

INSPECTION REPORT

EDWIN LAMBERT PRIMARY SCHOOL

Hornchurch

LEA area: Havering

Unique reference number: 102276

Headteacher: Mr G Player

Lead inspector: Mr P B McAlpine

Dates of inspection: 17-19 November 2003

Inspection number: 256040

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and junior |
| School category: | Community |
| Age range of pupils: | 3 to 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 338 (including 55 in the nursery who are part-time) |
| School address: | Malvern Road Hornchurch Essex |
| Postcode: | RM11 1BQ |
| Telephone number: | 01708 743704 |
| Fax number: | 01708 730812 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mrs Joanne Mead |
| Date of previous inspection: | 1 June 1998 |

CHARACTERISTICS OF THE SCHOOL

The school is bigger than most other primary schools. Several of its characteristics have changed since the previous inspection. Currently, 283 full-time pupils attend from Reception to Year 6, with a further 58 part-time pupils attending a Nursery class, either morning or afternoon sessions. The school has grown in size since the last inspection, reflecting changes in the local community and parental preferences. The pupils are organised into 11 classes plus the nursery class. The number of classes has increased. Most of the classes in Years 1 to 6 are mixed age: three Years 1 and 2 classes; three Years 3 and 4; two single age classes in Year 5 and one class in Year 6. The school has two sites; all of the teaching accommodation is on one site, including hard play surfaces, with the playing field on the second.

Standards on entry to school traditionally were below average but are now rising. When Year 6 pupils entered in 1997, standards were low but present standards on entry to the Nursery are average. The social and economic character of the immediate locality is changing. The broad mix of family backgrounds currently found is consistent with the majority of schools. The bulk of the pupils, 84 per cent, are from white British families. Most of the other family backgrounds are ethnically mixed, plus a few pupils from Indian, Pakistani, black Caribbean, black African, and Chinese families. Four pupils are from asylum seeker and refugee families. A small proportion of pupils have English as an additional language, six are in the early stages of acquisition and receive additional support; the other main home languages include Albanian, Turkish, and Panjabi. The proportion of pupils with special educational needs, 22 per cent, is broadly average. A quarter of those on the list of special educational needs, nine pupils, have formal statements; this proportion is high. The significant needs include speech and communication; emotional and behavioural; moderate learning; dyslexia; visual impairment; and autism. Pupil mobility is marginally above average and is increasing. The school has received the Investors in People award and was reaccredited in 2002 and received a School Improvement award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------|----------------|--|
| 21552 | P B McAlpine | Lead inspector | Foundation Stage English Information and communication technology English as an additional language |
| 9958 | T Page | Lay inspector | |
| 23056 | A Evans | Team inspector | Mathematics Geography History Religious education Special educational needs |
| 32475 | N Butt | Team inspector | Science Art and design Design and technology Music Physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of the school and the value for money it provides are both **satisfactory**. The substantial majority of the pupils make the progress expected of them and achieve as well as similar pupils elsewhere except in mathematics and writing, where improvement is necessary. Standards are good in reading and pupils achieve well in this aspect of English. The quality of teaching is satisfactory overall. The period since the previous inspection has been very unsettled, with considerable turnover of teachers. An effective and stable teaching team is now being formed. The headteacher and senior managers provide satisfactory leadership. The school is an orderly establishment with a good ethos.

The school's main strengths and weaknesses are:

- pupils like school, work hard in lessons, and behave well, reflecting the good pastoral care;
- achievement is good in reading but the more able pupils in mathematics and the less able in writing could do better;
- the teaching has several significant strengths, much that is good, but a few aspects that are unsatisfactory and need remedying;
- subject managers are very enthusiastic and lead well by example but have had insufficient opportunity to spread their good practice to other classes;
- parts of the building are poorly maintained and provide unsatisfactory accommodation for teaching and learning, particularly in the Foundation Stage¹;
- not enough support is provided for pupils in the early stages of learning English as an additional language;

Improvement since the previous inspection is mixed and slow overall, reflecting significant challenges during the intervening years from high teacher turnover and increasing numbers of pupils that have slowed overall progress. The pace of improvement has increased in the past year following recent management appointments and is currently satisfactory. A good standard of behaviour has been sustained. Many more pupils now are attaining or exceeding nationally expected levels than did so in 1998. Even so, the school has lost ground compared to the national picture because too few pupils exceed expectations and other schools have improved faster. Curriculum planning has improved significantly.

STANDARDS ACHIEVED

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

*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.*

Achievement is broadly **satisfactory**. The substantial majority of the pupils are working to their potential and making the progress they should, though with some variation between subjects and classes. Current standards in Year 6 in the core subjects are average in science but below the national average in English and mathematics, mainly reflecting below average standards on entry but also some underachievement among a minority of pupils. In most years, more pupils in Year 6 attain the nationally expected level than do so in the majority of schools but fewer exceed the expected level and this is why standards are sometimes below the national average. Progress and

¹ The Foundation Stage is provided for in the Nursery and Reception classes.

achievement are good in Years 5 and 6 and pupils catch up some ground lost in mixed-age classes. In Years 1, 2, 3 and 4, progress and achievement are satisfactory overall, but there is some underachievement among a minority of pupils caused by inconsistency in the teaching. Current standards in Year 2 are average in reading but below average in writing and mathematics. Progress and achievement are satisfactory in the Nursery but mixed and sometimes too slow in the Reception year, again reflecting inconsistency between classes. Standards are average in information and communication technology, religious education, and in the other subjects inspected. Provision for pupils with special educational needs is satisfactory. However, provision for pupils with English as an additional language is inadequate. Pupils' attitudes to school, their behaviour and personal development are good. Attendance is below average.

QUALITY OF EDUCATION

The quality of education, including teaching, is **satisfactory** overall. The amount of very good teaching is close to the national picture but there is inconsistency between classes and more unsatisfactory teaching than is typically found. Teaching is particularly effective in Years 5 and 6, where very good teaching is found and most pupils learn quickly, and is satisfactory overall in the junior age groups². The teaching in Years 1 and 2 is broadly satisfactory. Not all of the teaching in Years 1, 2, 3 and 4 provides consistently for the wide range of attainment found in mixed-age classes and this is leading to variations in learning between ability groups. Provision in the Foundation Stage is particularly uneven, though satisfactory overall; here, the accommodation and resources, despite best efforts, are unsatisfactory and too much of the teaching in the Reception year lacks effectiveness. The curriculum meets statutory requirements and planning is good. Satisfactory levels of care, guidance and support are provided. The partnership with parents is good.

