

INSPECTION REPORT

CHINGFORD HALL PRIMARY SCHOOL

Chingford

LEA area: Waltham Forest

Unique reference number: 103064

Acting headteacher at the time of the inspection:
Mrs L Cousins

Lead inspector: Ian Naylor

Dates of inspection: 1 – 3 December 2003

Inspection number: 255787

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: | 178 |
| School address: | Burnside Avenue Chingford London |
| Postcode: | E4 8YJ |
| Telephone number: | 020 8527 7433 |
| Fax number: | 020 8503 2495 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr J Hill |
| Date of previous inspection: | 17 May 1999 |

CHARACTERISTICS OF THE SCHOOL

Chingford Hall Primary is an average sized school with 178 boys and girls on roll. The school has been reduced in size significantly since the previous inspection. The school premises have been radically altered and are now much smaller to match the reduced number of pupils with a lot of building work, alteration and refurbishment, some of which is still not quite complete. There has been an increase in the range of learning needs, ethnicity and cultural backgrounds of pupils. Attainment of pupils as they start school is well below the national average. Over half the pupils have some type of special educational needs most of whom need specific school action. There are 19 pupils who have refugee status, who make up the total of 31 pupils with English as an additional language. The school has a relative stable level of staffing. It is part of the Excellence in Cities initiative and of the local Education Action Zone. The school pupil population has changed as families move into or out of the borough, with nearly a quarter of pupils leaving during each year and a similar number arriving. This is a higher rate than the national average. The school gained the Investors in People Award in 2001 and a School Achievement Award and a Healthy Schools Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------------------|----------------|---|
| 20906 | Ian Naylor | Lead inspector | English as an additional language Science Information and communication technology Physical education Art and design Design and technology |
| 9446 | Helen Griffiths | Lay inspector | |
| 32236 | Nicola Pellow | Team inspector | English |
| 23757 | Christopher Deane-Hall | Team inspector | Foundation stage Special educational needs Mathematics Religious education History Geography Music |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Chingford Hall is a successful school. Pupils' attainment on entry is well below average. Because teaching is predominantly good, pupils achieve well and standards are rising. Although standards are below national averages, the school adds good value to pupils' standards during their time in the school. High quality leadership ensures that all pupils have good opportunities to learn. **The school gives satisfactory value for money.**

The school's main strengths and weaknesses are:

- Teaching and achievement are very good in the nursery and reception classes and good in English, mathematics and science in Years 1 to 6.
- Pupils with special educational needs make good progress.
- Pupils with English as an additional language make rapid progress because provision for them is good.
- Assessment is good in English, mathematics, and science.
- Very good support and guidance is given to all pupils.
- A wide range of ex-curricular clubs helps to enhance the curriculum.
- Management is very good and supports very effective links to other schools.
- For history, geography, religious education, art, music, and design and technology, insufficient use is made of pupils' skills in literacy, numeracy and information and communication technology.
- Standards are not high enough in handwriting.
- Annual reports to parents do not give enough information on achievement and progress.

The school has continued to develop effectively despite many changes to the numbers of pupils on roll, the school building, and the staffing and recruitment difficulties over recent years. The issues from the previous inspection have been successfully addressed. Teaching and the curriculum have been improved. The staff team is very committed and is proving very successful in improving the school. There is now a more stable staffing structure with identified subject and team leaders. Teachers are benefiting from the training and mentoring provided by senior staff and are emerging as very promising classroom practitioners. Learning support staff provide very good support to pupils.

STANDARDS ACHIEVED

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average E - very low compared to national average.*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is good by the end of Years 2 and 6. Standards in English and mathematics are below the national average for all schools. However, the school has considerably improved standards in English, mathematics and science in comparison with similar schools nationally. Pupils enter school with well below national average levels of attainment, but they make good progress overall. The achievement of children in the nursery and reception classes is very good. Pupils with special educational needs and those with English as an additional language also make

good and often very good progress. Achievement and progress in ICT are also good. Achievement in physical education and religious education is satisfactory. **Pupils' attitudes and behaviour are good.** Attendance and punctuality are satisfactory. **Their moral, social, spiritual and cultural development is satisfactory.**

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good for English, mathematics, science and ICT. Teaching for children in the nursery and reception is very good. Teaching is good or better in two thirds of all lessons. Very good attention has been given to improving teaching styles and learning especially for pupils with special educational needs.

The curriculum is a satisfactory. It does not make the most of opportunities for linking subjects such as history and geography with English, mathematics and science. The curriculum is greatly enhanced by a very good range of extra-curricular opportunities including sports and other clubs. There are very good arrangements made for pupils' care, welfare, health and safety. Staff monitor pupils' achievement very well and offer each pupil a very high quality of support, advice and guidance. The school's links with parents are satisfactory. Links with the local community are good. Links with other schools are very good and provide additional opportunities for pupils to extend their learning.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is very good. Governance is good and all statutory requirements are met. The leadership of the school is strong. The acting headteacher and the other senior members of staff provide good leadership and a strong commitment to ensuring that each pupil gains fully from the education the school provides. High quality procedures, policies and plans ensure that teaching and learning are effective.

The governors are well informed about the school's many strengths and its weaknesses and, together with staff, they have introduced many improvements to the school. They have worked very successfully to adjust to the many changes brought about by the reduction in number of pupils and alterations to the school buildings. Governors provide sound support to the school and monitor its work well. Financial procedures and administration are good. The leadership plans effectively to have sufficient staff who are well trained together with the resources of equipment and materials to support pupils' learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school, its leadership and pupils' achievements. They state that the staff do a good job in meeting the many different learning needs of their children and in providing a friendly school environment. Most pupils enjoy coming to school and are happy and secure. A small number say that the behaviour of other pupils could be better at times.

IMPROVEMENTS NEEDED

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

- Ensure that pupils use their literacy, numeracy, and ICT skills effectively as they learn history, geography, religious education, art, music and design and technology.
- Raise the standard of pupils' handwriting.
- Ensure that the annual reports to parents summarise pupils' progress and achievements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils in Years 1 to 6 is good. Standards in English, mathematics and science are below average but have improved since the last inspection. Significant value is added to the standards achieved as pupils move through the school, particularly between Year 2 and Year 6. In the early years unit, children often achieve very well. Pupils with English as an additional language also achieve well and several are amongst the school's highest-attaining pupils.

Main strengths and weaknesses

- Pupils achieve at a good rate as they move through the school and standards are rising.
- Pupils who join the school speaking little English often make rapid progress.
- Children in the Foundation Stage in the early years unit progress well even though many still do not attain the goals that are nationally expected for children of their age.
- Pupils with special educational needs are well supported and make good progress towards meeting the targets set for them.

