

# INSPECTION REPORT

## **CANVEY JUNIOR SCHOOL**

Canvey Island

LEA area: Essex

Unique reference number: 114822

Headteacher: Mrs J Vaughan

Lead inspector: Sue Orpin

Dates of inspection: 24<sup>th</sup> – 26<sup>th</sup> February 2004

Inspection number: 255711

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	339
School address:	Long Road Canvey Island Essex
Postcode:	SS8 0JG
Telephone number:	01268 682288
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Lorraine Breading
Date of previous inspection:	19 <sup>th</sup> March 2002

## CHARACTERISTICS OF THE SCHOOL

The school is a large junior school with 339 pupils. Pupils are organised in twelve classes, three in each year group. Pupils mainly live close to the school and are in families from a wide range of social circumstances but broadly typical when compared with the national picture. Twelve per cent of the pupils have free school meals, which is in line with the national average. Pupils' attainment when they start school is at a level expected for their age. Seventy five pupils, an above average proportion, have been identified as having special educational needs, which are mainly specific learning, moderate learning, and social, emotional, and behavioural difficulties. Two have statements to outline particularly challenging needs. Almost all pupils are from white British backgrounds and eight are learning English as an additional language but none are at an early stage. There have been high levels of staff and pupil mobility in recent years. The school gained the Healthy Schools Award and the Schools Achievement Award in 2003 and Investors in People in 2004. The last inspection was two years ago and found that the school no longer required special measures.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17808	Sue Orpin	Lead inspector	Science, geography, history
34164	Julia Hammond	Lay inspector	
11982	Ray Morris	Team inspector	Information and communication technology, art and design, music
20948	John Linstead	Team inspector	English, design and technology, physical education
23315	Irene Green	Team inspector	Mathematics, religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a sound and improving school** that is well placed to build on its current successes. The quality of teaching is satisfactory and improving as a result of good leadership and management. Standards at the end of Year 6 are average, representing satisfactory achievement overall. Despite the good efforts to promote attendance made by the school, high levels of absence, together with high levels of pupil mobility adversely affect the achievement of some pupils. The school provides satisfactory value for money.

The school's main strengths and weaknesses are

- Standards and results in English, mathematics and science are improving at a rate faster than the national trend
- Pupils achieve well and standards are above those expected in music, and pupils with special educational needs achieve well in all subjects
- The headteacher's very good leadership is helping to raise standards
- Although teaching is satisfactory and pupils are assessed well, inconsistent day-to-day use of assessment to plan lessons hampers some teaching and achievement
- Attendance is well below the national average and prevents some pupils from doing as well they could
- Pupils' attitudes to their lessons and their behaviour are very good and have a positive effect on their learning
- The school cares for pupils very well and relationships are excellent

**Since the last inspection, only two years ago, improvement has been good.** Pupils' results are improving steadily and their levels of achievement have been maintained. Pupils' attitudes and behaviour have been maintained at a very high level. The school has dealt successfully with most key issues from the last inspection by improving standards across the curriculum and developing the role of subject coordinators. However, the day-to-day use of assessment by some teachers is still too inconsistent.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievements are satisfactory.** In 2003, standards continued to improve steadily and faster than the national trend, particularly in mathematics and science. Although comparisons with similar schools show that pupils did not achieve as well as they might, standards seen during the inspection were average and show continuing improvement. When pupils join the school they are generally working at the expected level, their achievement is satisfactory and by Year 6 the standards they attain are average. In the last two years, pupils' progress has accelerated in the older years. Pupils achieve well in music and reach standards above those expected by Year 6. In English, mathematics and science, some higher attaining pupils do not achieve as well as they might. For a few pupils whose attendance is erratic, achievement in all subjects is unsatisfactory. Pupils with special educational needs achieve well in all subjects, and the achievement of those who are gifted and talented, and those learning English as an additional language is satisfactory.

**Provision for pupils' personal qualities, including their spiritual, moral, social and cultural development is good.** Pupils' relationships with others are excellent and everyone is included in all aspects of school life in an effective way. Pupils respect the views and opinions of others well and have a very well developed sense of right from wrong. Their appreciation of their own and other cultures is satisfactory. Pupils' behaviour and their attitudes to their work are very good and have a very positive effect on their learning. Although the school's efforts to improve attendance are good, the level of attendance continues to be low because not all families make school high priority.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is sound.**

**The quality of teaching and learning is satisfactory,** and strengths outweigh weaknesses.

Teachers plan lessons to provide stimulating activities and engage pupils' interest. Teachers mark pupils' work thoroughly and give detailed comments so pupils know how to improve and ensure that pupils receive additional help when it is needed. However, some teachers' day-to-day assessments are not used well enough to plan lessons and as a result some activities are not challenging enough, particularly for higher attaining pupils. Good use is made of learning support assistants to help pupils achieve, particularly those with special educational needs. The curriculum is satisfactory and offers a very broad range of extra activities, planned to ensure that everyone has the same chance to learn. However, there are too few opportunities for pupils to develop skills, such as the use of writing in other subjects, investigational work and research. The school cares for its pupils very well, giving good advice and guidance. The school works well with parents, and sound links with the community are helping to improve achievement further.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The headteacher provides very good leadership and has a clear picture of how the school can develop. The governors have a very good understanding of the strengths and weaknesses of the school and together with the staff they work effectively as a team. The school evaluates its success well and this has already led to improvement. Achievement is currently satisfactory and it is well placed to accelerate.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are justifiably very pleased with the work of the school and the progress their children make. They think that teaching is good and that the school is well led. Most pupils are very positive about school, feel well looked after and know that they will be helped with their work.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- Increase the proportion of good teaching
- Improve achievement and standards for the higher attaining pupils, particularly in English, mathematics and science
- Improve pupils' attendance
- Improve opportunities for the development of skills across the curriculum

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

By the end of Year 6, pupils' standards are **average** and their achievement is **satisfactory**.

