is part of the school's efforts to raise standards and quality of education, but is particularly important because of the difficulties in recruiting and retaining teachers. Appropriate emphasis is given to staff training, including the induction of those new to the school. This helps build their confidence and enhances a team approach.

56. The leadership of provision for children with special educational needs and English as an additional language is very good and has a significant impact on the achievement of these children. The curriculum leader for English as an additional language is experienced in this work and her leadership is very good. Her lessons are a good example to other staff and her advice to them helps improve general classroom practice. She keeps a close check on the headway each child makes and intervenes quickly if any fall behind. The school's 'Booster classes' and Saturday School also provide additional support. Close links are maintained with children's families, with effective use made of translation facilities for parents to ensure greater understanding. There is a good range of equipment and materials in this area and a suitable small room for more intensive language work. The specific grant the school receives to support ethnic minority children, including those learning English as an additional language, is applied correctly and to good effect.

57. The management of The Learning Zone is very good. Criteria for entry to it are very clear so there are no misunderstandings about its purpose. It is very well managed and there is a strong sense of purpose among all who work there. The unit manager, who is also the teacher, interviews the children and parents and sets out very clear expectations. Contracts, similar to home school agreements are signed. They are implemented fully. Parents really support the work of The Learning Zone and work closely with the staff to bring about improvements in their child's behaviour, self esteem and achievement.

58. Curriculum leaders are enthusiastic about their role and play a part in raising standards. In information and communication technology and literacy, they are very knowledgeable and offer clear guidance to staff about teaching in their subjects. However, constant changes of staff mean a number of them are new to their responsibilities, for example, there have been three mathematics coordinators in the last three years. The Foundation Stage leader is very new to the role. Curriculum leaders in some subjects such as geography, history and religious education do not have as clear a view of the strengths and weaknesses within their subject area. This means they are not yet influencing standards as well as they might. In-service training to enhance the role of the curriculum leaders is due to take place shortly.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	910,039
Total expenditure	960,527
Expenditure per pupil	4,070

Balances (£)	
Balance from previous year	182,181
Balance carried forward to the next	131,693

59. Governors and the headteacher ensure that the budget reflects the school's educational priorities. They carefully monitor the financial position during the year and place appropriate emphasis on securing best value. Very good financial procedures are in place, including an effective computerised system. The day to day transactions are well controlled by the finance officer. The level of spending per pupil is relatively high. This reflects the challenging local circumstances and the success in securing special funding to improve standards and to assist those children needing specialist support and guidance. The level of balances at the end of March 2003 is much higher than

the normally recommended level but includes £50,000 for the committed contribution towards the cost of building the new sports centre. The current year's budget provides for a much lower balance at March 2004.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

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

The Foundation Stage consists of the nursery and one reception class. At the time of the inspection, the nursery teacher and nursery nurse had been in post only for a few days. Most of the children were new to the nursery and for some it was their first day. The main emphasis was to settle children into the classroom. Teachers in the Foundation Stage plan together in the short term but there is little long term planning to show how children progress through the stepping stones towards the early learning goals. The work scrutiny indicates that in the reception class, children achieve well over time. They reach the early learning goals in personal, social and emotional development and physical development. Not enough children reach them in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. This is mainly because children have a low starting point. Also, the accommodation is small and resources, particularly in the nursery, require refurbishment. This hinders the implementation of the Foundation Stage curriculum. Teaching in both classes was satisfactory during the inspection in all the areas of learning. The curriculum leader is newly appointed but has already identified the main areas for development, begun to draw up an action plan and ordered new resources.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **satisfactory**.

#### **Main strengths and weaknesses**

- The nursery helps children to settle into school quickly;
- There is a racially harmonious atmosphere;
- Very good behaviour;
- Few opportunities for children to use their initiative;
- Unsatisfactory accommodation and resources.

#### **Commentary**

60. Parents of children in the nursery are invited to stay and play with their children while they settle in. This is helpful for all, but particularly for those with English as an additional language. Staff have taken care to establish routines and expectations so that the children feel safe and secure. They involve them in a variety of activities 'modelling' how they should play together happily, sharing resources and being kind to each other. The unsatisfactory accommodation and organisation of the resources makes it hard for children to choose items for themselves.

61. In the reception class, routines are well established. Children have a clear understanding of right and wrong. They have good relationships and work together in racial harmony. They are confident to try out new activities and sit and concentrate quietly when it is appropriate. They behave very well. However, there are few opportunities to use initiative in their work when tasks are limited by poor quality worksheets. The accommodation also constrains opportunities for children to move easily between indoors and outdoors and from one activity to another. Circle time helps class members to explore their feelings well and to learn to respect the different needs and beliefs of others. Importantly, children are taught to be proud of their culture.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

### Main strengths and weaknesses

- Brighter children reach the early learning goals in the reception class.
- A good emphasis on developing literacy skills in reception.
- Support for children with English as an additional language is very good.
- Book resources in the nursery are unsatisfactory.