Commentary

1. When children first come to school, about a third are at an early stage of English language acquisition. This year eleven different languages are represented within the early years unit. Children's overall attainment is well below average when they join the school. As a result of very good planning, strong teaching, and learning opportunities which are well tailored to the children's needs, children settle into school quickly. They achieve very well in all of the areas of learning and standards rise as they progress through the unit. Children with special educational needs or English as an additional language, including those who are refugees are very well catered for and they make good progress. Adults in the unit (nursery and reception) use their assessment of children's needs well so that learning is focused on the specific requirements of individuals. By the time they move into Year 1, most children attain the goals expected in physical development. However, in all of the other areas of learning except communication, language and literacy, the majority of pupils are just below the level expected for children of their age. In communication, language and literacy, many pupils still have some way to go to attain the goals expected.
2. The school has worked hard and successfully to improve standards, particularly in English, mathematics and science. The results of the 2003 National Curriculum tests for pupils in Year 2 and Year 6 show an improvement over previous years, particularly in Year 2 mathematics, where standards were broadly in line with the national average. Standards over the last five years have consistently improved in English, mathematics and science. This trend has been above the national trend for Year 2 pupils and broadly similar to the national trend for Year 6 pupils. Pupils make good progress towards meeting the challenging targets set in English, mathematics and science. When compared with pupils from similar schools, the 2003 results for Year 2 pupils were above average in reading and well above average in writing and mathematics, and the Year 6 results were well above average in English, mathematics and science. Despite a period of great change within the school, the good start that children make in the early years unit is built on successfully in the infants and juniors where many achieve well.
3. Standards in information and communication technology and physical education are broadly in line with national expectations. In religious education, standards are broadly as expected by the locally agreed syllabus.

Standards at Level 2 and above in national tests at the end of Year 2 in 2003

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 14.9 (14.4) | 15.7 (15.8) |
| Writing | 14.3 (12.6) | 14.6 (14.4) |
| Mathematics | 16.3 (14.6) | 16.3 (16.5) |

There were 19 pupils in the year group. Figures in brackets are for the previous year

Standards at Level 4 and above in national tests at the end of Year 6 in 2003

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 25.3 (23.2) | 26.8 (27.0) |
| Mathematics | 26.2 (22.7) | 26.8 (26.7) |
| Science | 27.3 (25.0) | 28.6 (28.3) |

There were 37 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance and punctuality are satisfactory. Their moral, social, spiritual and cultural development is satisfactory.

Main strengths and weaknesses

- Pupils show a good interest in learning, they concentrate well and are enthusiastic.
- Their behaviour is good in lessons and around the school.
- Relationships between pupils and among pupils and adults are good.
- Pupils are very willing to take responsibility.
- Pupils show good levels of respect for one another's feelings and beliefs.
- The attendance rate is slightly below the national average.

Commentary

4. At all stages, pupils enjoy school. Children in the nursery and reception class settle quickly into school routines. All pupils have good attitudes to learning and want to do well. They are keen to enter into discussion. They listen well to the views of others, co-operate well and are responsible. Pupils nearly always respond well to teachers' high expectations of them and are confident, friendly and polite.
5. Behaviour is good throughout the school in lessons, assemblies and playtimes, though occasionally there is some boisterous play. This is an improvement on the last report. A significant number of parents who responded to the questionnaire were concerned about behaviour, but their concerns were not borne out by observations during the inspection. In discussion, pupils were clear about how they should behave and felt that, though there were occasional outbreaks of bad behaviour, misbehaviour was dealt with effectively. Pupils respect their teachers, who offer them very good examples of courtesy and fairness. 'Golden rules' are displayed throughout the school and classes agree their own rules at the beginning of the year. Pupils are very well aware of how they should behave and fully understand the difference between right and wrong. The comprehensive system of rewards and sanctions is effective and valued by pupils. No bullying or harassment was observed during the inspection, and pupils knew what they should do if it should occur. The degree of racial harmony is high.

6. Pupils are enterprising and respond well to the many good opportunities for taking responsibility. For example, Year 6 pupils act as monitors and help younger pupils at lunch times. Relationships between pupils and adults, and amongst the pupils themselves are good and this security gives pupils confidence to ask questions and put forward their ideas. Pupils are keen to take part in school activities and participation rates in extra-curricular activities are high.
7. Attendance and punctuality have been improving steadily over recent years and are now satisfactory. Authorised absence is above the national average because, despite the school's requests, some parents take their children on extended holidays in term time. A number of pupils arrive in the school and then leave at very short notice because of the temporary housing provided by the local authority. The school monitors attendance very effectively, and is well supported by the Educational Welfare Service (an improvement on the last report). Unauthorised absence is slightly above average. There were no permanent exclusions last year, and the number of fixed period exclusions was relatively low and for only short periods as part of the school's overall policy on sanctions.
8. The ethos and the social and moral development of the pupils are good, as they were at the times of the last inspection. Pupils behave with consideration for others and have a well-developed sense of how their behaviour might affect others. Attendance awards for individuals and classes encourage a sense of community. In discussions, pupils particularly liked the atmosphere of the school: one pupil said, "We're excellent children". The school council and clubs make a real contribution to pupils' sense of responsibility. The personal, social and health education programme give a satisfactory support to pupils' social and moral development.
9. Provision for pupils' spiritual and cultural development is satisfactory. Pupils have some good opportunities to reflect on the beliefs of others through religious education and assemblies, such as an assembly during the inspection on Hinduism. Pupils celebrate the festivals of Eid and Divali and the local vicar takes assembly twice a term. However, there are insufficient opportunities for pupils to learn about the richness and diversity of the many cultures represented in the school. Pupils are encouraged to think of others through raising funds for charities such as Operation Christmas Child.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | |
|--------------------|-----|
| School data | 5.3 |
| National data | 5.4 |

| Unauthorised absence | |
|----------------------|-----|
| School data | 0.9 |
| National data | 0.4 |

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

Exclusions

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| Mixed – any other mixed background |
| Asian or Asian British – Pakistani |
| Black or Black British – Caribbean |
| Black or Black British – African |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 4 | 2 | 0 |
| 10 | 2 | 0 |
| 14 | 2 | 0 |
| 32 | 5 | 0 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are good in Years 1 to 6. Teaching for children in the early years unit is very good.

Main strengths and weaknesses

- The majority of teaching is at least good.
- Teachers have a good understanding of pupils' abilities and needs.
- Learning support assistants are well trained and teach small groups effectively.
- Assessment is good in English, mathematics and science.
- More use could be made of pupil self-assessment.