#### Main strengths and weaknesses

- Pupils' results in English, mathematics and science have been below average over recent years, but they are all rising at a rate that is faster than the national trend
- Standards seen during the inspection were in line with those expected and confirm the trend of improving results
- Pupils with special educational needs are supported well and they achieve well
- Standards in music are above those expected and pupils achieve well because they are taught well
- The small minority of higher attaining pupils do not achieve as well as they might, particularly in English, mathematics and science

#### Commentary

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

Standards in:	School results	National results
English	26.5 (26.2)	26.8 (27.0)
mathematics	26.0 (25.6)	26.8 (26.7)
science	27.7 (27.2)	28.6 (28.3)

*There were 102 pupils in the year group. Figures in brackets are for the previous year.*

1. National test results in English, mathematics and science have risen steadily over recent years as a result of steady and consistent improvements to teaching and the curriculum, particularly in these subjects. In 2003, pupils achieved results that were below national averages, and below those of similar schools in English, mathematics and science, but nevertheless represent steady improvement on the standards of previous years. Most pupils start the school with standards that are average, although there is significant variation from year to year. In recent years there have been higher levels of both pupil and staff mobility, but more recent effective leadership and management has reduced the number of changes of teachers and despite the high levels of pupil mobility, succeeded in improving standards so that those of the current Year 6 match those expected in English, mathematics and science. Pupils' standards in information and communication technology are in line with those expected and their achievements are satisfactory. Higher attaining pupils do not always do as well as they could, partly because of weaknesses in the way they are taught.
2. Pupils' achievements are satisfactory, given the period of turbulence Years 5 and 6 encountered in their first two years in the school and standards are improving in all subjects. In music pupils achieve well and standards are good. Again, this reflects steady improvements to teaching and the curriculum. The better achievement in music is the result of consistently good teaching and the strong subject knowledge and high expectations of the music specialist teacher.
3. Throughout the school the achievement of pupils with special educational needs is good. Well-trained learning support assistants help them effectively, and tasks are adapted appropriately for the needs of each pupil. There are very few pupils learning English as an additional language, none of whom is at an early stage of learning English. Their achievement is satisfactory as is that of pupils who are gifted and talented at such subjects as music or art, where their individual needs are met.



4. Pupils' gains in knowledge and understanding are better than their achievements in developing particular skills. For example, pupils' use of writing skills in all subjects, their investigational and experimental skills and their skills in research are less well developed than other areas of their learning. This is partly as a result of fewer opportunities in lessons, less focus in teaching and limited experience, particularly in earlier years for older pupils.

5. Since the last inspection, the school has continued to work hard to improve standards and test results. They have had some success so standards are improving at a rate that is faster than the national trend because teaching and the curriculum are getting better. Although the focus has been to improve standards and achievement in English, mathematics and science in particular, the school has ensured that pupils learn a broad range of subjects through interesting activities, and so standards are rising across the curriculum. Teaching is improving, but the continuing low levels of attendance combined with high levels of pupil mobility depress the achievement of some pupils.

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

Pupils' attitudes, personal development and behaviour are **very good**. Provision for pupils' spiritual, moral, social and cultural development is **good**. Attendance is **well below** that of other schools because of the poor attendance of a few pupils.

### **Main strengths and weaknesses**

- There are good procedures for monitoring and promoting attendance but, despite the school's efforts, levels of attendance are low
- Pupils are very interested in school life and appreciate the extra activities that are provided outside the school day
- Pupils are very keen to learn, particularly where the teaching is better
- Pupils' very good behaviour contributes well to their learning and their sense of safety and happiness at school
- Pupils' relationships with each other and with adults are excellent so pupils want to learn

### **Commentary**

6. The school has worked hard and is doing all it can to make sure that all pupils and parents understand the importance of punctuality and good attendance. Punctuality in the school is good with the majority of pupils arriving on time. Good record keeping and tracking systems are in place and there is a clear policy on attendance, which most parents and pupils understand. It is highlighted within the school through displays and there is an award for 100% attendance. In addition, the school works closely with other agencies to promote good attendance through activities such as drama workshops within school to encourage pupils to attend, and parenting classes run in cooperation with a local family centre for the parents to help them understand the importance of their children attending school regularly. However, there are some parents for whom school is a low priority and who do not ensure that their children attend school regularly enough and therefore the achievement of these pupils is adversely affected.

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

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.8
National data	5.4	National data	0.4

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

7. In spite of the poor attendance of a few pupils, almost everyone else enjoys school and has very good attitudes to their work, and these have a positive effect on their achievement. In lessons, they are enthusiastic and very keen to learn. They listen carefully to teachers and to each other and want to answer when a question is asked. They appreciate the range of opportunities provided outside the school day and make good use of them.

8. Behaviour in lessons and around the school is very good. The pupils move about the school purposefully, they are very attentive in lessons and they are very orderly and responsive in assemblies. They are proud of the uniform that they have helped to design. A well-embedded and very effective merit system for rewarding the good behaviour and achievement of individuals operates throughout the school. Class merits encourage a very good standard of group behaviour. Pupils know that bullying or harassment will not be tolerated. Where there are issues of bullying or of friendship difficulties, pupils know that "The head teacher always listens to both sides". The result is that pupils are encouraged to understand the feelings of others. Through lessons when pupils are encouraged to discuss issues while sitting in a circle, they are encouraged to value friendship and to offer it to others. Exclusions, when necessary, have been used appropriately.

***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	297	5	
White – Irish	1		
White – any other White background	3		
Mixed – White and Asian	2		
Asian or Asian British – Bangladeshi	2		
Chinese	2		
No ethnic group recorded	42		

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

9. Pupils with special educational needs that relate to emotional and behavioural difficulties are managed well in class and around the school. Teachers and learning support assistants guide them effectively. The school ensures that they are fully included in lessons and that any difficult behaviour does not spoil their own learning or that of their classmates.