### Commentary

62. In the nursery, children are helped to develop their language skills through songs, playing together and talking. Adults, including parents and trainee nursery nurses, help children with English as an additional language to feel confident about trying out new words. They share books with children showing them that print has meaning. There is a small area for the class to browse through books for themselves. However, the books, full of good quality stories and reflecting the differing cultures in the class, have become tired and tatty and now do little to encourage children to pick them up.

63. Teachers' use National Literacy strategies to help individuals understand that words are meaningful. Literacy skills are enhanced when small groups read books with adults, gaining clues from pictures and sounds letters make. Children use their developing phonic knowledge well to try and write simple words without the help of an adult. As they get older spellings are given for homework. Scrutiny of previous reception work shows that brighter children make good progress in writing short sentences, sometimes with help, by the end of the reception year. Songs, computerised story books, role-play and discussions continue to develop and extend children's spoken English vocabulary. These, together with additional support, do much to help children with English as an additional language talk confidently.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Use of interesting ways to develop children's mathematical skills in some lessons.
- Excessive use of worksheets that limit the chance for children to investigate numbers effectively.

### Commentary

64. Little mathematical development was observed in the nursery. There was evidence of the use of number rhymes to count to five and a picture graph illustrating the different ways in which children travel to school. In the reception class, the brighter children play games such as, *snakes and ladders*, to help them to recognise different digits and to count on. Songs, shopping games and visits into the locality help children to recognise numbers in their daily lives. Previous work shows that children add and subtract to 20, fill in missing numerals and recognise hours and half hours on a clock. However, much of the work is completed using poor quality worksheets that do little to take children's investigative and mathematical skills forward. Tasks were however, different according to the varying abilities of the class. A *Caribbean Counting* book made mathematics appealing to the Caribbean boys.



## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

### Main strengths and weaknesses

- Learning through practical activities is good.
- Use of information and communication technology is unsatisfactory.

### Commentary

65. Little of this area of learning was observed in the nursery during the inspection. Where it was seen, the nursery children enjoyed using a computerised story programme to discover sounds and words. They found that by moving and clicking a mouse on a section of a picture they could make a bird sing, a boat move or hear the words of the story. The computer screen was too high for the children to see really well, but they gained much enjoyment from the task. Previous work in reception indicates that this area of learning is covered more through practical activities. A visit into the community helped children recognise geographical features such as, the bus stop. A trip to the local shops and supermarkets made it easier for children to take on the correct roles of shopkeeper and shopper in their role-play area. Growing plants at school and visiting Epping Forest helped the class to learn about the natural world in a practical way. Reception children know how to draw pictures and operate simple computer programs.

## PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

### Main strengths and weaknesses

- Children reach the early learning goals set for them despite unsatisfactory accommodation and resources.

### Commentary

66. Teachers do their best in a difficult situation. The nursery children use the small outside area to ride tricycles and climb on the climbing frame. The reception class also use this area at agreed times of the week, but it is too small for them. The reception teacher uses the physical education lessons in the hall and infant playground to extend children's skills in running, jumping and hopping effectively.

67. The mats that children climb on in the sheltered outside area are in poor condition. The slide is the right size for the nursery but too small for reception children. Except in mathematical development, there is little in teachers' planning to link this area of learning to other aspects of the curriculum. Children handle tools, objects and malleable materials appropriately.

## CREATIVE DEVELOPMENT

Provision in creative development is **unsatisfactory**.

### Main strengths and weaknesses

- Tasks provided for children to be creative and support of adults are satisfactory.
- Limited opportunities for children to use their initiative;
- Lack of resources and space in the nursery and reception class.

## Commentary

68. During the inspection, children in the nursery engaged in painting made distinctions between the colours to paint pictures of something that interested them. Adults played with children in the home corner to extend their spoken English. Construction toys, small cars and model garages helped to stimulate creative play. However, lack of space makes it hard for children to access resources or use their initiative when choosing from a wide range of activities. In reception, the limited accommodation causes similar problems. Children's pictures are colourful, but lack independence of thought. Teachers provide the chance to explore colours, shape and textures, including three dimensional modelling. The supermarket in the role play area reflects the children's cultural backgrounds, but when playing there, they do not find it easy to act out a story. The children enjoy singing a range of songs. Music is taught by another teacher, but songs and rhythms are used to help children remember sequences of numbers and letter sounds.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Children at the infant stage achieve well over time in reading and writing.
- The achievements of children with special educational needs or English as an additional language are very good.
- The school has worked hard, with some success, to raise standards in writing, particularly among boys.
- The teaching observed was good and some was very good.
- Programmes of work successfully reflect the varied cultural experiences of the children.
- Leadership of the subject is very effective.
- Children's speaking and listening skills at both the infant and junior stages are not always sufficient for them to explain their ideas clearly.