Commentary

10. There has been a significant improvement in the quality of teaching since the last inspection. Teaching is good or better in more than two thirds of all lessons. Teaching and learning are good in Years 1 to 6 in English, mathematics, science and ICT. Teaching for children in the early years unit is very good. Teaching is satisfactory in physical education and religious education. Teaching has improved from satisfactory to good overall for pupils in Years 1 to 6, and from good to very good for children in the nursery and reception (early years unit). This is directly attributable to the more stable staffing situation, specific support and training provided for teachers and the good example set by senior staff. In particular, very good attention has been given to improving teaching styles and learning especially for pupils with special educational needs, including pupils who are refugees and those who are gifted and talented. These approaches have proved most effective. Most parents consider that teaching is good. Most pupils feel they have good relationships with their teachers and they enjoy lessons.
11. A most successful feature of teaching is the high expectations that staff have of pupils' participation in activities and of their behaviour. Most teachers make good use of the school behaviour policy and reward system and this encourages appropriate behaviour and responses which enables pupils to concentrate without distraction from the poor behaviour of others in lessons. The teaching of pupils with special educational needs is good because teachers know pupils' individual abilities and plan activities well to meet their specific needs, which supports their learning. Teachers give very good support to those pupils who are in the early stages of English language acquisition, through group work and specific programmes. Teachers establish good relationships with pupils. They constantly check pupils' understanding by questioning and this makes pupils think about what they are doing and learning. There is good use of humour and an enthusiastic approach in many lessons, and these challenge and engage pupils' interest and help to promote their imagination and enquiry. Where teaching is only satisfactory it is often because of the lack of setting clear learning intentions for pupils or providing activities that do not challenge sufficiently. In the one poor lesson there was very weak management of behaviour.
12. Learning support staff are experienced, well trained and used effectively. They are deployed well by the learning co-ordinator. They provide invaluable support in lessons to pupils with special educational needs and to pupils with English as an additional language. They also work most effectively in teaching small groups or individual pupils in specific programmes such as reading recovery or booster groups. A learning support assistant with the role of learning mentor, works closely with staff and pupils to establish the best teaching styles and strategies to overcome obstacles to pupils' learning, particularly for pupils in Years 5 and 6. This has a very good impact upon learning, for example, with under achieving pupils during an ICT project at the City Learning Centre.

13. Assessment is good in English, mathematics and science. Pupils' progress is tracked and targets set for each pupil helping them to make good progress. The new special educational needs co-ordinator is introducing group education plans which will reduce the amount of administration by staff and be more efficient and effective in addressing pupils' needs. Teachers produce profiles of pupils' attainment and these help to inform their planning and to produce clear learning plans for pupils. Assessment procedures lead to a good match of resources to the needs of pupils. The school's marking scheme also links well to teachers' assessment of pupils' progress. The school has sound plans to extend the effective assessment system in English, mathematics and science, to the other subjects, where at present, assessment for these subjects is only satisfactory. Homework is used satisfactorily across the school and helps to support pupils' learning. There are a few good examples of pupils making evaluations about their own or each others' progress, but this is not planned for in most lessons and could be developed further to help all pupils understand the progress they are making and how they can improve.

Summary of teaching observed during the inspection in 27 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1 | 6 | 12 | 7 | 0 | 1 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

The curriculum

The school offers its pupils a satisfactory curriculum. It fulfils all the statutory requirements and makes sure that all areas of learning and subjects are taught, but does not make the most of opportunities for linking subjects such as history and geography with English, mathematics and science.

Main strengths and weaknesses

- There is a very good curriculum for pupils in the nursery and reception classes.
- Extra-curricular opportunities and opportunities for enrichment are very good.
- Accommodation and resources are good.
- Opportunities for linking subjects to make learning more meaningful to pupils are not consistently planned.
- There is currently no library.

Commentary

14. The curriculum is satisfactory because the school has effective systems to ensure that all the subjects of the National Curriculum, as well as religious education, are taught according to national and local guidelines. Planning for all subjects is thorough, and for English, mathematics and science it is good. The curriculum in the nursery and reception classes is very good.
15. However, the time given to the foundation subjects (that is, subjects other than the core subjects of English, mathematics and science) is the minimum recommended and the school does not make the most of opportunities to broaden children's learning in these subjects by linking them effectively with teaching in English, mathematics, science and ICT.

16. Pupils with English as an additional language and those with special educational needs are catered for very well in the planning for lessons. The school has successfully introduced a number of initiatives such as reading recovery, the accelerated learning and booster classes which all give very good support to pupils' learning. There is good planning to provide pupils with personal, social and health education, which includes effective support for their transition to the next stage of education.
17. In Year 6, the school has made the decision to focus especially on English and mathematics, in order to equip children with important basic skills. This has proved effective in raising standards in these subjects, but it means that pupils have less time allocated on the timetable in the other subjects.
18. The school offers children a very good range of extra-curricular activities. There are a wide variety of sporting activities for both girls and boys. These include links with a local soccer club and a national sports programmes, as well as league matches in team sports against local schools. There are also clubs for leisure activities which range from chess to needlecraft. Pupils are keen participants. Many of the activities, for example, the very popular breakfast club, support and enhance pupils' learning during the school day. Teachers plan a good range of visits to enrich pupils' learning, and visitors such as "Mr Numbervator" motivate and interest children. Events such as the visit of a theatre group and participation in an opera project broaden pupils' experience of the arts. A healthy eating project has successfully influenced pupils' choices of snack and lunch menu.
19. Accommodation and resources in the nursery and reception classes are very good. In the rest of the school accommodation is satisfactory. Classrooms are pleasant, attractive and well organised and there is plenty of room. One classroom has a new interactive whiteboard which the teacher uses effectively to enhance children's learning. However, the layout of the school means that the hall and a room used for supporting pupils in small groups have to be used as thoroughfares and this sometimes leads to pupils being distracted in lessons or assemblies.
20. The school has a good selection of resources that help staff when they plan lessons. Because the school has been recently re-organised, it does not currently have a library. This means that pupils do not have easy access to non-fiction resources or the opportunity to fully develop research and browsing skills. There is a new ICT suite which is being well used to support pupils' learning.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is very good. The involvement of pupils through seeking and acting on their views is very good.

Main strengths

- The induction arrangements for pupils in reception are good.
- There are very effective procedures for health and safety, child protection and first aid.
- All adults know pupils very well and provide very good levels of care.
- There are good systems for monitoring pupils' academic standards and progress in some subjects.
- Arrangements for monitoring pupils' personal development are very good.