10. Pupils demonstrate satisfactory levels of maturity as they progress through the school. The school promotes spiritual development well through collective worship, involvement in local events, such as the Festival of Lessons and Carols in the local church and through opportunities in lessons. For example, in one religious education lesson the teacher used a Gregorian chant to start the lesson and encourage pupils to think deeply. They were then asked to reflect on what a church means to them. Pupils have a very well developed sense of right and wrong because in lessons, assemblies and around the school they are listened to and are guided through discussions of moral choices. They have excellent relationships with each other and adults in the school, feel confident in a range of situations in school and work readily with visitors. Their understanding of their own and other cultures through work in school, especially music, is sound.

11. Since the last inspection, the school has successfully maintained the very high standard of pupils' attitudes and behaviour.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Teaching and learning are satisfactory although there is not enough consistently good teaching to drive up standards faster. The assessment of pupils is good and used well to identify pupils who need additional help, but it is used less well to plan lessons. The curriculum is satisfactory and there are good links with other schools and satisfactory links with the community that make a sound contribution to pupils' learning. The school cares for its pupils very well and has a productive partnership with parents, apart from the fact that too many of them do not respond to the school's efforts to raise attendance.

### Teaching and learning

The quality of teaching and learning is **satisfactory** and some is good. Teachers assess their pupils **well**.

### Main strengths and weaknesses

- There is not enough good teaching so pupils' achievement is generally only satisfactory
- Teachers mark pupils' work thoroughly and assess them well and the information is used well to track pupils' progress and achievement. However, assessments are not always used to plan activities in lessons
- There are too few opportunities for pupils to develop their skills and this limits their achievement
- Lessons are interesting and motivate pupils well
- Good use is made of learning support assistants to help pupils with special educational needs

### Commentary

12. Teaching and learning are satisfactory throughout the school and none observed was unsatisfactory. As a result of strong leadership and management, the consistency of teaching has improved since the last inspection. Teachers now plan together, working hard and sharing ideas so it is continuing to improve. Teachers make the purpose of the lesson clear and generally provide interesting and stimulating activities, so pupils usually enjoy their work and are very keen to do well. They are encouraged by the praise their teachers give and are therefore confident to answer questions. They produce a substantial volume of work and take care about the presentation. Teachers organise lessons and manage their pupils well, so that pupils know how they are expected to behave, and do so very well. Teachers make good use of resources and these contribute to making their lessons more interesting and fun. Homework is set regularly and makes a good contribution to pupils' learning. Learning support assistants are used well and they are briefed fully about their role in each lesson, and this helps pupils with special educational needs to achieve well. Work is planned at an appropriate level to enable these pupils to make good progress. When they can, learning support assistants help other pupils in the class by working with groups on tasks set by the teacher. In a better lesson, a Year 3 English lesson, pupils were learning how to write instructions. The teacher ensured that pupils were achieving well by building on their previous learning, through the use of reminders about ways of writing instructions. Accurate vocabulary was used and explained and the involvement of all pupils secured by the use of "thumbs up, or down" to ensure they were thinking about the questions. In a few lessons, where teachers are less confident, there are missed opportunities, particularly for higher attaining pupils. For example, in a science lesson to find out how musical instruments make sounds, one pupil could explain how a piano works. However, the teacher curtailed her contribution because it would be covered in the next lesson. More generally there are too few opportunities for pupils to develop their skills, such as extended writing skills, investigative skills in mathematics and science and researching skill in history and geography. As a result, pupils' learning is stronger in the development of knowledge and understanding and weaker in the acquisition of skills. Although some lessons introduce specific skills, teaching does not allow pupils enough opportunities to try things out for themselves.

13. Teachers mark pupils' work well and provide detailed and helpful comments that explain what they need to do next. Assessment of pupils' work and learning is good and recorded well. Good use is made of the wealth of resulting information to track how well pupils are achieving and to identify where additional help is needed as well as weaker areas of teaching. However, sometimes

teachers make insufficient use of assessments when they are planning activities for their lessons and at times this affects higher attaining pupils. For example, in a Year 3 geography lesson, there were no opportunities for higher attaining pupils to compare the mountains of Switzerland and Wales or the different climates of Australia and Africa, which would have helped them to develop their higher-level geographical thinking. Pupils are involved in their own learning through the use of self-assessment and individual targets are set in English, mathematics and science. As a result, pupils have some understanding of how well they are doing, although this is not yet sufficiently linked to National Curriculum levels so they are less well placed to judge their progress. Assessment of pupils' special educational needs is also good and individual education plans are carefully written so that pupils with special educational needs are just as keen as others to tackle new work and they achieve well in most lessons. Careful assessment and interesting activities ensure that everyone has the same chance to learn, apart from a few higher attaining pupils.

14. Teaching is not as good as it was at the time of the last inspection, but assessment has improved.

#### **Summary of teaching observed during the inspection in 39 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (5%)	17 (44%)	20 (51%)	0 (0%)	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.*

#### **The curriculum**

There is a **good** curriculum that helps pupils learn. The school provides **very good** opportunities for enrichment through activities outside lessons. Staffing, accommodation and learning resources are **good**.

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

- A good range of sporting pursuits and a very good range of creative activities enrich pupils' learning
- Not enough opportunities are planned for pupils to develop and apply their writing, mathematical and researching skills in other subjects
- Good support is provided for pupils with special educational needs
- Well cared-for accommodation provides additional space for specialist teaching in ICT and music

#### **Commentary**

15. The curriculum is planned to ensure that the National Curriculum is fully covered, including the foundation subjects. This is an improvement since the last inspection because management of all subjects is now at least satisfactory and in some cases good.

16. A very good range of additional experiences is provided to enrich and consolidate pupils' classroom learning. For example, they all benefit, from coaching provided by professional football clubs, and sporting interests are encouraged through participation in competitions with other local schools. Pupils respond well to these opportunities and have enjoyed success, for example, in becoming runners-up in the South East Essex Athletics championships. Literacy and language development is enhanced by visiting storytellers and theme weeks devoted to books and the enjoyment of reading.

17. Learning outside the school day is catered for well with many extra-curricular clubs and activities. A notable resource are the homework clubs and, in particular, the support provided for Year 6 pupils by staff from a local secondary school to manage homework in their final year, contributing to a smoother transfer and more enthusiasm for learning.