#### Commentary

69. Attainment on entry to school of most of the children is well below that typical for their age. However, at the infant stage lesson observations and scrutiny of work show children's achievements over time are good. By Year 2 the overall standards of attainment in English are similar to that found in most schools. They are broadly in line with the national picture in reading and writing, but below that expected in speaking and listening. This is not as high as at the time of the previous inspection, but represents good progress from a low beginning. Achievements over time are slower at the junior stage, although children still make steady progress. By Year 6, standards in all aspects of the subject are below that nationally. This is lower than at the time of the previous inspection, but the school was expecting this because of differences in cohorts, inexperienced teachers and an increase in the number of children moving in and out of the school between Years 3 and 6.

70. The school focuses strongly and successfully on children with special educational needs or English as an additional language. Individual difficulties are carefully assessed and programmes of work are constructed and directed really well. As a result, the children involved make very good progress in their language development.

71. The national initiative on literacy has been introduced effectively and is helping to raise standards. Texts are chosen with care and generally appeal to the children's interests. They successfully reflect the varied cultural experiences of the children. For example, those in Year 6 have studied the life and work of the author Malorie Blackman. Appropriate efforts are made to use homework that reinforces and extends children's learning in lessons. Literacy targets are set for each child and are reviewed regularly to assess how well they are doing. Gifted and talented children are also identified and their progress checked regularly.

72. Children are pleased to talk to visitors about their work and interests. There are occasions when they contribute to discussions well, but most find speaking and listening skills difficult. This includes children who are not learning English as an additional language. They are polite and respectful and respond well to prompts and encouragement, but many use only a limited range of vocabulary and sometimes find it hard to communicate more than simple meanings clearly.

73. Children enjoy reading and have favourite stories. Most take books home regularly and reading records are used to document their progress. This is a useful link between parents, children and teachers. Together with a Book Week and the occasional use of visiting authors and poets it encourages children to view reading as a positive activity. Infant children make some use of letter sounds, pictures and the context of the story to help them tackle new words. As a result, many are fluent at a simple level and show satisfactory understanding of main characters and story lines. Junior children improve their reading skills, but often hesitate and read with little expression. They too can recall main characters and story lines, but find it difficult to predict story outcomes and reasonable alternatives. They are able to name a number of well known authors, but are unsure about the stories they have written.

74. The school has worked hard to raise standards in writing. It has paid special attention, with some success, to the performance of boys, particularly those with a Turkish or Caribbean background. Infant children write for a range of purposes and most are secure in their understanding of how to sequence events in the right order. Their knowledge of sentence structure, including the use of capital letters and full stops, is developing steadily. They try hard with spelling and most simple words are spelt correctly. They practise handwriting, but their written work is sometimes untidy. Junior children also write for a range of purposes, but their ideas often lack imagination and are seldom extended so as to add interest. However, there are examples of the older children being prepared to put forward a view, such as when writing about care of the environment. In addition, good use is made of well known literature in writing tasks and this helps to extend children's knowledge of stories. Appropriate attention is given to spelling and grammatical structure, but children often make simple errors. Handwriting is usually joined, although children do not always take enough care over presentation.

75. Some teachers are new to the school, but all the lessons seen were good. Some very good teaching was observed in Year 2 and in lessons for children with special educational needs or English as an additional language. Lesson planning is detailed and children are controlled and managed really well. Very positive relationships have been established and this encourages children to do their best. As a result, they have good attitudes and behave well. Tasks are matched to needs and skills are built up in a systematic way. Questions are used skilfully to assess what children understand and challenge them to think hard. Teaching assistants are deployed effectively and make a very valuable contribution to children's learning.

76. The curriculum leader is very effective and has a good knowledge of the children's work. A range of policy statements have been produced and presented to staff and governors. She sees teachers' planning and monitors teaching and learning by looking at children's work and observing lessons. Both verbal and written feedback is given with points for teachers to consider. She is well placed to lead the subject forward.

### **Language and literacy across the curriculum**

77. The school's efforts to reinforce language and literacy across the curriculum are generally satisfactory. Reading is an integral part of much of their work. In some information and communication technology lessons excellent opportunities are provided for language development. Children are given writing tasks in most subjects, but they do not always provide sufficient challenge for children to think for themselves. Examples of this were seen in history and geography. Children practice handwriting, but sometimes struggle to transfer their skills successfully to other written work.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Children achieve well.
- Teachers' use of information and communication technology in their presentation helps children to understand new mathematical concepts.
- There is very good teaching in Year 6.
- Presentation of work is untidy.

### Commentary

78. National test results in 2002 were below those found in all schools nationally in Years 2 and 6. Over time, the school has done well in challenging circumstances to sustain improvements in results in line with the national trend. The number of children taking the tests is small. Results need to be treated with caution as results vary considerably from year to year. Results are impacted by movement of children in and out of the school, turnover of staff and the number of children with special educational needs in the cohort. From a low base when starting at the school, children achieve well, including Turkish and Caribbean boys.