Commentary

21. There are very good arrangements for children when they start at the school. The arrangements include preliminary visits to the school by both children and parents, as well as visits by staff to local playgroups and nurseries. These enable teachers to gather information about the children and, as a result, they settle in very quickly and start to make good progress straight away.
22. Pupils with special educational needs and those with English as an additional language are very well supported by a range of measures. Monitoring of the needs of these pupils is thorough and helps to ensure that the learning opportunities closely match the pupils' needs. These include the provision of well trained learning support assistants. These staff work very effectively, providing one-to-one and group support as necessary. The role of the learning mentor is a valuable addition to the arsenal of support provided to ensure access to learning to all the pupils. External support teams, such as those for behaviour, also provide good assessment and guidance of pupils. Several pupils with behavioural needs are very well supported by temporary placement at the nearby pupil referral unit.
23. The school has very good health and safety procedures. The acting headteacher is the designated person for child protection and for pupils in public care. All staff are very aware of child protection issues and keep logs of concerns. All are trained at the beginning of the year and there are good guidelines for all staff. The child protection advisor is very supportive. Links with social services are satisfactory. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are very good and several members of staff have been trained in first aid. Supervision at lunch and play times is good. Risk assessments are regular and health and safety practice is very good throughout the school.
24. Most pupils who responded to the inspection questionnaire felt there was at least one adult to whom they could turn for advice. Adults know the pupils very well, despite the high turnover of pupils, and monitor their personal development well through classroom records. Academic monitoring is used well to inform pupils' reports, through the good tracking systems that are used to check on pupils' progress in English, mathematics and science. Pupils' views are sought consistently through the school council, circle time, and assemblies. Pupils in their questionnaire felt confident that their views could be heard and acted upon. For example, when the menu for school dinners was changed to meet pupils' preferences. The school recently conducted a survey to ascertain pupils' views about behaviour in the school.

Partnership with parents, other schools and the community

The school's links with parents are satisfactory, as they were at the time of the last inspection. Links with the community are good. Links with other schools are very good.

Main strengths and weaknesses

- Parents have positive views of the school.
- The school provides parents with good information.
- Very good links with other local schools provide many benefits for the pupils' learning.
- There are very good links with parents of children with special educational needs and English as an additional language.
- Annual reports are not detailed enough about pupils' progress.
- Parents do not attend workshops set up by the school and only a very small number of parents help in school.

Commentary

25. In their responses to the questionnaire, parents and carers expressed very positive views on nearly all aspects of the work of the school, although a significant minority were concerned about behaviour. Parents are comfortable in approaching the school with any questions and concerns.
26. Information provided for parents is good. The prospectus and Governors' annual report to parents are well presented and informative. The school provides parents with good information about what their children are to learn and about homework. Links through home/school reading books are little used by parents and the support given by parents to their children's learning at home is unsatisfactory. Annual Reports to parents meet basic requirements. However, they sometimes do not give parents enough precise information about their child's progress and standards of achievement in each of the subjects. Nor do they give targets or offer pupils or parents the opportunity to comment. Regular newsletters are lively and helpful. They keep parents well informed of events and teachers are always available for informal consultation at the end of the day. Parents are welcomed into the school after assemblies each week.
27. Attendance by parents at consultation meetings and performances is very good. However, although the school responded recently to parents' requests by setting up curriculum workshops, no parents attended and a recent open day attracted very few parents. Only a few parents help in school. Parental involvement is best in the nursery and reception classes. Parents are involved early in any racial incidents or in any behavioural issues. Induction procedures include a good range of materials. The work of the learning mentor and also the special educational needs coordinator helps to establish very good links with parents of children with special educational needs or whose first language is not English.
28. There are very good links with local schools through the Education Action Zone and, for example, the local Beacon school has given support in the areas of science and accelerated learning. This has raised staff expertise in these areas and thus supported pupils' progress. The learning mentor works closely in the transition of pupils from Year 6 to Year 7, for example, through arranging extra visits for some pupils to their new schools. Former pupils in Year 7, from the local secondary school, visit the school to talk to Year 6 pupils about their experiences, together with Year 7 teachers and the special needs co-ordinator. This has led to fewer exclusions amongst these year groups at both schools as pupils become more aware and confident in their own abilities.
29. The school has good links with the local community: for example, Year 6 pupils met a local councillor to discuss issues about child abuse, and the local Member of Parliament visited the school recently. Year 5 pupils worked with a local artist to create a mural for the new extension.

LEADERSHIP AND MANAGEMENT

Leadership and management is good.

Leadership in the school overall is good and management is very good. The governance of the school is good.

Main strengths and weaknesses

- The acting headteacher and other key staff provide strong direction and role models.
- The school plan provides clear goals and there are very effective procedures and policies for all areas.
- There are very good procedures for evaluating school performance.
- Effective monitoring of pupils' standards, achievements and progress is in place and this informs teaching.

- There is very good training and professional development of staff.
- The staff team is very committed to making sure each pupil's needs are met.

Commentary

30. The leadership of the school has remained strong since the last inspection. The deputy headteacher as acting headteacher has the confidence of the staff, school governors and parents. There has been a lot of development work with the staffing structure of the school. The school is in an area known to have staff recruitment problems, but at present there is a relatively stable staff team. There have been a number of successful recent appointments made to key roles such as special educational needs co-ordinator and a new senior management team has been created. A new emphasis has been given to subject leaders. Close attention is given to pupils' learning and the appointments of a learning co-ordinator and learning mentor are two examples of how management strategies are helping to support and raise the quality of teaching, especially for pupils with special educational needs. Good role models provided by senior staff have resulted in a very positive staff team which is committed to improvement. The senior staff use consultation and delegated responsibility as vehicles for managing the many changes that have occurred in the school over recent years. Despite all the physical changes to the size of the school and structure of the building, the staff have sustained a pleasant school environment for pupils in which they can learn and prosper. Parents at the meeting and in the questionnaire felt that the school is well led.
31. There are very good systems for management including financial management. The school improvement plan is detailed and effective in determining priorities for action. Senior managers have introduced good systems for monitoring the academic performance of pupils and these have led, through more informed teaching, to improvements in pupils' learning. The management of the curriculum and of teaching and learning has provided many innovations, for example, by the introduction and development of the reading recovery, accelerated learning and booster, and the support given to pupils through the school behaviour programme. These programmes provide support to all pupils as required, and in particular to those with special educational needs. A particular success has been the imaginative and well-directed use of learning support assistants to support these initiatives. All these have a very good impact upon pupils' standards, progress and achievement.
32. The leadership is acutely aware of the needs of pupils with English as an additional language, including those pupils who are refugees, and is successful in meeting their needs. The teacher responsible for managing support ensures that funding is well focused to provide suitably trained support staff in each class, whose role is to enrich pupils' English acquisition.
33. There is a supportive and active governing body who work hard to meet their legal obligations. They monitor the quality of teaching and curriculum by linking to subjects and receiving written and verbal presentations from subject leaders and by the reports of senior staff. Governors are well informed about the school's many strengths and weaknesses. Together with staff, they have introduced many improvements in the school and have helped to sustain the quality of others. They have worked very successfully to adjust to the many changes brought about by the reduction in number of pupils and alterations to the school buildings. Financial procedures and administration are good. There is an efficient school office. Senior staff and governors seek to obtain best value when the school purchases goods, services and in the general recruitment and deployment of staff. Governors through close liaison and consultation with senior staff, successfully challenge them to provide the best standards and to justify all their actions. The school plans effectively for staffing, and resources. The higher than average surplus balance on the school budget has been carefully allocated to specific contingencies and to offset future rises in staff costs. The programme for

training and professional development of staff is very good and has made a considerable

impact upon the effectiveness of teaching and learning, particularly for meeting the needs of pupils with special educational needs and English as an additional language.