LEADERSHIP AND MANAGEMENT

The leadership and the management are **satisfactory** but have been affected by the many changes in teachers since the previous inspection and only just settling down. The headteacher has a clear vision for the school and is setting appropriately high standards and expectations. He is ably supported by the deputy headteacher and other senior members of staff. Together, senior management has the capacity, knowledge and expertise necessary to improve the school. Finances are generally well managed by governors. The proposed rebuilding of part of the school is making it very difficult for governors to plan for redecoration and repairs when sections of the site may soon be demolished. All those with governance of the school need to resolve this dilemma because it is having a negative impact on teaching and learning in parts of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The substantial majority of parents and almost all pupils think highly of the school and value the work of the headteacher and teachers. A small minority have concerns about the provision for pupils with English as an additional language and the achievement of the more able pupils; the inspectors agree with these concerns.

IMPROVEMENTS NEEDED

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

- raise standards in writing and mathematics to at least the national average by helping all pupils achieve to their potential;
- raise the quality of teaching so that it at least matches the national picture by identifying and sharing good practice rigorously and giving subject managers sufficient opportunity to oversee the implementation of changes and developments;
- improve the provision in the Foundation Stage, particularly for pupils to learn through physical activity outdoors in a safe environment;
- provide effective support for pupils with English as an additional language.

² The term 'juniors', refers to those pupils who are taught in Years 3 to 6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **satisfactory overall** but there are variations between subjects. The attainment of the substantial majority of pupils is consistent with national expectations for their age but standards in Year 6 and Year 2 are below average overall because not enough pupils attain above the expected levels, largely reflecting, but not exclusively so, their ability on entry.

Main strengths and weaknesses

- Pupils achieve well in reading and standards in Year 6 are above average because of consistently good teaching in this aspect.
- In mathematics and science, the achievement of a substantial majority of pupils is satisfactory but a minority in both subjects, mainly the more able, could do better.
- Only a small majority of the pupils achieve to their potential in writing; the remainder could do much better, reflecting inconsistencies in the provision.
- Achievement is satisfactory and standards are average in information and communication technology; good use is made of the computer suite.
- Some of the pupils with English as an additional language underachieve because the provision for these pupils is inadequate.

Commentary

1. The big picture is of satisfactory educational value added but with a few aspects for improvement. Care needs to be taken when interpreting the achievement of pupils through analysis of test results in Year 2 and Year 6 because of variations in standards on entry leading to wide variations in test results in later years not entirely related to teaching effectiveness. The track record for the Year 6 pupils tested in 2003, and now transferred to secondary education, shows that their overall standard on entry to the Reception year in 1996 was well below average. Their results in 1999 when in Year 2 show that standards in reading and writing remained well below average while standards in mathematics improved. By Year 6, many low attaining pupils had caught up and the overall standard had improved. Indeed, more pupils attained the expected level in English than in the typical school but standards were still below the national average because the proportion exceeding expectations was not as large as other schools.
2. Standards on entry to the Reception year vary from year to year but the trend since the previous inspection is rising. Fewer pupils are entering the school now with significant communication and language difficulties compared to 1996 and 1997, the year of entry for the previous and current Year 6 cohorts. At present, almost all of the pupils enter with broadly typical or better attainment for their age whereas the earliest records show that barely half did so. The proportion entering the Reception year with higher than typical attainment is increasing but traditionally has been smaller than many other schools. More pupils are entering with English as an additional language; these pupils do not always do as well as they might because insufficient provision is made for their learning needs, particularly in the Nursery and Reception classes.
3. Almost all of the pupils with normal ability achieve to their potential and make satisfactory progress in all subjects and year groups. In reading, the more able and the less able do well and attain the standards of which they are capable. This is because the methods for teaching reading recommended by the National Literacy Strategy have been effectively implemented. In mathematics, science, and in information and communication technology, the methods are largely effective and most pupils do well but variations between classes, particularly those with

pupils from two year groups, are leading to the more able pupils not being consistently challenged and to about half of those with potential for high attainment underachieving. In writing, too many pupils, mainly boys experiencing some difficulty learning to write, do not do as well as they are capable of because the methods are not consistently tuned to their specific learning needs. Senior management is very conscious of this and the methods for teaching writing are being improved.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 14.1 (15.3) | 15.7 (15.8) |
| writing | 13.5 (13.0) | 14.6 (14.4) |
| mathematics | 15.5 (15.4) | 16.3 (16.5) |

There were 44 pupils in the year group. Figures in brackets are for the previous year

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 26.5 (28.8) | 26.8 (27.0) |
| mathematics | 25.9 (25.2) | 26.8 (26.7) |
| science | 28.6 (29.4) | 28.6 (28.3) |

There were 33 pupils in the year group. Figures in brackets are for the previous year

4. The trend in results over the past five years is uneven and the school has lost ground compared to the national picture because others are progressing faster. This is the case for results in both Year 2 and Year 6. Except in writing, where the cause is different, the provision in classes with two year groups is successfully meeting the learning needs of the vast majority of pupils with average and low attainment and these pupils are making progress. The mixed-age classes are less successful with the most able pupils in the oldest year group; these pupils are underachieving. The underachievement is greatest in Years 1 and 2, where there is more inconsistency in provision between classes than in the juniors. In writing, it is the lower ability pupils whose learning needs are not met, most of whom could do better; the reason here for the underachievement reflects inconsistent implementation of the methods for teaching writing recommended by the National Literacy Strategy.

5. In Year 6, the results of the national tests for 2003 were average in science but below the national average in English and mathematics. The Year 6 results dipped in English and science in 2003 mainly because of differences in overall ability between cohorts. Current standards in Year 6 remain below average in English and mathematics and broadly average in science because the overall ability of the cohort is similar to 2003 and because a minority of more able pupils are underachieving. The underachievement among the more able presently in Year 6 represents slow progress in previous years and is not the result of the teaching they currently experience, which is challenging and helping them to catch up. The 2003 results in Year 2 were below average in mathematics and well below average in reading and writing. About three-quarters of the pupils attained or exceeded national expectations and this proportion is low compared to many other schools. Standards on entry to the Reception year were well below average for this cohort. Results in Year 2 have declined gradually since the previous inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are good but their attendance is unsatisfactory.