79. Results of the 2003 national tests indicate that children in Year 6 performed as well as children in all schools nationally and much better than in similar schools as brighter children were challenged well. The 2003 national test results for children in Year 2 are not as good as they were in 2002. Scrutiny of children's previous work in Year 2 shows thorough coverage of most aspects of mathematics, but there was not a lot of evidence of investigational work or data handling. High expectations by the teacher challenged children to achieve as well as they could and they covered a lot of work over the year. The teacher used assessment effectively to match work to children's abilities so that they made good progress in knowledge and skills. Achievements were reviewed each half term and samples of work given a level according to the National Curriculum. This, together with very effective marking of children's work, informed planning and the work children did. It also gave teachers a clear insight into the likely national test results. Teachers were expecting the lower results in 2003 because of the higher number of children with special educational needs in the year group. Brighter children's reading and writing skills enabled them to reach the higher Level 3.

80. Currently, standards of attainment in Year 2 are typical of those found nationally. They are below the national picture in Year 6. This is not as good as at the last inspection. There are more children with special educational needs in the current Year 6 and three of the children attend The Learning Zone. Scrutiny of work shows that not enough time is given to investigational work. At the time of the inspection, teachers throughout the school were teaching specific skills in how to solve problems, but generally children found it hard to recall numbers and calculate quickly, although teachers placed emphasis on this.

81. Teaching is mostly satisfactory. It is good in the 'Booster classes' that enhance the rate of progress of small groups of children. In these classes, children receive a lot of individual attention. They are encouraged to try their ideas and not to worry if they make a mistake, as that is how learning occurs. In Year 6, teaching is very good and excellent in The Learning Zone. This does much to increase the rate of children's achievements. In these lessons, teachers' subject knowledge is very good and information and communication technology is incorporated into the teachers' presentation. This brings the learning alive for many children. It enables teachers to take into account the different ways children learn. Children who learn from visual stimulation learn a lot from the computerised demonstrations. Brighter children are challenged well; those with special educational needs receive the help they need as do children who speak English as an additional language.

82. In other year groups, teachers' subject knowledge is satisfactory and the National Numeracy Strategy has been introduced appropriately. Teachers insist on high standards of behaviour and children mostly respond to this. However, there are some children in Years 4 and 5 who find it hard to behave. These children are supported effectively by additional staff. Teachers mark and assess children's work regularly. Sometimes the marking is constructive and helpful, but few comments are made to help children improve their knowledge.

83. There have been three mathematics curriculum leaders in the past three years and the subject is currently led by the headteacher. Results have been carefully analysed each year and issues for improvement identified. The frequent change of coordinators and turnover of staff means that continuity in developments has been interrupted. Monitoring, especially in the quality of children's work has also been interrupted. The weakness in the untidiness of children's presentation and the impact on their accuracy of working in the past year had not been picked up.

### **Mathematics across the curriculum**

84. The opportunities for children to use their numeracy skills across the curriculum are satisfactory. Teachers use mathematics in design and technology and science. Information and communication technology is used effectively by teachers in their presentations.

## **SCIENCE**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- Children's progress and achievement are mostly satisfactory.
- Teaching overall is satisfactory; there is some good and some unsatisfactory teaching.
- The recently appointed curriculum leader is enthusiastic and has identified areas for improvement.
- A range of visits and community links, such as the RSPCA project, enriches the science curriculum.
- There are too few opportunities for children to experiment and investigate.
- There is an over dependence on work sheets and work is not well presented.
- The use of planning, assessment and marking to set next step targets is not fully developed.

### **Commentary**

85. Standards in the work seen during the inspection are average in Years 2 and 6. This is similar to the findings of 1998. National test results in 2003 were much better than in previous years. Most children make satisfactory progress including those with special educational needs and those from ethnic minority groups. In Year 2, children draw and label parts of the human body and sort materials by their texture. They label the parts of a plant accurately and describe correctly what plants need to grow. They describe the sounds they hear around the school and talk about sources of light and simple forces like pushes and pulls confidently. Children record their findings in a variety of ways, for example in making diary observations of a growing bean or plotting sounds on a plan of the school.

86. In discussions with a group of Year 6, children talked about the solar system, described the movement of the earth and sun and said how a shadow will change during the day. A visit to the Planetarium generated much interesting talk as children described what they had seen. They understand what it means to be healthy and can explain the effect of exercise on the heart and lungs. Children know about life cycles, name parts of a flower correctly and show knowledge about gasses and evaporation. Sometimes they find it difficult to relate what they know to practical investigations, for example several were unsure how to set about separating substances. The use

of too many worksheets means that tasks are not always challenging and children's learning is not taken forward. Work is often untidy with too little attention to standards of presentation.