34. The leadership of the school have been unable to overcome the lack of involvement by parents in the life of the school despite strenuous efforts. There is little more involvement by parents than there was reported at the time of the previous inspection. Staff do take seriously the views of parents and act upon them. There are good relationships between staff and pupils and their views are regularly sought on a range of school issues. There has been a satisfactory response to the school's request to parents to help to support pupil attendance.

Financial information

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 939,625 |
| Total expenditure | 962,373 |
| Expenditure per pupil | 4,1826 |

| Balances (£) | |
|-------------------------------------|---------|
| Balance from previous year | 77,000 |
| Balance carried forward to the next | 123,730 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is very good. The nursery and reception age children are housed in the early years unit. Children start in the nursery at the beginning of the term after their third birthday. As a result, there is an intake of new children every term. Staff record a personal profile for each child, working in partnership with parents and carers. This information is used by teachers to plan children's work. The profile for each child is used to record children's progress and achievement throughout their time in the Unit.

Many children start school with very limited speaking and listening skills, and low levels of personal, social and emotional development. Staff concentrate particularly on developing children's language and social skills and, as a result, many children make a very good start in the school. Throughout the unit, children feel secure and are happy to learn.

The quality of teaching and learning is consistently very good. It is based on a well-planned curriculum, which embraces all of the required areas for learning. Provision is extremely well organised and managed. Children's progress is carefully monitored and any particular needs for individuals or groups are built into the weekly and daily lesson plans. The staff work together well, they plan together and know how young children learn, with the result that activities are suitably wide ranging and are well tailored to the needs of the children. The school has maintained and built upon the good provision identified during the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children are given opportunities to take responsibility and develop their initiative within a well structured and secure learning environment.
- There are many opportunities for children to improve their speaking and listening and communicate their thoughts and ideas to each other and adults.
- Children achieve very well as a result of very good teaching which ensures that they are challenged and supported to work hard.

Commentary

35. Staff have high expectations of how children will behave. This results in a harmonious and settled learning environment where children are confident to try new activities and work happily alongside their classmates. Planning and teaching are very good and children respond well to the adults who work in the unit. Having the three, four and five year olds together in the unit has a beneficial effect on the youngest children as they start school. Older children provide good role models for younger children, which helps them to quickly settle into the routine and join in with activities. Older children too gain in confidence and self-esteem. Staff expect children to help in the unit by doing little jobs such as being responsible for tidying up at the end of sessions, and they do these tasks well.
36. Teachers plan activities that are designed to help develop children's social skills. For example, healthy snacks are set out during both morning and afternoon sessions so that children can sit with others and have a drink, a piece of fruit or a biscuit and accept being part of a group. Staff make a point of sitting with children and modelling good social skills as well as seizing opportunities to engage in conversation and so develop the children's language, particularly those with special educational needs or English as an additional language. A few children are

likely to meet the goals that are normally expected at the end of the Reception Year, but for the majority, who enter school with a low level of personal, social and emotional development, there is still some way to go before the goals are reached. Nevertheless, considerable development takes place whilst they are in the Unit.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teachers, nursery nurses and support staff take every opportunity to develop children's language and children often make rapid progress.
- Children benefit from the ability of some staff to communicate with them in their home languages.

Commentary

37. Every opportunity is taken to engage in speaking and listening with the children. For example, when making birthday cakes staff use the opportunity to reinforce the names of colours and three-dimensional shapes, and to widen the children's vocabulary by then asking them how they have made the cakes. Children, who are at the early stages of English acquisition, are given individual help from learning support assistants and a bilingual assistant, with particularly good results. For example, in the small world area of the class, pupils enjoy 'pretend play' when buying various food in the shop and practising how to ask for and pay for items. However, many talk alongside others rather than with them. Many children are confident enough to come and show their work to adults but few initiate a conversation, remaining silent until spoken to. Most children use simple single or two word responses.
38. Teachers provide plenty of opportunities for children to practise their early writing skills. Reception age children are beginning to correctly write letters and copy words. Their development of sounds and reading are given a high priority. Good use is made of well-known rhymes to help develop and consolidate children's learning. Most of the older children recognise their own name and all gain considerable enjoyment from books and stories. As soon as children start school, they are provided with reading bags and can take books home to share with parents and carers. Dual-language books are provided and parents are encouraged to note their child's progress. In addition, there is a reading morning once a week when parents and carers are encouraged to stay in school and help with language development. A small proportion of children are likely to reach the goals expected but most will not meet them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Many opportunities are provided for children to develop their mathematics in other areas of learning, for example when singing counting rhymes.
- Opportunities to count and match are often planned as part of work in other areas of learning.

Commentary

39. In common with the push to support language development, teachers promote mathematical language very well. For example, in story time, counting rhymes are often used by teachers as a way of enhancing learning. Children are encouraged to practise their numeracy when they are involved in activities in other areas of learning. For example, children begin to count and

add numbers when playing with toys or games or when singing nursery rhymes. Activities to help develop sorting and matching skills are always set out in the unit and children are naturally drawn to these and use them to develop their understanding of number. Children derive great enjoyment from sorting plastic wild animals, and several correctly name the elephant and giraffe. Reception children recognise and correctly count to 10 and a few to 20, and they recognise and know the names of a few two-dimensional shapes such as a square. However, most do not reach the goals expected for their age before they enter Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- The curriculum is rich and varied.
- Good use is made of visitors and the environment.

Commentary

40. Photographs of last year's work shows that varied experiences are provided by teachers and many of these link well with other areas of learning. Children's understanding of plants and animals is enriched by a visit from the 'Newt Man' and, through first-hand experience, they handle and learn about the characteristics of different 'mini beasts'. A visit by a health visitor helps children to gain insights into how to care for themselves through a 'baby clinic'. Teachers enrich the curriculum by holding themed days such as a 'Seaside Day' where children work with artefacts associated with the theme. Themes are also used as a way of developing children's awareness of other environments. Photographs of previous displays indicate that these are rich and varied, such as a journey to South Africa and Carnival Time.
41. Children work purposefully with construction equipment and enjoy using a computer, though many need support to use a mouse. In this area of learning, most children will not attain the goals expected for children of their age.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children are provided with a wide range of activities for their physical development.
- The outside learning area provides good opportunities for children to run, jump, balance and explore.

Commentary

42. Most children reach and a few exceed the goals set for children of their age by the time they enter Year 1. Resources are good and include a secure outdoor area where climbing frames and sit-on wheeled toys provide good opportunities for children to balance, climb and improve co-ordination. Activities seen show that there are good links with other areas of learning, such as number, and knowledge and understanding of the world. Many opportunities are provided for children to practise and develop co-ordination in their hands, fingers and eyes.