Main strengths and weaknesses

- Pupils enjoy work and are proud of their school.
- Pupils' relationships with staff and with one another are good.
- There is very little bullying or racial harassment
- There is little for pupils to do at playtimes.

Commentary

6. All pupils have good attitudes to school because members of staff work hard at being consistent in their management of children and at treating them with respect. They plan lessons to be interesting and enjoyable. Pupils behave well in lessons and around the school. They are confident and friendly and support one another with care and respect. Rules are few and displayed prominently. Pupils understand and observe them well. This is reflected in good behaviour at playtime even though there is little for pupils to do outside, although new playground markings are planned. A single playground for the whole school is unsatisfactory, especially at lunchtimes when pupils of all ages are outside together.
7. Pupils are eager to help and some come in before school to do jobs. However, Year 6 pupils do not have enough responsibilities, or privileges that recognise their seniority within the school. Some but not all classes use circle times to enable pupils to express their views. There is no school council at present.
8. Provision for pupils' personal development has improved since the time of the last inspection and is now good. Statutory requirements for collective worship are met. The school promotes Christian values and develops in pupils a strong moral sense. They are expected to consider others' feelings sensitively. Pupils are appropriately prepared for living in today's multi-cultural society. At the time of the inspection the school was collecting shoeboxes filled with gifts to send to poor children in Eastern Europe. They have enjoyed Asian dancing and Thai drumming, and received visitors of different faiths. The provision of personal, social and emotional development of children in the nursery and reception classes is good. This prepares them well for their next stage of education.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 6.5 | School data | 0.0 |
| 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.

9. At the time of the last inspection attendance was in line with expectations but has deteriorated since then and is now below average. Most of the additional absence consists of families taking holidays in term-time, which has a negative effect on pupils' education. The attendance of the children in the reception classes, Year 1 and Year 2 is worse than that of pupils in Years 3 to 6. The school has a recently introduced reward system in place to promote good attendance but it is too early to measure its effectiveness. The majority of pupils arrive at school on time and lessons start promptly.

Exclusions

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 | 284 | 0 | 0 |
| White – any other White background | 8 | 0 | 0 |
| Mixed – White and Black Caribbean | 7 | 0 | 0 |
| Asian or Asian British – Indian | 6 | 0 | 0 |
| Asian or Asian British – Pakistani | 2 | 0 | 0 |
| Asian or Asian British – any other Asian background | 3 | 0 | 0 |
| Black or Black British – African | 7 | 0 | 0 |
| Black or Black British – any other Black background | 1 | 0 | 0 |
| Chinese | 1 | 0 | 0 |
| Any other ethnic group | 2 | 0 | 0 |
| No ethnic group recorded | 17 | 0 | 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

The quality of education provided, including teaching, is **satisfactory** overall. The curriculum is satisfactory. The care, guidance and support provided are good. The partnerships with parents, other schools and the community are effective.

Teaching and learning

The quality of teaching and learning are satisfactory but there is too much inconsistency between classes and some teaching is unsatisfactory.

Main strengths and weaknesses

- The teaching in Years 5 and 6 is particularly good.
- The teaching of reading is good, reflecting effective implementation of this aspect of the National Literacy Strategy.
- Teaching in mixed-age classes promotes effective learning for the majority but does not always challenge the most able pupils.

Commentary

10. The amount of very good teaching is consistent with the national picture but not enough is good and too much is unsatisfactory or poor. The satisfactory and better teaching is leading to the substantial majority of pupils learning fairly quickly in lessons but is allowing a few stragglers. Most lessons are interesting and motivating and elicit a good response from pupils. In the very good lessons, the teaching is inspiring and very efficiently managed. Pupils learn

quickly and are so well motivated that they exceed expectations. In a very good English lesson in Year 6, the key to success was the clarity with which the teacher understood and communicated the learning objectives for that lesson. She had very good subject knowledge and expertise, enabling clear explanations and quick increase of challenge during the lesson as each step in learning was achieved. She asked direct questions of pupils, keeping them all involved and challenged intellectually, and made good use of learning resources such as an overhead projector. The different levels of attainment within the class were well understood and suitable work was provided for all pupils. Similar very good teaching was seen in Year 6 in mathematics and in science; in one of the Reception classes; and in one of the combined Year 3 and 4 classes.

11. Good teaching was found in all year groups and in all subjects inspected but not in all classes and this inconsistency is responsible for the variable progress made within year groups. In good lessons, the teaching is accurate and well paced and almost all pupils make worthwhile gains. Where teaching is satisfactory, at least three-quarters of the pupils make expected progress but the remaining quarter could do better. In the mixed-age classes, some lessons did not provide for the full ability range and pitched the work at the majority of pupils whose attainment was broadly average. Low attaining pupils were helped to keep up by the class assistants but the most able quarter of the class often found the work too easy and coasted along. Good lessons in mixed-age classes employ methods and strategies that do not allow this coasting. Judicious sharing of good practice could easily remedy the shortcomings in the lessons of satisfactory quality but subject managers, whose main task is this communication of good practice, have insufficient opportunity to carry out this role and this should be remedied by senior management as a matter of urgency.
12. The amount of unsatisfactory and poor teaching, though relatively small, is nevertheless more than typically found. Most of the unsatisfactory teaching is in the Reception year and reflects the work of one teacher. These lessons lacked challenge and the work was too low level to extend the majority of the pupils' knowledge and understanding. Although the planning in the Reception year is jointly constructed, it concentrates too much on tasks and not enough on what is to be learnt from the tasks, leaving room for the purposes to be misinterpreted by teachers.
13. Marking is broadly satisfactory but assessment is underdeveloped. Marking is inconsistent between classes but is mostly accurate and largely constructive. Individual target setting is being developed with pupils, particularly in Years 5 and 6, and good use is made of 'marking buddies' in some classes. This is leading to the older pupils having a good understanding of how well they are doing and what they can do to improve. This is not consistently the case in other year groups. Assessment in the core subjects has been improved rapidly over the past year following the appointment of a new manager. Assessment data is now coordinated and being used to monitor progress in English and mathematics and is satisfactory in these subjects. Assessment in science and in all of the other subjects is less well developed compared to the typical school and is rightly an aspect for improvement.