87. Teaching is mostly satisfactory. In the best lessons, teachers are prepared well and plan activities that capture children's interest. For example in Year 2 there was great excitement on a mini-beast hunt in the school grounds and in Year 6 children used the internet to find information about teeth and tooth decay. Teaching assistants are effective in their support, using questions and letting children find out for themselves. Where teaching is unsatisfactory the pace is slow, worksheets are poorly designed and children are not sure what is being asked of them. They are noisy and inattentive and tasks are not completed in the time given. Assessment and marking are not fully used to help individual children know how they are doing and what they need to do to improve.

88. The science programme covers all the required areas of work in the National Curriculum. Teachers mostly follow the planned programme that includes use of the school grounds, visits and links with the community to enrich the curriculum. Other resources are well organised and used effectively. Too few opportunities are planned, particularly in Years 3 to 6 for practical investigative work. The school is aware of this and taking appropriate action to increase the challenge for these children.

89. The role of the curriculum leader is not yet fully developed in monitoring teaching, standards of work and supporting colleagues in planning activities. The newly appointed subject leader has identified several areas for development, including improving investigative skills, extending the brighter children and developing a wildlife garden.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- The provision of a much broader curriculum than at the last inspection.
- Good teaching and learning in the juniors.
- Good curriculum leadership.
- Resources, much improved since the last inspection and now excellent.
- Insufficient application of information and communication technology skills in other subjects.

90. The last inspection found that standards in information and communication technology at the end of both the infants and the juniors were average. This is still the case. However, a much broader programme of study is now in place and children's knowledge and skills encompass a far wider range of applications than previously. Good progress has been made in this subject since it was last inspected.

91. By the time they leave the infants, most children are confident in their use of the computer keyboard and mouse. They can locate a particular programme within a menu, use on-screen cues well and save their work. Most can use a simple word processor, including spacebar, shift key and punctuation keys. Working under teacher guidance children produce a regular magazine using graphics programmes, ranges of font and colour and varied page layouts. They can also programme a simple floor robot to perform straightforward moves. Children make steady headway through the infant classes and their achievements are satisfactory.

92. The junior children achieve well because they make quick progress in their lessons. By the age of eleven, most can navigate a word processing programme independently, modifying and editing text as they wish. They can create and import images and photographs into a text and vary page layout. They know different ways of displaying numerical data, in line graphs and pie charts for example and can interpret charts and tables correctly. They know how to programme a more complex floor robot, with directions measured in angles and can create simple tunes using a music

programme. In addition, children access the internet, select from several search engines and save chosen web pages in a favourites folder. The school ensures safe use of the internet.

93. Children with special education needs and those learning English as an additional language also achieve well because there is adult help readily available to support them.

94. All the information and communication technology lessons seen were at least satisfactory and those in the juniors were good. These good lessons were taught by the information and communication technology curriculum leader who works with other classes whose teachers are less confident in the subject. The curriculum leader brings many strengths to the lessons. In particular very good knowledge of the subject and confidence in the use of the hardware. This means challenging questions are directed to the children, moving their learning ahead quickly and helping them find alternative solutions to problems that might arise. The curriculum leader uses the equipment and especially the new interactive whiteboards, well to demonstrate and explain. Interesting activities that elicit good levels of concentration and effort are presented. In one lesson, children were asked to locate and select an internet search engine to collect information about Robert Baden Powell. Children then followed up some of the references, selecting those with useful text to précis before printing. The lessons reinforced language skills excellently, as well as establishing additional information and communication technology skills.

95. A weakness in several of the lessons is that a small number of children have developed high levels of computer skill at home and are not extended enough by their classroom work.

96. The information and communication technology curriculum leader is very effective, offering a good example to colleagues. The school keeps abreast of new developments and has built up resources for the subject. Since the last inspection the school has established a new information and communication technology suite, very well equipped with up-to-date computers and other equipment. The school has five interactive whiteboards enabling teachers to demonstrate computer operations on a large screen easily visible to a full class of children. There is now a mobile bank of laptop computers, with aerials and wireless connections in each classroom. This is an excellent level of resources provision.

### **Information and communication technology across the curriculum**

97. While information and communication technology is more widely used to extend learning in other subjects than at the time of the last inspection, too many opportunities are still missed, especially in mathematics and science.

## **HUMANITIES**

### **Geography**

Provision in geography is **unsatisfactory**. Insufficient attention is given to the subject.

### **Main strengths and weaknesses**

- Standards at the end of Year 2 and Year 6 are below that expected.
- The school makes good use of the locality and visits to other places to support teaching.
- Teachers' planning is not sufficiently detailed, assessment is not used to support learning.
- The role of the coordinator is not well developed.

### **Commentary**

98. No lessons were seen during the inspection. Evidence gathered from discussions with children, the coordinator, teachers' planning, analysis of work and displays indicates that at the end



of Year 2 and Year 6 children do not attain the standards expected for their age. Achievement, however, is satisfactory when prior attainment is taken into account.