18. Interest and enthusiasm for science and mathematical investigations are also stimulated well by similar weeklong events. However, the school does not yet plan well enough for pupils to extend and apply these skills, or that of writing, in everyday lessons. As a result, although pupils are developing their knowledge and understanding in these subjects, their ability to apply the skills they are learning to new situations is less secure. An example of this was seen in an information and communication technology (ICT) lesson when Year 5 pupils were learning to use a database to retrieve information. They were taught the steps needed to do this effectively, but had difficulty completing the final part of the lesson because they lacked experience of investigating and identifying number patterns in mathematics. As a result, their progress in ICT was hampered in this particular lesson.

19. The curriculum provision for pupils with special educational needs is good and linked to the targets in their individual education plans. Pupils are given full access to all subjects of the curriculum and no pupils are withdrawn from lessons for additional learning support.

20. Pupils benefit from the teaching from specialist staff. Music is taught by a well-qualified co-ordinator who takes all classes and leads whole-school and extra-curricular singing. Standards in music are above average as a result. The curriculum for physical education, design and technology and art and design is also strengthened by visiting teachers from local secondary schools.

21. Accommodation is good and well cared for, and is used effectively to provide additional rooms for teaching. Classrooms are large, and walls and corridors are attractively decorated with displays of work. Resources are good, particularly those for ICT and a pleasant and well laid out library provides a suitable range of reference books. All this has a positive impact on pupils' interest in school, desire to learn and therefore achievement.

### Care, guidance and support

The school takes **very good** care of its pupils. It provides **good** support, advice and guidance. Pupils trust adults in school and know that their views are valued and acted upon **well**.

### Main strengths

- The school has very good procedures for ensuring the health and safety of pupils
- There are excellent, trusting relationships between pupils and with adults
- The school uses an effective range of ways to encourage pupils to give opinions and listen to their views

### Commentary

22. The school takes great care of its pupils' safety and general well being. School staff know pupils very well and have established excellent relationships with them. Pupils readily confide in their teachers and other members of staff, trusting that their concerns will be dealt with sympathetically. The school has very good health and safety systems in place and very well understood child protection procedures. Staff and governors undertake half-termly health and safety checks, the outcomes of which are then prioritised for action. Risk assessment is carried out regularly. The school makes good use of outside agencies to alert pupils to the potential dangers on the roads, water and rail travel as well as 'stranger danger' and drug misuse. Pupils feel safe in school and this sense of security contributes positively to their learning.

23. Those pupils, who have additional or special needs, including those who are vulnerable, have well focused individual plans for their development. Targets in their individual education plans are carefully tracked and reviewed to monitor their progress. Liaison with outside agencies is good and the school makes great efforts to ensure that pupils receive as high a level of care as possible. Pupils with a statement of special educational needs receive their full entitlement. Learning support assistants provide very good help for pupils both in classes and when taking smaller groups for additional literacy and numeracy work. As a result these pupils achieve well.

24. The school helps pupils well to learn how they can achieve more through the use of individual targets in literacy and mathematics. The school has a wealth of data tracking pupils' academic progress, which are used to help set these targets. Those pupils who would benefit from additional support are provided with help in English and mathematics through 'booster' classes in these subjects. Marking shows teachers value what they have read and they often add comments to work that will help pupils do better next time.

25. Relationships are a strength of the school. The school has developed an ethos that encourages pupils to work together for the common good. This is illustrated well in the encouragement pupils are given to seek help from each other in lessons. This has established good cooperation and pupils support each other very well in solving problems. In addition older pupils take responsibility for looking after younger ones during 'wet' break times. Pupils are proud of the certificates they or their class have earned and they are encouraged to do well through the individual and class rewards given, therefore contributing positively to achievement.

26. The school values the views of its pupils and actively encourages them to voice these views through the School Council, use of circle time lessons and the pupils' questionnaires. The School Council has helped in bring about changes in the school. These include improvements to the toilets, changes in school uniform and deciding what foods could be eaten at break times as part of the 'healthy schools' initiative.

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

The school has developed **good** partnership with parents, and links with other schools and **satisfactory** links with the community.

### **Main strengths and weaknesses**

- The school provides good information to parents to inform them about their children's achievements
- There are good links with the local secondary school, which ensure that pupils' transition between schools is made easily
- Despite the good efforts of the school, some parents do not ensure that their children attend regularly

### **Commentary**

27. Parents are supportive of the school and especially the work of the head teacher in improving standards of behaviour. They feel welcomed into the school and know that their concerns will be listened to. They particularly value the high standard of performance their children achieve in Christmas and end of year entertainments. However, as yet, few parents play an active role within the school. There are plans to establish a parent teacher association, but as yet, there are insufficient parents willing to participate. The school displays information about expectations on attendance and the home/school agreement prominently and encourages parents to support their children's learning by sending home guidelines on homework, targeting and monitoring. It also provides parents with an introduction to the literacy and numeracy strategies and advice on how to support children at home and this makes a good contribution to their achievement. Homework is set regularly and makes a good contribution to pupils learning and reports effectively inform parents about their children's attainment, progress in subjects and personal development. Parents are pleased with the amount of homework set and the way that it is marked. Through the reading records and regular reports they feel they are well informed about their children's learning. Although the school uses a wide range of ways to encourage good attendance, there are still some parents who do not make school a high priority.

28. The school has satisfactory links with the community, especially the local church. It has forged effective partnerships with local agencies such as the school liaison social worker and those that support pupils with special educational needs and it is keen to work with others in improving the opportunities for support and learning in the school.

29. All pupils are well prepared for secondary school. They undertake lessons, especially in science, to show how to tackle secondary school work and there are good links with the neighbouring secondary schools, which help pupils transfer successfully. It has worked closely with one on art projects such as the mural in the library, which has improved the appearance of the school. It has also made extensive use of the same school's equipment and expertise, thus improving the opportunities in art and the range of experiences that pupils have been able to enjoy. As a result, pupils are well prepared for art in secondary school. The school has also used the expertise of the secondary art department to advise on developing their own art curriculum. Links with the nearby infant school are less well developed as the relationship with this school has yet to be developed.