43. In one lesson held in the school hall, children moved with confidence and imagination, showing good co-ordination and control. They warmed up by swinging their arms in time to the music. When exploring different ways of travelling around the hall, they successfully walked on their heels, ran and jumped, stopping quickly on the teacher's command. The support staff played a valuable role, for example, as when warming down several children were unsure what lying on their back meant.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children are provided with a wide range of media in which to work.
- Teachers' planning shows good links with other areas of learning.

Commentary

44. Children are provided with good opportunities to develop their imagination. For example, when making Christmas cards, children carefully cut and stuck coloured paper, placing it to good effect, depicting a tree. Children work with various media such as paint, pastels and collage. Throughout creative activities, all staff intervene to support language and mathematical development. For example, when making birthday cakes the topic of birthdays was discussed and this developed into a spontaneous rendering of 'Happy birthday', which others joined in singing. This led to children counting the number of candles on the cakes. Attainment will be close to the goals expected by the end of the year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching in the subject is good, and sometimes very good.
- The use of reading recovery strategies help pupils catch up lost ground quickly so that they can read well enough to be fully involved in all of their school work.
- Standards of handwriting are unsatisfactory.

Commentary

45. An analysis of the results of national tests shows that at the end of Year 6 in 2003, standards were below the average achieved by pupils across all schools nationally. However, in comparison with similar schools, pupils' results were above average. When compared with the levels achieved by the same pupils when they were at the end of Year 2, results show that the school enables pupils to make very good progress. Observations of lessons and analysis of the work in pupils' books show that standards in the current Year 6 are below national expectations for the age group, but that a similar proportion of pupils to last year are on track to achieve the national average in 2004.
46. In comparison with all schools nationally, Year 2 pupils are working below the levels expected for their ages in both reading and writing. However, in comparison with similar schools, pupils are doing well in reading and very well in writing. Taking into account the fact that many pupils are not achieving the levels expected for their ages when they move into Year 1 from the reception class, this represents good progress.
47. The quality of teaching and learning is good, and in half of the lessons it is very good. Teachers plan thoroughly, making good use of the support materials provided by the National Literacy Strategy, and offering a wide range of learning opportunities. For example, pupils in Year 6 turn scenes from novels into scripts for plays, and investigate how reports are written before writing their own. Pupils in Year 2 plan and write stories based on books they have read together. Analysis of the work the pupils have completed shows that teachers help them make progress by building on and extending skills and knowledge they have already covered. Teachers mark work positively, praising good efforts, but the marking does not always make it clear to pupils what they need to do to get better and they are not given time to improve pieces of work.
48. At the end of Year 6, an analysis of work shows that higher-attaining pupils write using a variety of sentence structures, although they do not commonly make full use of complex sentences to express information concisely. Basic sentence punctuation – full stops and capital letters - is not always accurate, but pupils know about and can use speech marks. They know how to set out different forms of text and are beginning to understand and use suitable structures for different kinds of stories. Pupils in the average and above-average attaining groups talk confidently about technical grammatical features such as tense and person.
49. The most-able pupils in Year 6 read books of a difficulty level appropriate to their age range, but many or a significant minority cannot "read between the lines" in order to work out, for example, a character's motives. Lower-attaining readers do not consistently take notice of the punctuation in order to make sense of the text when reading aloud, and the least able are working at levels about two years below that expected for their age. However, they enjoy books and can name favourite authors.

50. In Year 2, achievement is good. Pupils are beginning to understand how to structure their writing, for example, by using connecting words such as “then” and “next” in order to help the reader follow the sequence of events. Higher -attaining pupils can write at some length when required, but lower attaining pupils require a lot of support and need to be encouraged to work independently. Simple words are often spelt correctly, but children need to be encouraged to use their knowledge of letter sounds to attempt longer spellings. The most-able readers are working at or slightly above the level expected for their age and are happy to tackle quite sophisticated texts. Less-able readers read familiar texts with enthusiasm and enjoyment but do not apply their knowledge of sounds and letters consistently.
51. Pupils’ speaking and listening skills are below the levels expected for their ages. Teachers take every opportunity to broaden pupils’ understanding and vocabulary, and use drama to motivate pupils and encourage speaking and listening.
52. In both the infants and juniors, handwriting is unsatisfactory, with many pupils not joining letters consistently or fluently, and many pupils still writing in pencil in Year 6. Teachers do teach handwriting regularly, but the teaching is not consistent or focused enough, and it needs to be linked to spelling.
53. The school has developed a number of effective strategies to help children achieve as well as possible. The English co-ordinator is a trained tutor for reading recovery (a specific approach to teaching reading and writing), and uses this programme very successfully to help pupils to “catch-up” with the reading levels expected for their ages. She has trained other staff to provide one-to-one support for pupils by using a number of techniques based on this programme. All pupils in Year 6 receive booster classes in literacy, where they are given additional teaching in order to help them reach their full potential. The results of national tests and the attitudes of pupils to their work show how successful these programmes are.
54. Provision for the support of pupils with English as an additional language, including those who are refugees, is good and their progress is good. As these pupils move through the school, they make good progress in speaking, listening, reading and writing in English, and achieve as well as other pupils in the school. Some pupils reach above average standards.
55. In Year 6, the school also teaches pupils in literacy groups according to ability. This works well for the higher- and middle-ability groups, but the school needs to ensure that the teaching received by the lower-ability group, many of whom have special educational needs and who are working well below expected levels, is specifically targeted to their needs while allowing them to work with their classmates where possible.
56. The school has a good selection of resources for English, and classrooms have a range of attractive fiction books. However, the lack of a library is a disadvantage as it means that pupils do not have constant access to a wide range of non-fiction texts and limited opportunities for developing library skills. ICT is well used to support teaching and learning in English.
57. The English co-ordinator is knowledgeable and enthusiastic. She gives very good support and guidance to colleagues and manages her subject area very well in a way that significantly helps to raise pupils’ achievements.

Language and literacy across the curriculum

58. Literacy is generally satisfactorily supported in the other subjects. However, specific references are not often made in teachers’ planning.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The achievement of pupils from Year 1 to Year 6 is good.
- The quality of teaching is good, with excellent teaching in Year 6.
- Systems to monitor pupils' learning are good, resulting in clear targets for future learning.
- The use of learning support staff has a very positive impact on pupils' achievement.
- There is insufficient use of mathematics in other subjects.