99. Year 1 children have been learning how to make an area safe. They carried out a traffic survey and learned how to recognise road signs. In Year 2, children know about St Lucia. They have coloured maps to show the island's position and its capital. They have written about the climate, the type of clothes people wear and the crops they grow. Much of the written work is very similar, indicating that it may be copied from a text rather than children developing their own enquiry skills. In discussion, Year 2 children describe their journey to school, but have difficulty naming features of buildings they recognise.

100. Year 6 children recall a study of an Indian village. They talk about using an atlas and books to find information and cite differences in population, climate, size, crops grown and food when making comparisons with the United Kingdom. They know about recycling and causes of pollution such as traffic. When asked how they would find about another place they suggested several sources, including an atlas, books, e-mail and the internet. They described several sorts of maps and knew how to use a Key.

101. Samples of work in Years 2 and 6 indicate that teachers' expectations of what children can do and how they present their work are not high enough. In Year 2 standards of presentation are variable and poor in Year 6. Teachers' planning is not sufficiently detailed as it does not show learning objectives and activities. Children's progress is not checked against National Curriculum levels and children are not made aware of how they can improve their work.

102. The geography overview shows that all the areas required by the National Curriculum are covered but topics are not studied in sufficient depth particularly in Years 3 to 6. A programme of well-planned visits enriches the curriculum. Year 6 children were keen to talk about the residential trip to Wales and another to Kench Hill making correct comparisons with Hackney. Resources are satisfactory and centrally housed, an improvement since the last inspection.

103. The curriculum leader is new to the role. Standards of work have been monitored through displays but there has been no observation of teaching, although this is planned for later. The school has a policy for geography and teachers follow a yearly plan that is based on a national scheme of work.

## **History**

Provision in history is **unsatisfactory**.

### **Main strengths and weaknesses**

- Many visits and a Black History month enrich the curriculum.
- Subject management is sound and the coordinator has the ability to move the subject forward.
- Standards are below those expected for children in Years 2 and 6.
- Standards in work seen indicate that teacher expectations are not high enough.
- Too little attention is given to history in the curriculum and teachers planning gives too little detail.

## **Commentary**

104. Only one lesson was seen during the inspection. Discussions with children, the subject leader, scrutiny of teachers planning and displays and analysis of work shows that by the end of Year 2 and Year 6 most do not reach nationally expected levels. Achievement is satisfactory when prior attainment is taken into account. Too little attention is given to the subject and this means that by the end of Year 2 and Year 6 children do not reach standards typical for their age. The school tries hard to make history interesting and relevant for its children through a series of visits and a Black History month.

105. Year 1 children have studied homes and the seaside past and present. Worksheet tasks are not sufficiently challenging and do not extend children's learning. In Year 2, children have written about famous Victorians, such as Mary Seacole and Florence Nightingale. These accounts are very similar and are poorly presented. There is little evidence in previous work of children finding out about the past, recording what happened or why people acted as they did. Year 2 children described history as being 'about things long ago' and could remember learning about the seaside, the old bathing dresses and how ladies wore hats.

106. Year 6 could recall in depth a topic about World War Two and a visit to The War Experience where they had been in an air raid shelter. Their recall of other topics studied, such as the Greeks was not as secure. Children described how to find out about the past using the internet, books and talking to people. They were not so sure about why some sources of evidence are more reliable than others or in their understanding of the chronology of events. Year 5 and Year 6 work shows that children have limited experience in making comparisons of different periods or in explaining main events, the changes and why things might have happened.

107. Teachers' planning does not give details of learning objectives and activities and the work scrutiny shows that expectations are not high enough. Children are not productive and do not present their work neatly or carefully. Much of the work is very similar or is based on worksheets. Teachers do not regularly assess children's outcomes or suggest how they can be improved.

108. The history overview shows that all the areas required by the National Curriculum are covered but topics are not studied in sufficient depth. Resources are adequate and classroom based and have improved since the last inspection. A small museum houses artefacts and books from times past. Effective displays, visits to places of historical interest and Black History month enrich children's historical experience.

109. There is no up to date policy for history. The curriculum leader monitors teachers' planning and gives advice. There are plans to review the curriculum so that it more closely reflects the ethnic diversity of the school population. The coordinator has the ability to lead the subject well and is aware that there is work to do to take the subject forward.

## **Religious Education**

Provision in religious education is **unsatisfactory**.

### **Main strengths and weaknesses in this area:**

- The lesson observed in Year 2 was good.
- There is little evidence of a substantial programme of work in the juniors.
- Standards at the end of the juniors are below those expected in the locally agreed syllabus and children's achievements are unsatisfactory.
- Teachers' lesson planning for religious education does not ensure effective learning.

110. Standards at age seven have been maintained since the last inspection and are similar to those expected by the agreed syllabus. Children achieve well because many are still at an early stage in mastering English. The standard reached at the end of the juniors is below that expected nationally when at the previous inspection it was above expectations.

111. One religious education lesson was observed during the inspection. Further evidence was obtained by examining past work, teacher's planning discussion with Year 6 children.