30. Parents and carers of pupils with special educational needs are kept fully informed about how their children are progressing and are always invited to attend review meetings. Those unable to attend are sent copies of the individual education plans so that they are aware of the new targets set for their child. Parents and carers are welcomed into the school to discuss the provision for their children and how well they are doing in meeting their targets.

## **LEADERSHIP AND MANAGEMENT**

The school's leadership and management are **good** and are vital factors in the school's continued improvement. Governance is **good** and works closely with the senior staff with a clear focus on the raising of standards.

### **Main strengths and weaknesses**

- The headteacher provides very good leadership
- Strong teamwork makes a difference at all levels of management
- Governors' have a very good understanding of the strengths and weaknesses of the school
- There is very good use of self-evaluation to help plan developments
- There is not enough emphasis on the needs of higher attaining pupils
- Planning for the development of pupils' various skills is uneven

### **Commentary**

31. The headteacher is a very strong leader. Her vision is clear to many parents, and shared by all members of the school community. She is determined to succeed in raising standards, and the school is now well placed to achieve this. Shared aims for further development are clearly reflected in the school's improvement plan, which is a useful and comprehensive document that demonstrates very clear understanding of what needs to be done and how it will be achieved. The headteacher is ably supported by the deputy headteacher and senior management team who carry out their responsibilities consistently and effectively.

32. Effective teamwork at all levels has brought about improvements in the quality of teaching and learning, and the school is calm, orderly, well managed and fully focused on working towards meeting the needs of every individual pupil. The headteacher and senior staff lead by example, and by ensuring that all teams work towards common goals. As a result, pupils feel valued and secure, and this is reflected in their very positive attitudes to all aspects of school life. There has been considerable staff turnover in recent years and there are good systems in place for the induction of new staff to the school. The deputy headteacher arranges regular support and review meetings to help new staff settle in as well as ensuring consistency in school policies and procedures. The effectiveness of these induction arrangements is reflected in the current cohesive staff team. A significant proportion of these teachers have joined the school in the last two years. Provision for pupils with special educational needs is well managed and makes a key contribution to the achievement of these pupils. The co-ordinator has forged close links with teachers, learning support assistants, parents, governors, outside agencies and pupils to ensure that pupils are given an effective level of support.

33. The governing body is well organised, and has a very good understanding of the school's strengths and weaknesses. Governors are fully involved in the school's future development, are well informed and ask relevant questions. Responses and actions are considered in the light of the school's improvement plan, and the governing body monitors the effectiveness of decisions, which have been made. It fulfils its statutory duties well, and promotes the inclusion of all pupils rigorously. For example, all pupils with special educational needs are supported in the classroom so that they do not miss any elements of the curriculum by being withdrawn for small group sessions. However, there are some higher attaining pupils and those who do not attend regularly who are not yet fully included.

34. The school uses performance data well to identify strengths and weaknesses. This is particularly evident, for example, in the detailed assessment analysis which tracks pupils' progress in subjects such as English and mathematics. This ensures that teachers know individual pupils' needs well and that subject leaders are able to put suitable intervention strategies into place, such as 'booster groups' for each year, and arrangements for grouping pupils throughout the school. The school is also aware of its poor attendance rate, but despite strenuous efforts to improve this, the figures remain stubbornly low. This is a significant barrier to learning for those pupils who are frequently absent. The school manages its finances effectively, and understands the principles of best value well.

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

Income and expenditure (£)	
Total income	813 565
Total expenditure	798 246
Expenditure per pupil	2146

Balances (£)	
Balance from previous year	44 230
Balance carried forward to the next	59 549



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

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **satisfactory**.

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

- Assessment is good and pupils' progress is tracked well
- Teachers' marking is good and helps pupils improve their work
- Pupils are motivated well in lessons and have good relationships with their teachers
- There are too few opportunities for pupils to write at length, including in other subjects

#### **Commentary**

35. Pupils' standards are about average. Pupils' achievements are satisfactory given the period of turbulence Years 5 and 6 encountered in their first two years in the school. Results of the national tests at the end of Year 6 (2003) showed pupils reached levels of attainment that were below the national average. This reflects the gradual improvement in the quality of teaching and learning since the last inspection.

36. The standards seen during the inspection show that pupils listen well and understand their teachers' comments and questions. Their speaking develops satisfactorily so that by Year 6, many pupils are able to express themselves well using an increasingly wide vocabulary. Pupils convey their meanings appropriately in their writing. They are given the opportunity to learn the conventions of how to write for a wide range of purposes. These include stories, poems, giving instructions and letters. Pupils know much of the workings of the language including the use of punctuation, parts of speech, figurative expressions and ways to make their writing more interesting. This demonstrates that pupils' knowledge of English is appropriate. Their skills in applying it need further development. Higher attaining pupils in particular, lack the expected skills of varied sentence construction and use of description. Pupils spell common words appropriately but have restricted ways of tackling those that are less familiar so mistakes are more frequent. Pupils read appropriately throughout the school often using good expression and understanding of the text. For example, higher attaining pupils in Year 4 followed written instructions on how to construct a fold in a design and technology lesson. In Year 5, pupils used a challenging text to understand how modern training shoes are constructed. However, pupils' wider experience of reading is restricted and needs developing. When discussing reading, pupils have a favourite author but mention few others or different genres. Pupils' ways of finding information are limited but are developing, especially since the school has recently provided an enhanced reference library. This is now enabling the school to teach pupils the necessary research skills and provides a comfortable environment in which pupils can read.