Summary of teaching observed during the inspection in 41 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 | 5 {12%} | 15 (37%) | 18 (44%) | 2 {5%} | 1 (2%) | 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

The school offers a broad curriculum, with an appropriate emphasis on the teaching of English and mathematics. Good planning ensures that the pupils have opportunities to make progress in their

learning as they get older. The curriculum affords a satisfactory preparation for secondary school. There are adequate resources to support learning, but the accommodation overall is unsatisfactory.

Strengths and weaknesses

- Curricular planning has improved significantly since the previous inspection.
- Overall provision for pupils with special educational needs is satisfactory but the provision specifically for those pupils with statements of special educational needs is good.
- Parts of the accommodation are good, particularly the information and communication technology suite and a newly refurbished library, with a computerised book loan tracking system, but other parts of the building are in a poor state of repair.
- There are insufficient enrichment activities for higher attaining pupils.
- Extra-curricular activities, especially for sports, are limited.

Commentary

14. The school offers a broad and balanced curriculum, with a strong emphasis on the teaching of English and mathematics. Curricular planning has improved significantly since the previous inspection. Policies and schemes of work are now in place for all subjects and these ensure that statutory requirements for the National Curriculum are met. Planning is satisfactorily based on national guidelines and on commercial schemes of work. Long-term planning is based on a two-year cycle, in order to meet the needs of the mixed-age classes. Nevertheless, short-term planning does not always cater sufficiently for pupils' differing needs, particularly for higher attaining pupils. Some mathematics in Years 3 and 4 is taught in ability sets. There are satisfactory opportunities for the pupils to use their literacy, mathematical and information and communication technology skills across the curriculum. Religious education meets the requirements of the locally agreed syllabus and the school meets its obligations to provide a daily act of collective worship, either as a whole school or in classes.
15. Pupils generally have equal access to the curriculum though pupils in the early stages of acquiring English as an additional language do not receive sufficient support to enable them to gain the same access as other pupils. Care needs to be taken in managing the withdrawal of pupils from normal classes for extra support for pupils with special educational needs. Provision for pupils with special educational needs is satisfactory overall but is good for those with statements. Pupils experiencing difficulties with aspects of their work or with behaviour are identified as early as possible and are monitored either as 'causes for concern', or as needing individual education plans. These plans are of good quality and implemented effectively. They include clear, short-term achievable targets and the strategies by which progress towards these targets might be made. The teachers review these plans twice a year and set new targets for the pupils as necessary.
16. The curriculum is regularly reviewed, in order to see where it might be improved. Physical education, for example, has been a focus for recent school improvement and the pupils have benefited from outside expertise, brought in as part of the school's participation in the Sports Partnership. There are beneficial links with a local Beacon school.
17. There is a choir and clubs for chess, drama and karate for the older pupils. Nevertheless, opportunities for the pupils to pursue their interests outside lessons are very limited compared with many primary schools. There are no sports clubs and no matches are played against local schools. There is a weekly homework club for pupils in Year 6. Visits are made to places of interest and pupils in Year 6 benefit from an annual residential visit.
18. The school is adequately staffed to meet the requirements of the National Curriculum. Administrative and non-teaching members of staff make a valuable contribution to school life. Overall, the accommodation is unsatisfactory. Strengths include an information and communication technology suite and a newly refurbished library, with a computerised book loan tracking system. However, parts of the building are in a poor state of repair and suffer

from inefficient heating and leaks. Some classrooms have no water supply for work in subjects such as art and design or science. The playground surface is in a poor state of repair, with worn out markings for creative games. There is nowhere for the pupils to sit. The school field is some distance away and is underused as a consequence. There is a disabled toilet but parts of the building are unsuitable for pupils with severe mobility problems. There are adequate resources to support teaching and learning in all subjects.

Care, guidance and support

The school has satisfactory procedures for pupils' care, welfare, health and safety. Support and guidance based on monitoring is satisfactory. The involvement of pupils through seeking, valuing, and acting on their views is unsatisfactory.

Strengths and weaknesses

- Child protection arrangements follow locally agreed procedures. Members of staff are aware of their responsibilities and to whom they should report.
- Regular risk assessments are conducted by an approved specialist contractor.
- Most children form good and trusting relationships with adults who work in the school and pastoral care is good.
- Informed advice and guidance has been limited by inadequate assessment procedures but these are now improving.
- The school has been slow to introduce a school council where pupils can express their views and put forward suggestions.

Commentary

19. The school's arrangements for pupils' welfare are satisfactory, overall. Child protection arrangements are secure. There has been recent training and members of staff are aware of their responsibilities. Health and safety inspections are undertaken by an approved contractor. The governors' health and safety committee reviews and prioritizes improvements in order to maintain a safe working environment. Weaknesses in the provision, which were not apparent at the last inspection, revolve around the state of the premises. Although there is a continuous programme of minor repairs to the aging buildings, there are recurring problems of leaking roofs and inefficient heating. The nursery play area does not have a soft landing area beneath the play equipment and some of the outside furniture is damaged.
20. Approximately twenty juniors disagreed in their pupil questionnaires that there was an adult they would turn to if they had a problem. This was far from evident in conversations held with pupils and from observations during the inspection. Pupils have trusting relationships with their teachers and say that if there are problems they are resolved quickly. Pastoral care is good and is effective in maintaining a happy school where pupils grow in confidence in an atmosphere largely free of oppressive behaviour.
21. Academic guidance is less secure because the school's assessment procedures, including marking, are not consistently or effectively applied to setting challenging targets for individual pupils. Apart from those pupils who have special needs and are provided with individual education plans, the school focuses on group targets. This has a detrimental effect on the support of individual pupils because their needs are not identified.
22. The school has good induction arrangements that are effective in settling children into school routines, and assessing attainment on entry. The school has unsatisfactory arrangements for canvassing pupils' views, and has not yet introduced a school council. Advice is being sought from partner schools on the best way forward. Nevertheless, pupils have limited opportunities to express their opinions in assemblies and during circle time. Some teachers make the most

of cross curricular links to encourage pupils' ideas such as planning playground improvements in a Year 5 information and control technology lesson which involved graphic modelling.

Partnership with parents, other schools and the community

Links with parents are good, overall. Satisfactory links have been established with the local community. The school's links with other schools and colleges are satisfactory.