112. By the time they are seven, most children are sensitive to the range of beliefs and religious practices in the local community and discuss these issues respectfully. They know some of the main events of the life of Christ and the significance of Easter and Christmas. The one lesson seen in Year 2 was well taught. Children enjoyed the story of Rama and Sita and worked well in groups with stick puppets to recreate this. A Divali lamp was lit to make clearer the link between the story and the Festival of Lights. The brighter children worked in pairs to rewrite the main elements of the story and children with special educational needs and those learning English as an additional language were well supported by a teaching assistant, enabling them to benefit fully from the successful session. The lesson succeeded because it interested everyone and provided a relevant and enjoyable practical activity that matched the range of abilities within the class. As a result, all progressed well in their learning.

113. By the end of Year 6 most children have a sound knowledge of the life of the Buddha and several recall and discuss the five moral precepts of Buddhism intelligently. They can explain what a “symbol” is but find difficulty in giving examples. Most know the Bible is arranged in testaments and that it is a key text for Christians. They know where to look for details of Christ’s life and teachings and can relate some of the miracles of Jesus and life events. Many have little idea of the significance to Christians of baptism, nor of how it relates to the membership or initiation rites in other faiths. Their knowledge of other parts of the work programme, especially Islam and Judaism is minimal. Achievement in the subject is unsatisfactory.

114. Curriculum leadership in religious education is satisfactory. The curriculum leader has attended a five day course, organises visits and visitors and ensures that the subject is resourced well. Teachers receive support in presenting the subjects. However, the overall programme of work and classroom teaching, are not monitored closely enough and lesson planning is insufficient to ensure effective teaching and learning.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

Provision in art and design is **satisfactory**.

#### **Main strengths and weaknesses**

- The school uses the subject well to celebrate its cultural diversity.
- Good use is made of a recently appointed subject specialist for most of the teaching.
- Lessons are prepared well.
- An art week is held annually. This helps to raise children’s interest and skills in the subject.
- The role of the subject leader is new to the role.

#### **Commentary**

115. There are examples of good work, but by the end of Year 2 and Year 6 children mainly reach standards typical for their age. Sufficient time is given to this area of the curriculum and teachers’ records and planning show a programme of activities that is sometimes lively and interesting. It successfully reflects the varied cultural experiences of the children and includes clay work, printing, collage, observational drawing and marbling. Children’s achievements over time are satisfactory, including those with special educational needs or English as an additional language. This is broadly in line with the findings of the previous inspection. Children generate some interesting ideas and their work shows increasing confidence in trying out different materials and media.

116. Both infant and junior children show satisfactory skills in drawing, painting and colouring. This often helps them illustrate work in other subjects, for example in their history studies of the Romans. Their observational skills improve satisfactorily as they move through the school, their growing confidence and imagination enabling them to represent what they see through pictures and 3D work. They explore ideas with one another and successfully advance their understanding of how mental images can be represented in different ways. Appropriate attention is given to the work of well-known artists and children are made more aware of the different ways they represent what they see and feel. For example, Year 3 children have painted some pleasing pastel pictures in the style of Georgia O'Keefe. In another example children looked at portraits by Hans Holbein as part of their work on designing and making Tudor collage portraits. The teacher helped them to consider colours and shapes as well as various objects in the pictures.

117. Teaching ranges from satisfactory to good. It benefited considerably from the subject knowledge and expertise of the specialist teacher who delivered it. When teaching is good, tasks build effectively on prior learning, explanations are clear and resources are effectively organised. This enables children to feel confident about their work and has a positive impact on their progress. Particular skills are demonstrated really well and this helps to capture the children's interest. For example, the teacher showed how to blend colours when sketching with pastels. Children choose their own materials responsibly and although sometimes noisy, they have good attitudes towards their work and behave well.

118. The curriculum leader is relatively new to the responsibility and is developing her skills. She has already updated the school's policy and liaises with the specialist teacher to plan programmes of work. Portfolios of children's work are kept in each year and this helps record what has been achieved. Displays around the school are good and help children's visual awareness as well as encourage their creative development.

## **Design and Technology**

Provision in design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- Programmes of work successfully reflect the cultural diversity of the school.

### **Commentary**

119. No lessons were seen during the inspection. By the end of Year 2 and Year 6 children mainly reach standards typical for their age, but there are examples of good work. Judgements were informed by discussions with children, scrutiny of past work and an examination of teachers' planning. Children clearly enjoy the subject and have positive attitudes towards it. Programmes of work are varied and interesting. They successfully reflect the many cultural experiences of the children. For example, those in Year 5 have studied the work of Louis Comfort Tiffany. In doing so they successfully used glass paints to draw on acetate and glass bottles to make lampshades and window pictures. As at the last inspection children's achievements over time are satisfactory, including those with special educational needs or English as an additional language.