37. The standard of teaching is satisfactory overall. During the inspection most lessons seen were good because pupils were well motivated, given interesting activities and consequently learned well. For example, pupils enjoyed constructing 'kenning' poems in Year 6, quickly understanding the conventions and producing good examples of their own. Teachers have excellent relationships with their pupils so that they respond well, work hard and are keen to succeed. Pupils are encouraged and praised for their efforts and responses. Teachers take care to engage as many pupils as possible in discussions and to value all contributions. Learning support assistants provide good, unobtrusive help in these oral sessions so that less confident pupils are able to join in. When given the responsibility for teaching small groups, these assistants do so with skill and success. Teachers encourage pupils to confer with their partners and group members to help solve difficulties or discuss possible solutions to the tasks set. This works well and many difficulties or misunderstandings are solved through this cooperation. Teachers' marking shows work is valued and tells pupils how they can improve next time. Pupils also make comments in their books to indicate how well they have learned which in turn helps teachers in their assessments. Teachers are not planning enough opportunities for pupils to apply what they have learned about language to their

writing. This means there are not enough opportunities for pupils to write independently and at length. There are too few opportunities for pupils to write in other subjects such as history, science or religious education.

38. Improvement since the last inspection is satisfactory. The leadership and management of the subject are good because of the sense of common purpose that has been brought to the subject. The coordinator has an infectious enthusiasm that has helped cement this sense of common purpose and all teachers are keen to improve still further. Lessons are observed, pupils' work scrutinised and progress tracked well, providing information on ways to improve. Data is used well to identify those pupils needing extra help and to set targets, for example in constructing 'booster' classes, for middle attaining pupils in the older years. The coordinator has produced a good action plan, which shows where the school needs to improve and how these improvements are to be achieved. As a result, standards are rising. The school is aware of the need to make better use of the good assessments made in the day-to-day planning of work. This would, for example, provide more opportunities for pupils of all abilities to make better use of what they know in their writing.

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

39. The use and development of pupils' language and literacy skills in other subjects are satisfactory. However, there are too few planned opportunities for pupils to practise and improve their writing and literacy skills in all subjects.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in mathematics are improving
- Pupils with special educational needs achieve well through good support in lessons
- There are too few opportunities for pupils to use and apply their mathematical skills to solve problems
- Pupils enjoy mathematics and are keen to learn
- The subject is well managed
- Lesson planning does not always meet the needs of higher attaining pupils

### **Commentary**

40. Standards in mathematics are average. This reflects the continuing trend of improvement since 2002 when results were well below the national average. In the tests of 2003, more pupils gained the higher level in mathematics than in English and science, but the remaining pupils did less well than others in English and science. However, standards have improved and this is due to the changes made for mathematics provision in the last two years. For example, pupils throughout the school are grouped by ability, teaching is consistently satisfactory or better and assessment data is analysed well. The national strategy for numeracy is used for planning and it has effectively improved provision overall, although it is used too rigidly at times. Pupils' achievement is satisfactory overall. In some lessons, pupils achieve well when gaining new knowledge, for example, in calculating angles in a triangle, but when expected to use and apply what they have learned to a new situation, pupils' achievement is barely satisfactory. This is due to insufficient emphasis on problem solving and investigational activities. Pupils with special educational needs achieve well because they are supported effectively in all lessons.

41. The quality of teaching and learning is satisfactory overall. Lessons always begin with brisk challenging mental activities that pupils enjoy. All pupils are keen to answer questions and complete the tasks set. Teachers move on quickly when they know that the majority of pupils are confident and have achieved success with their responses. Most teachers have secure subject knowledge and demonstrate this through the correct use of terminology and the use of clear explanations. They have very good control of the class and pupils' behaviour is always very good. In the most successful teaching, planning is very effective and meets the needs of pupils very well. Teachers

anticipate possible pupil misconceptions and errors and address these quickly and efficiently so that time is not wasted. For example, pupils were reminded not to read the protractor in reverse when measuring angles. In lessons where teaching was good, both teacher and pupils showed great enthusiasm for the subject. Pupils were well motivated and eager to learn. Teachers ensured that all pupils understood each step of the session, and invited pupils to assess their own learning at the end of the lesson. Where teaching is less successful, the pace of work slows down in independent tasks because no time limits are set and there is no sense of urgency. Although teachers plan work at different levels for each ability-grouped class, they do not focus sharply enough on the needs of the higher attaining pupils. Tasks tend to be finite, and do not allow extended thinking or reasoning. Occasionally, tasks are too challenging for some pupils. For example, lower attaining pupils were expected to identify equivalent fractions when they had only just understood simple fractions.

42. Leadership and management in mathematics are good. Detailed tracking systems have been put into place to identify individual strengths and weaknesses and to monitor progress through the school. This information is used to set individual and group targets effectively. The subject leader has a good knowledge of standards in the school through monitoring of teaching, planning and pupils' work. She has also introduced homework packs of mathematical games, which pupils can play with their parents and families. This is an effective way of improving parental links and involvement with the curriculum. The school has correctly identified the need to improve provision for using and applying mathematics to problem solving. Improvement since the last inspection has been satisfactory overall. Standards have improved due to more effective assessment systems and better teaching. Effective monitoring procedures are now firmly embedded.

### **Mathematics across the curriculum**

43. The use and development of pupils' numeracy skills in other subjects are satisfactory. Pupils use their skills in subjects such as science and design and technology, but some of this work shows little progress from year to year. For example, pupils in all years use block graphs to represent data and there is little use of computers to develop or extend their understanding of different types of pictorial representation. However, measuring activities show sensible estimation and reasonably accurate results.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are improving
- Pupils enjoy their lessons, and are interested in the subject, which helps them to gain new knowledge and understanding
- Although teaching is satisfactory not enough of it is good so sometimes higher attaining pupils do not achieve as well as they might
- Assessment, and particularly marking, is used well to track pupils' progress, although not so well to plan activities for pupils working at different levels
- There are too few chances for pupils to develop their investigational skills so their opportunities to gain higher standards are limited

### **Commentary**

44. Standards are improving and they are now in line with expectations for most pupils. Generally, pupils' achievement is satisfactory. Pupils in Years 5 and 6 are making good progress and have recovered from earlier gaps in their education as a result of the turbulence they encountered in their first two years at the school. However, some higher attaining pupils are not yet achieving as well as they might and this is reflected in the 2003 test results for Year 6, when the proportion of pupils attaining level 5 and above was lower than other schools nationally. Pupils make better gains in their knowledge and understanding because teachers make lessons interesting and build on the work they have previously studied. Pupils' skills are less well developed because there are fewer opportunities provided in lessons. This particularly affects the higher attaining pupils

who are limited by the lack of chances for thinking at a higher level. Pupils have a sound knowledge of the properties of solids and liquids, and older pupils can recall information about electricity and circuits, and can explain the difference the ratio of batteries to bulbs will make. Although pupils are beginning to select equipment for themselves when given the opportunity, their abilities to make predictions, observe, record events and reach conclusions are more limited and they tend to be over reliant on the teacher for guidance.