Strengths and weaknesses

- Pupils and parents hold positive views of the school.
- The school is good at informing parents about the curriculum, and arranges courses so that they can support their children's education at home.
- Pupils' annual reports provide a comprehensive review of the year's work but provide little in the way of hard information on standards being achieved.
- Although the school is very open and members of staff are accessible, there are few formal opportunities to canvass parents' views and opinions.
- Satisfactory links exist with the local community and other schools; secondary transfer arrangements are effective.

Commentary

23. Links with parents are good, as they were at the time of the previous inspection. Parents hold positive opinions about the school and raised few concerns in their pre-inspection questionnaires. The school provides a good flow of information including year group topic coverage, and meetings are arranged to help parents support their children through the national tests. Pupils' annual reports provide a comprehensive overview of their children's progress, meet requirements, and share targets for improvement, but provide little comparative information about standards of attainment. Good support is provided by the parents and teachers association in raising funds for the school, and by parents and friends who provide regular volunteer help in school.
24. A minority of parents disagree that the school seeks the views of parents and takes account of their suggestions and concerns. Although the school has no formal procedures for canvassing opinions, the school is open in its dealings with parents and members of staff are accessible. Parents are welcomed to attend class assemblies and are kept updated with school news in reader friendly, twice termly newsletters.
25. The school has satisfactory links with the community. The main strengths are its links with sports clubs, who provide occasional coaching, and the basic skills training and curriculum workshops that are provided for parents. Visitors from the local community include the Salvation Army, and the Evangelical Church. The school hall is hired by a local karate club and pupils benefit from the opportunity to participate in the sport after school.
26. Secure links with other local schools and colleges have been established. There are effective secondary transfer procedures in place that include an induction week consisting of visits, meetings with teachers, sports and other activities. Cluster group membership has led to benefits such as the pooling of financial resources for teacher recruitment, and the development of staff training. The school provides teacher training places for students from the University of East London, and this has helped teacher recruitment.

LEADERSHIP AND MANAGEMENT

Governance of the school, together with the leadership of the headteacher and other key staff, is satisfactory. The strategies for managing the school are also satisfactory.

Main strengths and weaknesses

- The headteacher has established a good ethos and kept the school on an even keel during a period of considerable change.
- School development planning is effective and provides a clear direction to school improvement.
- The headteacher is well supported by the deputy headteacher and senior management team.
- The roles of subject managers are somewhat underdeveloped because they have too few opportunities to monitor teaching and to identify and share good practice and because several of them have only recently been appointed.
- The policy for the recruitment and retention of teachers is effective.

Commentary

27. The headteacher is providing a clear sense of purpose and setting high expectations for the school. He has established a strong, caring, orderly ethos in which pupils behave well and try hard. The headteacher, deputy headteacher and other senior managers make an effective team that has the capacity, knowledge and expertise to develop the school. Key staff show good initiative and lead very effectively by example. However, subject manager roles are somewhat restricted in scope because they have too few opportunities to share their good practice and help colleagues implement change; this should be remedied. The mathematics and science coordinators have only been in post a few months and need more time to become fully effective.
28. The systems for evaluating the performance of the school are satisfactory but not extensive. Senior management is aware of the main strengths and weaknesses at the school through its analysis of test and assessment results and is acting to bring about improvement. School development planning is comprehensive and detailed, the priorities are very relevant to need, and the documented plan provides appropriate guidance to others.
29. The arrangements for performance management of teachers are consistent with requirements and have satisfactory effectiveness. In 2002, the school gained the Investors in People award for its efforts to help members of staff develop professionally. All teachers are seen once a year by the headteacher and individual strengths and weaknesses in performance are reviewed. Subject managers, however, are insufficiently involved in this process or in working with selected teachers to improve their implementation of good practice. Subject managers have very little time during the working day when they are released from class teaching commitments so that they can carry out management tasks with other teachers.
30. The policy for recruitment and retention of teachers is effective. The headteacher is building a strong team of senior and subject managers following a series of recent, wise appointments by governors. The locality is experiencing difficulties in attracting teachers because of the high cost of living and headteachers in the area have sought to recruit newly trained teachers and teachers from overseas. The strategy of appointing newly trained teachers has been effective. The strategy for plugging gaps by appointing overseas teachers is satisfactory but the induction arrangements need to do more to brief overseas teachers on the National Curriculum and the National Literacy and Numeracy Strategies. The deputy headteacher and subject managers are beginning to make a significant contribution to the development of the school. Some recent developments, such as improvements to assessment, are showing signs of positive impact upon the work of the school. The significant turnover of teachers since the previous inspection has been managed well.

Financial information

31. Financial management is satisfactory. The procedures for planning expenditure and ensuring money is spent wisely are generally good. Income and expenditure per pupil are broadly average when compared to all schools but are lower than schools in nearby authorities that

benefit from London allowances and this is affecting recruitment and retention. Staffing costs are high compared to other schools. This is limiting the money available for other learning resources and particularly for building maintenance. Reserves at the school are reducing and are planned to be zero by the end of the present financial year. Governors are caught in a dilemma because of the proposed rebuilding of part of the school. They have spent money on refurbishing a classroom for Year 6 because of the increasing number of pupils. If they authorise further expenditure on redecoration or repairs, it may be wasted on a building that may soon be demolished. All those with governance of the school should resolve this dilemma as a matter of urgency because it is having a significant negative impact on teaching and learning in part of the school.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 772,118 |
| Total expenditure | 779,910 |
| Expenditure per pupil | 2,540 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 54,558 |
| Balance carried forward to the next | 46,766 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision is mixed, with several strengths and some weaknesses. The bulk of the children make typical progress and so the provision is just satisfactory overall but inconsistencies between classes in the Reception year mean that a minority of pupils underachieve. Proposals for rebuilding the accommodation have led to a freezing of investment and limited development while practice nationally has improved. The unsatisfactory accommodation and limited resources are constraining the work of the teachers. Current provision does not compare as well with the national picture as it did at the previous inspection. This is recognised by senior management

Main strengths and weaknesses

- The Nursery effectively helps children settle into the routine of school. Teaching in the Nursery, including the work of all members of the Nursery staff, is effective in meeting the children's varied learning needs.
- Teaching is inconsistent, particularly in the Reception year; half is effective and reflects nationally recognised good practice while other teaching lacks challenge and is slowing the progress of some children.
- The accommodation is unsatisfactory, particularly the provision for pupils to learn through physical activity outdoors; this affects progress in several areas of learning.