120. At both the infant and junior stages, children use materials and equipment with growing confidence. A satisfactory range of opportunities is provided for them to generate their own ideas and use their initiative to design and make products, such as hand puppets, robot toys, hydraulic pumps and picture frames. They work successfully in small groups in considering the purpose of their products, the materials that will be required and the order in which to carry out tasks. The results are often pleasing. Good links are made with other subjects, for example when constructing musical instruments using tissue, paper and card. The older children have made good quality replica Benin Plaques linked to a visit to the British Museum. Children's cutting, folding and sticking skills are satisfactory and they learn how to adapt, refine and evaluate what they make in order to bring about improvements.

121. Currently, the leadership of the subject is overseen by the headteacher. Examples of children's work are displayed around the school. This celebrates their efforts successfully and helps foster their creative development.

## Music

Provision in music is **very good**.

### Main strengths and weaknesses

- Very good specialist teaching.
- Many opportunities for children to play instruments and take part in local festivals.

### Commentary

122. Only one lesson was seen during the inspection so judgements on children's achievements throughout the school or standards at the end of Years 2 and 6 have not been made. Teaching in the one lesson observed was very good. It was ambitious and challenged the class to concentrate hard and learn a lot in the time. Children knew how to use different instruments to make a sound and they worked with complex rhythms managing to hold a steady beat. By the end, they could all sing and play as if in a band. Encouraged by the teacher's subject expertise children were able to refine and improve their performance eradicating errors which were easily identified.

123. A substantial number of children from Year 2 onwards learn to play the violin and all learn to play the recorder. The school provides many of the instruments so that no child is denied this chance. The groups represent children with special educational needs, English as an additional language and a range of cultures. In one small group of lower juniors, children played confidently, tunefully and with considerable concentration. They played complex tunes from memory such as, *Big Note Boogie*. The specialist teacher takes all music lessons, enhancing the curriculum and the quality of experience in this subject. Each year children play instruments and sing in local festivals in front of large audiences. The school encourages children to develop their musical skills further, especially if they have talent. At the end of Year 6, one child was offered a place on a specialist music course at Pimlico. This was a significant achievement.

124. Curriculum leadership is very good, as the specialist teacher ensures children receive a very broad programme of musical experiences. All aspects of the music curriculum are covered thoroughly including opportunities to compose, perform, sing and appraise music from a range of cultures and periods of history.

## Physical Education

Provision in Physical Education is **satisfactory**.

### Main strengths and weaknesses

- The use of external instructors to support the curriculum.
- The Year 5 residential activity trip.
- The excellent sports and arts centre shortly to open.
- Shortage of space has limited the curriculum recently, but this is now largely overcome

125. Physical education provision has faced problems since the last inspection. The school has no grassed area for games and only a small multi-purpose hard play area. Until the present term, this has been out of use as the new sports and arts centre has been built adjacent to it. As a result, pressure on the school hall has been intense and the physical education programme somewhat

restricted. The hard play area, well marked for games, is back in use and children are once again receiving their full National Curriculum entitlement in the subject.

126. During the inspection three lessons were observed, all in junior classes. This means it is not possible to evaluate standards at the end of the infants, or the teaching in Years 1 and 2. The lessons were all taught by external specialist instructors, one on basketball skills, the other two on tennis. It is clear that by the age of eleven all children, including those with special educational needs or learning English as an additional language, have reached satisfactory levels of achievement. They make steady progress in ball skills, able to control a ball in stillness and movement well, passing and catching effectively whilst maintaining a good balance.

127. Swimming is available to children in Years 4 and 5 and most reach the national expectation of 25 metres by the time they leave the school. Dance lessons are provided by a previous member of staff and gymnastics by class teachers.

128. The school is part of a small-scale Education Action Zone and collaborates with other schools to provide a range of additional activities and equipment. As part of the programme Year 5 children have an annual residential trip to Wales, where they enjoy a good range of outdoor physical activities. This is a good feature of the school's provision.

129. All children, including those with special educational needs or learning English as an additional language are able to participate in the full physical education programme.

130. The three lessons seen were all satisfactory. The specialist coaches brought a high level of knowledge and a brisk engaging manner that motivated the children. They ensured a good balance of vigorous and less energetic activity in each lesson. However, once they had given instructions and demonstrations they did not move around the children quickly enough to offer individual advice and coaching. Sometimes they did not ask children to review their own and each other's performance.

131. The school is eagerly awaiting the opening of its new sports and arts centre. This will provide a dance studio and high quality changing facilities for children.

132. The curriculum leader for physical education has particular strengths in gymnastics. Effectiveness is limited as there is little opportunity for the curriculum leader to check the overall standards reached in the subject, or to monitor the quality of classroom lessons.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

133. The school sees children's personal development as an important element of its work. A very good programme of personal, social and health education is provided. It makes the most of links with other subjects, but includes a distinct separately-taught programme of work. No lessons were observed, but this programme helps the children to gain confidence and work with others effectively.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*