45. Teaching and learning are satisfactory with some good features and none observed during the inspection was unsatisfactory. Teachers make the purpose of the lesson clear and make good links to previous lessons. They provide good resources and plan interesting activities, so pupils enjoy the lessons and are very keen to learn. Their work shows care and pride, and they produce a good amount. Teachers mark pupils' work well and provide detailed guidance on how to improve. Teachers organise lessons well and manage pupils effectively, so consequently they behave very well. For example, in a Year 4 lesson about separating solids, pupils were given some mixtures of solids, such as dried peas and rice, or salt and tea granules, and a range of equipment with which to separate the solids. Pupils were set the task of separating the solids and they had the chance to choose what equipment to use, which was a new challenge. They worked very hard, with enthusiasm and there were gasps of anticipation when the teacher was describing the task. Teachers use accurate technical language, such as mixtures and separate, and explain their scientific meanings well so that pupils' knowledge and understanding are developed. Where lessons are weaker, teachers are less confident in the subject and there are missed opportunities for pupils to learn, particularly those who are more able. For example, in a lesson about how musical instruments work, one pupil showed a high level of knowledge about the piano, but the opportunity was missed because the teacher had planned to cover these ideas in the next lesson. As a result, the learning of this pupil, and others, was curbed. Similarly, some teachers' lack of confidence leads to fewer opportunities being provided for pupils to work independently and thereby develop their investigational skills. Although teachers assess their pupils well, they do not always make best use of the information to match activities closely enough to the levels at which higher attaining pupils should be working.

46. The leadership and management of science are good and the coordinator has a clear vision for the development of the subject. The subject is well planned to cover a wide range of topics, although there are too few opportunities for pupils to develop their skills of investigation and experimentation, to use information and communication technology and to make use of the outside environment. Pupils' achievements are assessed well and there is a wealth of information that is used effectively to identify the strengths and weaknesses of the subject. As a result the coordinator, has a very clear picture of the areas that still need development. Since the last inspection, the subject has improved well, and results are improving steadily. Monitoring the subject is well established.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths**

- The well-equipped ICT suite is a valuable resource that is being used increasingly well to support learning in other subjects
- Leadership and management are good and the ICT manager makes an effective contribution to lessons and staff training

### **Commentary**

47. Standards in ICT are in line with those expected and computers are now used more effectively by pupils for organising and presenting their work in other subjects. Their achievement is satisfactory and there has been satisfactory improvement since the last inspection.

48. Three lessons were observed during the inspection, and examples of pupils' work sampled. Teaching is satisfactory and steadily improving. Lessons are taught in the well-equipped computer suite and are supported effectively by the ICT manager. A subject co-ordinator has been appointed since the last inspection so regular support and guidance are now provided for planning and teaching, and standards are rising as a result. The manager's expertise complements that of teachers and helps ensure that lessons are purposeful and conducted at a brisk pace. In a good Year 6 lesson, for example, the teacher emphasised the key points in an effective slide presentation, while the manager selected relevant examples from pupils' work and projected these onto the whiteboard to illustrate the points being made.

49. Lesson plans are detailed and identify the level at which pupils are working so that teachers are clear about the degree of challenge the work presents, and how pupils' progress can be evaluated. This now ensures that activities build on what pupils have already learnt and contributes to better teaching. The impact of good planning is reduced, however, when two pupils need to share computers, and the layout of the room, prevents both from being actively engaged throughout the whole lesson. The school is aware of this and is already planning to resolve the problem.

50. The scheme of work follows national and local authority guidance. It covers all the aspects required, but those parts relating to the requirement for pupils to use computers to control events, for example traffic lights, are not yet covered in depth. Appropriate use is being made of the Internet and the school has a comprehensive policy to ensure that this is done safely.

51. With the recent appointment of an effective subject co-ordinator, leadership and management are now good. An audit of the curriculum and staff skills has been done, teaching is regularly monitored, and priorities identified for action. A portfolio of work has been started and national curriculum levels used to assess pupils' work so that staff are beginning to acquire a more accurate understanding of current standards and how they can improve these. Staff competence is being developed and, with the quality of teaching seen during the inspection and a realistic subject development plan, the capacity for improvement is good.

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

52. ICT is being used increasingly to support learning in other subjects and the use and development of skills are generally satisfactory. Pupils use the Internet and CDs to research and download information, and present their findings attractively, for example in the 'Saxon Times' newspaper. They make autobiographical e-books, with digital photographs, and write illustrated stories with animated graphics and text. Learning in mathematics and science is enhanced through the use of computers to prepare spreadsheets and graphs to illustrate the results of experiments. Developing use is being made of digital cameras to record events, and pupils use computer graphics to design and make Christmas cards. Nevertheless, there are still some missed opportunities throughout the curriculum.

### **HUMANITIES**

53. In humanities, work was sampled in history, with only 1 lesson and 1 part lesson, being seen and in geography with only 2 lessons being seen. It is therefore not possible to form overall judgements about provision in these subjects.

54. Pupils' work in **history** shows that they cover a basic range of topics that includes a study of different periods of history such as the Greeks, Egyptians, and the Tudors. In the full lesson seen, pupils' achievement was satisfactory and they were very interested and motivated very well by the pictures and discussion about life in Tudor times. In the part lesson seen, pupils showed a good understanding of the passing of time and they were able to identify periods in history from pictures and then place them in chronological order. Pupils' work shows that while they have had opportunities to develop their knowledge and understanding about the way of life in bygone periods, some of which shows analysis of cause and effect, they have had limited opportunities to make comparisons and to develop their skills of research.