Commentary

59. In an excellent lesson, pupils built on their understanding of how to plot co-ordinates and successfully made two translations using all four quadrants with a high degree of accuracy. This standard of work in Year 6 is good, which is impressive, particularly as it is in the first term of the school year. This is due mainly to the good quality teaching and effective procedures for monitoring pupils' learning, including those with English as an additional language. Staff use the information gained to set well focused targets for pupils' next steps in learning.
60. The rate of pupils' learning is improving. This is very clearly exemplified by the results of the national tests for 2003. Between Year 2 and Year 6, pupils' progress has been in the top five per cent of all similar schools across the country. The impact of these improvements is indicated in Year 2, where standards are broadly in line with the national average. The effect is rolling through the school with the result that higher-attaining pupils are achieving particularly well in Year 6 and average-attaining pupils, who benefit from being in a group based on prior attainment, achieve well too. The challenge for the school is to continue to raise the attainment of average and below-average attaining pupils so that the overall standards improve. The signs are beginning to show that this is indeed what is happening.
61. Pupils show a good knowledge of number. For example in Year 2 they use simple strategies to mentally add or subtract two, two or three digit numbers. By the time they are in Year 6, most pupils have a good understanding of positive and negative numbers and manipulate these to solve problems. Higher-attaining pupils draw on their subject vocabulary and use it appropriately to describe how they went about solving a problem.
62. All teaching is at least satisfactory and much is good; there was one excellent lesson. Teachers have a good understanding of the National Numeracy Strategy and how to tailor it to meet the needs of individuals and groups of pupils. Learning is enhanced by the good deployment of support staff who work closely with the teacher in preparing what pupils will learn. Close attention is given to specific groups of pupils such as those with special educational needs and those with English as an additional language. The success of this approach can be clearly seen in the case of pupils with English as an additional language whose acquisition of English by Year 6 improves to such an extent that their understanding and use of English has little or no impact on their ability to develop their knowledge, skill and understanding of the subject. Pupils with English as an additional language are well represented amongst higher-attaining pupils.
63. A strong feature of the teaching is the high expectations that teachers have of pupils' participation, behaviour and learning. Lessons provide good opportunities for pupils to build upon previous learning. Teachers regularly expect pupils to explain how they solve problems and this helps pupils to use and apply their understanding in new situations.

64. Leadership is good and providing the necessary impetus for improvement. Management has successfully brought about improved levels of resources and good monitoring and assessment procedures. ICT is used well to support pupils' learning in mathematics. Since the last inspection, pupils' achievement has improved and standards are rising. Pupils are more adept at using and applying their mathematics in different situations.

Mathematics across the curriculum

65. Although there are some examples of pupils using their mathematics skills in other subjects, this is still at an early stage of development and is not consistently planned for across the school.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are improving, with good achievement and progress in all classes.
- Pupils make good investigations and record their findings well.
- Insufficient use is made of pupils' self-assessment.

Commentary

66. Standards in science have been well below the national averages for all schools and for similar schools for several years. However, during the last year there has been a distinct improvement and upwards trend, particularly for older pupils. Standards in Year 6 at the end of the last academic year were broadly in line with those in similar schools. Standards in the current Year 2 are below average, but Year 6 are broadly in line with the national average.
67. Achievement and progress are good by Year 2 and by Year 6. This is despite low levels of attainment when pupils enter the school and the high percentage of pupils with special educational needs or for whom English is not their first language.
68. In Year 2, pupils investigate the effects of friction. They have good recall of work done in previous lessons and use this information well to guide their thinking when making predictions about what will happen when a vehicle travels over different surfaces. Higher-attaining pupils have grasped the idea of a fair test and know that the context has to be the same for the results to count. Lower-attaining pupils take part in the experiments and can state what happens when the vehicles travel over rough or smooth surfaces. Pupils record their results using a writing frame to help them. They write down their predictions, the actions they take and what happens when they use different surfaces. Many begin to draw inferences from what they have done and achieve a good understanding of the nature of friction.
69. In Year 6, pupils investigate how the temperature of water affects how solids such as sugar dissolve. Most pupils know what constitutes a fair test for their investigations. They have a good understanding of how to carry out their experiment and work collaboratively in groups to do this. Higher attaining pupils work quickly to complete their written tasks successfully and move onto extension activities such as recording the same results on a bar graph using an ICT program. Lower-attaining pupils take longer to write up their experiments but do eventually achieve this and write clear sentences.
70. Learning is good in both age groups. Pupils make good predictions and many learn by trial and error how the tests give the results they need. There is a general buzz of activity, enthusiasm and excitement as they work. They clearly enjoy the experiments, work hard and make rapid progress in their understanding. Pupils work confidently and show good speaking and listening skills when describing the outcomes of their experiments.

71. Teaching is good because it is well planned and staff have a good understanding of the abilities and aptitudes of pupils, working to promote their strengths and to help individuals when they do not understand something. Learning support assistants give good guidance to pupils and make an invaluable contribution to improving pupils' understanding through discussion and through the use of questions that make the pupils think. Assessment is comprehensive and includes a marking scheme and the sharing of learning intentions with pupils. More could be made, however, of pupil self-assessment to help pupils' understand what they need to do to improve their standards and to promote awareness of their own progress.
72. The subject is satisfactorily led and resourced. The subject leader has sufficient time for monitoring the quality of teaching and planning, and uses this well. Regular contact has been made with other local schools so that comparisons with the best practice elsewhere and joint training have contributed to the development of the subject and the raising of pupils' standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Achievement is good.
- The new ICT suite is used well.
- Interactive whiteboards help to make whole-class teaching effective.
- Use of ICT in subjects other than English, mathematics and science is limited.

Commentary

73. Standards in ICT are broadly in line with the national average. There has been an upsurge in pupils' levels of interest, their achievement and their rates of progress recently because the new ICT suite has come into full use. Development in the subject has been delayed by the building re-organisation and re-siting of the ICT suite. Teachers have had to make do with just the computers in their classrooms and this has restricted pupils' access and progress.
74. Achievement is good in Year 2. Pupils have sound word processing skills. They alter font size, and make effective use of the space bar, shift keys and the mouse. They successfully type in sentences to complete a piece of text on screen. They use the computer competently to support the work they are doing in literacy. When they have finished their sessions, they know how to save their work and log off. Pupils continue to make good progress in Years 5 and 6 with their word processing skills as they refine their keyboard skills and learn to cut and paste graphics to illustrate the narrative stories they write. Pupils show great interest in what they are doing and work in pairs using a computer and supporting one another in the tasks they have been set. They follow instructions well, work hard and achieve good results.
75. A particularly good example of pupils' work in Year 6 was seen in the completed photographic slide show about 'Transition'. This was produced by pupils as part of an Excellence in Cities project in conjunction with the City Learning Centre (CLC), piloted and led by the learning mentor. Pupils with low achievement and self-esteem were given the opportunity, as part of their preparation for transition to secondary education, to use the facilities of the CLC to produce a slide show about the changes that have affected their lives. They used digital cameras and a program for editing and formatting photographs to make images about the key stages in their own lives. The result is a sequenced slide show with sound effects that can be shown on an interactive whiteboard to other pupils and parents. The efforts and participation of pupils was first rate and the slide show is of very good quality showing an in-depth understanding of the changes that occur in the lives of young people.