Commentary

32. The provision for the Foundation Stage is in the Nursery and Reception classes. Admission to the Nursery and transfer to the Reception classes is once a year in September. Nursery children attend part-time, either morning or afternoon.
33. The teaching in the Nursery is generally successful but provision in the Reception year has too much teaching that lacks effectiveness. In the Nursery, the teacher, nursery nurse, and assistants provide a purposeful range of activities that meet many learning needs well. They are constrained by resources and by the accommodation and some learning needs, particularly linked to knowledge and understanding of the world, physical development and creative development, cannot be fully met. Teachers in the Reception Year plan lessons jointly so that similar work is covered in both classes. This joint planning concentrates mainly on the tasks children do rather than what children are to learn from the tasks. The purposes that lie behind the tasks are being interpreted differently by teachers so that the same planning becomes effective in one class and ineffective in the other.
34. The inside and outside accommodation and the resources for pupils to learn through physical activity outdoors are unsatisfactory. The Nursery is housed in a part of the building originally constructed for pupils of secondary school age. It was adapted some years ago but has been allowed to become run-down since then because the whole of this part of the school is subject to rebuilding proposals. Governors are reluctant to spend money when the building may soon be demolished and replaced. The outdoor area is enclosed and access is safe but is too small, insufficiently developed and badly maintained. The lack of investment is affecting the quality and range of provision and is preventing the nationally agreed curriculum for the Foundation Stage being taught in full. The areas of learning most affected are knowledge and understanding of the world; creative development; and physical development. Currently, the outdoor area is used mainly for physical development using wheeled toys and one climbing frame. Seating, fencing, hard surfaces, and grassed areas are badly maintained and present hazards such as splintered wood, sharp wire projections, broken tarmac, and hard clay surfaces once covered in grass, all of which need urgent attention.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is satisfactory.

Main strengths and weaknesses

- Standards are broadly average and achievement is satisfactory.
- The provision effectively helps children to settle into the routine of school and learn to work and play with others.

Commentary

35. The attainment of about three-quarters of the children in the Nursery and in Reception is consistent with the national expectations for this area of learning and this is broadly average. The substantial majority of children enjoy activities and concentrate for relatively long periods. They are confident to express their needs and play with others. Almost all of the children in the Nursery and Reception are well adjusted to school life and settle to tasks and routines within seconds of arrival. A few recently entered children in the Nursery are less well adjusted and do not always show sufficient respect for others. This misbehaviour is dealt with appropriately by the adults and children quickly learn. A small number of children with special educational needs have extreme difficulty relating to others and the provision is helping them to adjust and make friends, albeit slowly. The Reception makes good provision for children to learn to cooperate and work together.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is just satisfactory.

Main strengths and weaknesses

- Standards are average in the Nursery but below average overall in the Reception, where a minority of pupils underachieve.
- Skills of speaking and listening are satisfactorily developed but insufficient emphasis is placed on the efficient development of early reading and writing skills.
- Too little is done to accommodate the learning needs of children who speak English as an additional language.

Commentary

36. The attainment of about 80 per cent of the children in the Nursery is consistent with national expectations for the age group and this is broadly average. These children are generally confident when talking to other children and to the adults who teach them. When playing, children talk to each other about their game, negotiate imaginary roles, and use language to guide the direction the game takes. They are beginning to use more complex sentences and to link statements so that more detail is provided. Children enjoy story time and respond well. The provision gives plenty of opportunity for children to talk to each other in appropriate situations but does not always extend these opportunities through effective adult intervention. In group and directed activities, adults concentrate on physical skills and could do more to stimulate verbal responses from children, getting them to explain what they are doing and to extend their vocabulary.
37. In the Reception year, about 75 per cent of the children are on course to attain or exceed the national goals for early learning by the end of the school year and this is smaller than typically found. The majority of the children have skills of speaking and listening that are appropriate for their age but their knowledge of sounds in words is underdeveloped, reflecting a lack of consistency in the teaching given to this important aspect. The bulk of the children have

appropriate early reading skills but the writing skills of about a third are relatively underdeveloped, again reflecting inconsistency in emphasis within the provision.

38. A few children in the Nursery and the Reception classes have significant language and communication difficulties and need special support. About 20 per cent of the Nursery pupils speak English as an additional language with a couple in the relatively early stages of acquiring English. Currently the needs of bilingual pupils are not adequately met. Although they participate in activities, the teaching does not do enough to help them extend their vocabulary of English words. The school is aware of this and, following the provision of funding by the local authority, is planning to appoint an assistant to help improve the provision for pupils learning English as an additional language before the end of the school year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is variable between classes and unsatisfactory overall.

Main strengths and weaknesses

- Standards are average in the Nursery but below average overall in the Reception year.
- Inconsistencies between classes are resulting in uneven progress and some underachievement in basic number skills.

Commentary

39. Provision in the Nursery is satisfactory and the children are developing appropriate number skills. About 80 per cent of the children in the Nursery have developed typical mathematical knowledge and skills for their age and this is about average. The provision in the Reception year is very mixed between classes and this leads to some children not achieving as well as they might. In the Reception year, standards are inconsistent between classes and below average for the year group overall. Where standards are below average, the children are capable of achieving higher standards but do not always do so because too much of the provision involves low level colouring, cutting and pasting tasks and not enough mental handling of numbers and solving problems relevant to the age. In one class, more than 90 per cent of the children are on course to attain or exceed the national goals for early learning by the end of the school year, with a third likely to do so much sooner. In the other class, about 60 per cent are on course to attain the national goals by the end of the school year and few to exceed them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is unsatisfactory.

Main strengths and weaknesses

- The provision is mixed in quality and range and is constrained by the limited resources, particularly but not exclusively for learning through physical activity outdoors.

Commentary

40. Provision in the Nursery and the Reception year is narrow in range and this is not helping children to extend their curiosity and interest in the world around them. The Nursery provides adequately for construction and technology through both small and large resources such as building blocks and construction toys. Play people and farm animal figures, provide opportunities for children to use and extend their imaginations. These resources are also available in the Reception classes and generally used well. What is missing is the opportunity to use regularly and frequently a broad range of natural and man-made materials together with a wide range of tools both indoors and out.