55. Pupils work in **geography** shows that standards are in line with those expected and achievement in the lesson seen was satisfactory. They look at a range of varied topics and work is stimulating, making lessons interesting and engaging pupils' enthusiasm. Pupils have the chance to study and find places on maps but generally they have too few opportunities to interpret maps and learn about locations and distributions. Pupils in Year 6 have learned about rivers and understand the terms erosion and deposition and those in Year 5 have made a sound comparison between Canvey Island and the Isle of Wight. However, the lessons seen and pupils' work show that there are some missed opportunities to extend pupils' understanding of different places, for example through comparing mountainous regions such as Switzerland and Wales.

## **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have a sound knowledge and understanding of Christianity and Hinduism
- Resources are used well
- Pupils have positive attitudes to the subject
- There are few opportunities for pupils to ask questions

### **Commentary**

56. Standards in religious education reach expected levels and the achievement of most pupils is satisfactory. Younger pupils know the significance of the main features inside a church, and older ones can discuss the meaning of 'church' for different people. Pupils throughout the school know important facts about major world religions such as Christianity and Hinduism, and pupils in Year 6 compare the gospel accounts of Jesus' birth story. Their experience of using their knowledge to ask questions about religion and life is limited.

57. Two lessons were seen during the inspection and in both sessions teachers demonstrated good subject knowledge and good use of resources to promote learning. For example, well-chosen music was played at the beginning of each lesson to establish a quiet and thoughtful time. This helped pupils to start the lesson in a calm and attentive way. Pupils in Year 3 prepared well for a forthcoming visit to the local church by looking at pictures and information on the computer about different churches around the country. Whilst they were keen to answer the teacher's questions based on their observations in the pictures, they had few opportunities to offer independent comments, questions or observations of their own. Pupils' written work is usually presented well and shows their enjoyment of the subject.

58. Management of the subject is satisfactory. Teachers' planning and pupils' work are monitored regularly but the subject leader has not yet had opportunities to observe teaching directly. Assessment procedures are being developed in a satisfactory way.

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

59. Only one lesson of **design and technology** was observed during the inspection so there is no judgement about the overall provision. Pupils' work shows that by Year 6 pupils are reaching standards in line with those expected nationally for pupils of this age. In the limited work available during the inspection it was apparent that pupils have appropriate opportunities to make, try out and consider how to improve their designs. Pupils have made model toys, for example, using a variety of materials including wood and card. Pupils also evaluate their models and designs and show an appropriate understanding of how they might improve these next time.

60. In the lesson seen, the teaching was satisfactory and pupils learned how to make different types of fold in preparation for making pop-up cards. Pupils made good use of illustrations and followed written instructions to make their folds. Pupils were encouraged to help each other with the result that most pupils successfully completed their tasks before evaluating each other's efforts.

## Music

Provision in music is **good**.

### Main strengths

- Teaching and learning are good
- Additional activities and visitors to school enrich pupils' experience of music

### Commentary

61. Three full lessons were seen and other teaching was sampled during the inspection. Teaching is good, pupils achieve well and standards are above those expected. This represents good improvement since the last inspection.

62. An experienced teacher who specialises in music and drama takes all lessons. As a result, they involve much practical music making, skills are taught effectively and the teacher's good subject knowledge secures pupils' interest so they respond with enthusiasm. In a Year 3 lesson, for example, children were taught the principles of African 'call and response' singing. After playing appropriate recorded examples the teacher taught a song through clear step-by-step instructions. She quickly involved pupils by singing with them, so that they successfully mastered the song in a comparatively short lesson. Pupils' understanding of how our own culture is made up of elements adopted from other people's was also helped when a pupil's remark about East Enders was used by the teacher to point out similarities in British pop music and traditional music from other countries.

63. An equally effective lesson was seen with Year 6 pupils when they made good progress in learning to clap a syncopated rhythm. The experience gained by doing it themselves, and listening to an entertaining example, helped the majority of pupils to understand and be able to explain the meaning of 'syncopated' in simple terms. A less effective lesson was observed when, because of the limited time available, there was little practical involvement for pupils in music making and they were less engaged in learning as a result.

64. Pupils sing well in assembly. The lunchtime singing club and choir also provide opportunities for pupils to sing in a variety of styles and perform in different situations, such as singing carols for the local community. The curriculum is enriched by visits from musicians and dancers. During Arts Week, for example, pupils enjoyed listening to rock musicians from a local secondary school, and enthusiastically joined in Latin American Street dancing and a Samba workshop with the school's percussionists.

65. Leadership and management are good. A separate room for teaching, together with a range of instruments and CD and tape players, provide good resources for teaching.

### Physical education

66. Only one lesson was observed in **physical education** so there is insufficient evidence to make a judgement about overall provision.

67. In the lesson observed the standard of pupils' movements were in line with national expectations. They showed a satisfactory range of 'pre-dance' movements when responding to the tasks set by their teacher following a short video extract from 'Oliver!' Pupils adapted and refined their movements appropriately as they experimented with the ways in which characters in the film might have moved. The standard of teaching in this lesson was satisfactory. Appropriate demonstration and instructions were given and pupils briefly used as examples of what might be achieved. Pupils responded well to the tasks and cooperation was good when they were paired together.

68. The school is very successful in encouraging pupils to participate in sport and clubs are very well attended. The school has successful athletic and sports teams and pupils show great enthusiasm for the lunchtime dance clubs. Pupils have benefited from expert coaching, for example, the memorable experience when players from Arsenal Football Club visited the school and taught football skills to both boys and girls.

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

69. Only one lesson was seen in this subject and there was little past work completed by the pupils that could be used to evaluate the standards achieved. As a result, it was not possible to make an overall judgement. In the lesson seen, teaching and learning were satisfactory and pupils in the Year 6 class had a good understanding of the qualities of being a friend. The teacher's use of circle time enabled pupils to think about how they would make friends in their new secondary school. The school provides **well** for pupils' personal, social and health education through subjects across the curriculum.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
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	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
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).*