76. Teaching is good because it is well planned and resourced to match the needs of pupils, and staff have good skills in ICT to support pupils' progress. Good use is made of the interactive whiteboard to demonstrate to the whole class and this enables pupils to quickly learn new skills.
77. The subject is satisfactorily led and managed, and resources are good. The Internet has only just been reconnected at the school and, therefore, pupils are unfamiliar with it as a resource. Further staff training in the use of the new equipment is required. An ICT club sometimes supports pupils' learning and involves parental support, but is not run all the year round.

Information and communication technology across the curriculum

78. There is insufficient use of ICT by many subjects except for literacy and numeracy where it is used satisfactorily. Some examples were seen of computers in use in the nursery and reception years and occasional use of programs in other years. ICT does not yet feature consistently as part of teachers' planning for other subjects

HUMANITIES

In humanities, work was sampled in **history** and **geography** with only one lesson seen in each subject. It is not possible to make an overall judgement on provision, standards or the quality of teaching. There is indication from pupils' work that standards are below the national average in both subjects by the end of Year 6. This means there has been little if any progress since the last inspection. Subject leaders are aware of the need to re-structure the subjects, improve assessment, introduce stronger cross-curricular links and they have already made a good start by monitoring and adjusting planning to enable them to do so.

Pupils in Year 4 compare life today with that in Ancient Egypt, using stories and pictures. There are no artefacts or other stimuli to promote pupils' interest. They have poor concepts of time and make very limited progress in their understanding. Better progress is seen in the project work on Black History in Year 6, where pupils undertake detailed research illustrating and writing about their subject well. Pupils in Year 2 compare the physical features of two contrasting localities from photographs, but the learning intention is not fully understood by pupils and progress is unsatisfactory.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education gives good support to pupils of all abilities, ethnic origins and religions.
- Planning does not make sufficient links with literacy and numeracy

Commentary

79. In religious education, the locally agreed syllabus is used effectively to plan the curriculum. The main world faiths are taught in each of the year groups; for example, in Year 1, pupils gain in their knowledge and understanding of the Hindu faith and in Year 2 they study Christianity. Many pupils know well-known Christian parables, such as the parables of the Sower and the Prodigal Son. As they move through the school, they are encouraged to learn about and from other faiths, for example, the beliefs of Islam, through study of Ramadan and Eid. Pupils are clearly aware of the importance of certain precious items and holy books for different faiths. For example, they understand why Muslims handle the Qur'an with great respect.
80. Only one lesson was seen, but from this, discussions with pupils and the subject leader, and an analysis of pupils' completed work, it is clear that achievement is satisfactory. It is not

possible to give a secure judgement on the quality of teaching overall. Planning closely matches the locally agreed syllabus. Lessons often have an emphasis on speaking and listening, which supports teachers in developing pupils' spiritual awareness through time for reflection and the sharing of beliefs and customs. In the lesson seen, the teacher was very aware of the different faiths held by both pupils and staff present. She drew on the experiences of pupils and staff of the Muslim faith in developing the importance of Ramadan and the customs associated with fasting. By discussing the festival of Eid, pupils were able to compare and contrast similarities with other great world faiths.

81. Leadership and management are satisfactory and resources, particularly those for the study of different faiths, are good enabling staff to support learning well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in art and design, music or design and technology and therefore judgements on standards and teaching in these three subjects cannot be made. The subject leaders now have better systems for monitoring the quality of the curriculum planning than at the last inspection. From an analysis of pupils' work progress in the subjects appears satisfactory.

Music

Commentary

82. Good opportunities are provided for pupils to experience a variety of music. For example, a visiting dance group performed music to complement the school's Black History Month. The school takes part in the programme of pocket operas through a local initiative, which centred on the opera, 'Carmen'. The choir meets weekly and provides pupils with the opportunity to improve their singing to an above-average standard. Parents too, attend the choir sessions, which provides a good link between home and school.

Art

Commentary

83. Pupils' work on display in the classroom and around the school shows that pupils use art well to support all subjects. The good displays value pupils' work. In Years 1 and 2, pupils draw self-portraits in charcoal and show good attention to the detail of features when sketching themselves and friends. They draw well in pastel in the style of famous artists. They explore the different textural qualities of various materials to make collages. In Year 6, pupils draw imaginatively showing line and form in action pictures. Very little evidence was seen of pupils using ICT to support their work in art, although the use of digital photography is becoming a feature of some lessons.

Design and technology

Commentary

84. Pupils in Year 2 designed and made finger puppets from felt. They drew a design in pencil and made a plan, which they then carried out accurately producing good puppets. Pupils make good models from cardboard to illustrate work in history and geography. In Year 6, pupils design and construct wind powered vehicles and copy the designs for making soft toys.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- There is a good range of extra-curricular sports clubs including a link to a local soccer team.
- There are productive links to the National School Sports Programme.
- A sports coach is employed to support some lessons and also gives voluntary coaching sessions.
- The hall is obstructed and cluttered by stored equipment.

Commentary

85. No lesson was seen for pupils in Years 1 and 2 and therefore no judgement on standards could be made. Standards for pupils in Years 6 are broadly in line with the national average. Achievement is satisfactory. Pupils made satisfactory progress in a lesson dance although the poor behaviour of a few pupils detracted from the learning of the other pupils. Pupils successfully mirror the movements of their partner and show imagination and dexterity in sequencing movements to music. They make a good attempt to mimic the antics of a clown putting on make-up. A successful lesson in volleyball skills gave pupils the opportunity to extend their knowledge of feeding and passing the ball. The teachers' good control of behaviour and the support of a sports coach volunteer ensured that all pupils participated well and that their learning was satisfactory and they played a team game according to the rules. Teaching and learning is satisfactory overall.
86. The school has a good range of sports club activities after school for boys and girls. This includes gymnastics, basketball, soccer and chess. The school has a very good link with a local soccer club which provides weekly coaching sessions. Boys and girls take part in a local soccer league games.
87. The subject leader is new but has already made a good commitment to extending the range of opportunities available to pupils and has recently attended national training courses to bring her knowledge up to date. This has contributed well to pupils' learning. All the requirements of the National Curriculum are met. The school hall is currently an obstacle to pupils' learning because it is a thoroughfare and cluttered with equipment, some of which is unsafe.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

88. The school has effective systems that meet requirements for providing children with personal, social and health education. Children learn about keeping safe, for example by learning about the dangers of building sites. The school has recently been successful in gaining a "Healthy Eating" award, and the work done for this has helped influence children in choosing healthy snacks and meals. The school council, which meets regularly, played its part in proposing new lunch menus.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 5 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 4 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 4 |
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| 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 | 3 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 4 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 2 |

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