PHYSICAL DEVELOPMENT and CREATIVE DEVELOPMENT

41. Neither area of learning was a main focus of the inspection. The small amount of evidence available points to good levels of imagination and typical physical skills but insufficient opportunity to extend these creatively across a full range of learning experiences because of constraints caused mainly by the unsatisfactory accommodation.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory overall but with aspects for improvement in writing.

Main strengths and weaknesses

- Achievement throughout the school is good in reading and standards by Year 6 are above average, reflecting effective implementation of relevant aspects of the National Literacy Strategy.
- Achievement in writing is mixed and unsatisfactory overall. Standards in writing are below average in Year 6 and in Year 2, reducing standards in English overall to below average.

Commentary

42. About 90 per cent of the pupils in Year 6 are on course to attain or exceed the nationally expected level in reading, with more than a third likely to exceed expectations. This is better than the national picture. In writing, standards have improved slightly compared to the 2003 test results but even so, only about 60 per cent of pupils are on course to attain or exceed nationally expected levels and this is below average. In Year 2, standards in reading are broadly average with a substantial majority on course to attain or exceed expectations by the end of the school year but standards in writing vary too much between classes and are below average overall. In writing in Year 2, standards between classes vary from more than 90 per cent attaining appropriately for their age in one class to barely 70 per cent in another.
43. Almost all of the Year 6 pupils are independent in their reading. They read fluently, have preferences for particular authors and types of story, and cope very well with unfamiliar words. The most able are already reading books of adult difficulty and show very good understanding of main themes. Almost all pupils in Year 6 are achieving to their potential in reading, reflecting intelligent teaching. This picture of good achievement and above average standards is similar in Years 3, 4 and 5. In Year 2, the substantial majority of pupils are well launched into reading, recognise a large number of familiar words, and are developing the strategies to work out the pronunciation and meaning of words that are unfamiliar.
44. The majority of pupils in Year 6 can organise their writing effectively to suit the purpose. They mostly write stories, letters, and poems that capture the essence of the genre but are often weak on grammar, spelling and punctuation; basic skills that can be quickly remedied. This weakness in basic skills is the main problem in Years 3, 4 and 5 and reflects teaching that pays insufficient attention to this aspect of the subject. Many of the pupils in Years 3 to 6, particularly in Years 3 and 4 could do better in writing and are not fully realising their potential. This also is the case in Years 1 and 2 where the majority of pupils can write several sentences and link ideas but often pay scant regard to basic skills of grammar, punctuation and spelling. The most able in Year 2 are well ahead of expectations and can write lively and interesting stories with accurate punctuation and spelling, but this is the exception rather than the rule.
45. Teaching is satisfactory but with aspects for improvement. Teaching is particularly effective in reading, where good attention is paid to shared and guided methods and this is helping to

extend pupils' comprehension skills well. All of the teaching is satisfactory or better including half that is good or better and a small amount that is very good. The teaching in Year 6 is very good. At its best, the teaching is motivating and exciting pupils and encouraging them to give of their best; examples of this type of teaching are found in all year groups but not in every class. There is particular inconsistency in the teaching of basic writing skills, reflecting variations in teachers' subject knowledge and expertise in this aspect. Subject management has insufficient opportunity to observe and develop good practice in all classes and this is the main reason for the inconsistency in teaching and the variable achievement between classes. The curriculum is providing a reasonable range of worthwhile learning opportunities and is fairly effectively planned but subject management is not given the time to check the thoroughness of implementation and help those teachers experiencing difficulty. Resources are generally good.

Language and literacy across the curriculum

46. Opportunities for writing are being found in several subjects and these links are useful. The opportunities are built into the termly planning, and this is good practice, but the planning does not always specify the literacy skills to be developed through these links.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Strengths and weaknesses

- There is a strong emphasis on developing pupils' mental calculations and problem solving skills.
- Teaching is good in Years 3 to 6.
- There are high expectations for the presentation of pupils' work. Marking of pupils' work is often thorough and helpful.
- Assessment is not always used well enough to match work to pupils' differing needs.
- Standards are not high enough and have fallen since the previous inspection.
- Pupils, particularly those with potential for high attainment, are underachieving.
- The coordinator's role is not sufficiently developed; the coordinator has been in post only a few months and needs more time to settle into her role.

Commentary

47. By Year 2 and Year 6, standards are below average, which is a decline since the previous inspection, mainly because of underachievement of the oldest and more able pupils in mixed-age classes. In the most recent national tests for Year 6 pupils, attainment was below average. The proportion of pupils reaching the expected level of attainment was broadly in line with the national average, but the proportion of those reaching the higher level was not as good as the typical school. Nevertheless, the proportion of pupils reaching the expected level of attainment rose from 56 per cent in 2002 to 70 per cent in 2003. This is the result of good quality teaching. In the most recent national tests for pupils in Year 2, attainment was well below average. The proportion of pupils reaching the expected level of attainment was in line with the national average, but the proportion of those reaching the higher level was well below average and was not as high as in 2002.
48. Pupils with potential for higher attainment and those who have a particular talent in mathematics are underachieving. Pupils with special educational needs and those for whom English is an additional language make similar progress to other pupils. There is no significant difference in attainment between boys and girls.
49. By Year 2, higher attaining pupils use quick mental recall of number facts to 10 and beyond, but other pupils are less confident. The pupils recognise coins and add up totals. They

recognise number patterns, including odd and even numbers. They measure lines accurately in standard units and they record data satisfactorily by means of tables and graphs. Lower attaining pupils continue to reverse some of their numerals.

50. By Year 6, higher attaining pupils can solve word problems, but other pupils find this more difficult. They find it hard to understand what information is being provided and what exactly they have to find out, particularly if the problem involves more than one step. The pupils represent data by means of frequency tables, bar graphs and line graphs, but many pupils find it difficult to interpret graphs.
51. Teaching and learning are satisfactory in Years 1 and 2, with several examples of good teaching. In these year groups, the work often meets the needs of children with typical ability but does not always stretch the oldest and most able and this is leading to their underachievement. In Years 3 to 6, the quality of teaching and learning is good and sometimes very good. All pupils are fully included in learning in these year groups. There is a strong focus on developing the pupils' skills in mental calculations and problem solving. The teachers encourage the pupils to explain their methods. In a very good lesson in Year 6, this process of explaining what they had done helped the pupils to see that there is often more than one way of solving a calculation and it helped in their ability to subtract decimals. The teachers in Years 3 to 6 have high expectations for the presentation of work and the pupils respond well to this. Generally, the teachers make good use of resources to aid learning, including practical apparatus for younger pupils and for lower attaining ones, and information and communication technology. In a Year 4 lesson, the teacher made very effective use of a large fractions chart, which helped the pupils in their understanding of equivalent fractions and of locating fractions correctly on a number line. The teachers make good use of pupils' mistakes as teaching points. This helped pupils in Year 3 in their learning of doubling and halving. The teachers organise group work efficiently, although assessment is not always used sufficiently to respond to individual needs. A lack of consistent challenge for those with potential for high attainment means that these pupils underachieve. The teachers mark pupils' work regularly and positively, often providing useful guidance on how to improve. Plenary sessions are used effectively to consolidate learning and to set weekly homework.
52. The new coordinator's role is not yet sufficiently developed. She has started to gain an overview of standards through sampling pupils' work but there are insufficient opportunities for her to monitor of teaching and learning, making it difficult for her to assess the effectiveness of the school's action plan for improvement in mathematics. Some mathematics in Years 1, 2, 3 and 4 is taught in ability sets, with a view to matching work more closely to need. This strategy is very recently introduced and it is too early to judge the effectiveness of this arrangement.

Mathematics across the curriculum

53. The pupils make satisfactory use of their mathematical skills in other subjects. In literacy, for example, pupils in Year 6 illustrate a story about a road chase with accurate line graphs of the distance travelled in various times and in science, pupils in Years 3 and 4 use Venn diagrams to sort objects according to the materials from which they are made.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are average in Year 2 and Year 6. Pupils in Year 6 make good progress and achieve well. Pupils' attitudes to the subject are generally good.
- Teachers' questioning of pupils is good.
- Year 3 and Year 4 pupils achieve less well than expected.
- Pupils have few opportunities to design their own experiments.

- Little monitoring of provision in science takes place.

Commentary

54. Standards for Year 2 pupils are average. The proportion of pupils attaining the higher level has improved since the time of the last inspection and is now as expected. Year 6 pupils are in line to attain the expected standards by the end of the year as a result of very good teaching. Catching-up is required because in Year 3 and Year 4 pupils achieve less well. This is because they are taught in mixed-age classes and the work is not well matched to their differing abilities. Higher attaining Year 4 pupils and lower-attaining Year 3 pupils in particular suffer from these arrangements. The present half-termly plans do not offer enough support to teachers whose subject knowledge is insecure.
55. In the lessons seen during the inspection, teaching varied between unsatisfactory and very good. Overall teaching and learning are satisfactory throughout the school. In one very good lesson the teacher challenged the pupils to make a "sunrise model" using three coloured sheets of paper to show how the length of shadows changes according to the sun's position in the sky. This simple but ingenious device enabled all pupils to make gains in their learning. They were totally absorbed in the task, and encouraged to share short-cuts. Afterwards they had to write instructions for younger children to make the model. This is a good example of bringing extended writing into other subjects. Where teaching was unsatisfactory the task was not made clear to pupils, and not matched to their abilities. This meant higher-attaining pupils became bored and lower-attaining pupils struggled. Little learning took place. Teachers' questioning of pupils is generally good. They probe their understanding. Pupils' attitudes are usually good, and in the best lessons very good. They enjoy finding out about the properties of materials, as when Year 1 and Year 2 pupils handled ice and observed it melting during the day. More investigations and experiments are being planned, but usually the teacher closely directs them. Pupils have few opportunities to come up with their own ideas.
56. The subject leader is newly appointed and has not had time to make a difference yet. Pupils' workbooks are checked but lessons are not monitored, and little feedback is given to teachers. Some assessment takes place at the end of topics, but analysis of test results lacks rigour. Resources are not well organised, and there is no system for knowing who is using what. The use of information and communication technology to support science is under-developed at present.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**. No teaching was seen in Year 6 because of timetable constraints.

Main strengths and weaknesses

- Achievement is satisfactory and standards are average.
- Teaching is mostly good.
- The computer suite is used fairly effectively though the teaching in mixed age classes does not always challenge to oldest and most able pupils and this is leading to a small amount of underachievement.

Commentary

57. Nearly all of the pupils are attaining in line with national expectations and the substantial majority are making the progress that they should. Less able pupils are well supported and often make good progress. A few of the more able, however, could make faster progress. By Year 2, almost all pupils are able to log onto the network without much support and open the programs they need. They are confident users of the technology and have a broad, basic knowledge appropriate for their age. In word processing, for example, they enter text,

composing as they write, and make changes to the text to improve its sense and presentation. The most able are capable of learning more efficient editing skills, such as highlighting, dragging and dropping words to change their order, but have not yet had the opportunity to do so in lessons because the teaching largely concentrates on the needs of the majority with typical ability. By Year 4, the pupils are confident users of word processing and can use a fairly full range of program tools such as spelling and grammar checking devices and can select, highlight, copy and insert text efficiently.

58. Teaching is mostly good, though in mixed age classes is leading to a small amount of underachievement among the oldest and most able in each class. Good use is made of the computer suite to teach efficiently to large groups. Teachers' subject knowledge and expertise are good. Resources and accommodation are good.

Information and communication technology across the curriculum

59. Information and communication technology is satisfactorily used in other subjects. It is used in mathematics and science to display data graphically. It is used effectively in English to develop writing skills. It is used in the humanities to facilitate research using large data bases.

HUMANITIES

The humanities were not a main focus of the inspection. Provision in religious education was inspected and is evaluated below. It was not possible to observe any geography lessons during the inspection and so it is not possible to judge provision in that subject. Provision for history is satisfactory.

Commentary

60. An analysis of pupils' work in **geography** indicates that standards by Year 2 and Year 6 are broadly average, which reflects the findings of the previous inspection. Achievement is satisfactory. By Year 2, the pupils name some physical and human features of the local environment. They are developing an appropriate language to comment on location, such as *under, near, between*. The pupils know the names of the countries which make up the United Kingdom and they know about aspects of life on a Scottish island. By Year 6, the pupils know about environmental pollution and they talk about ways of improving the school environment. They know some of the causes of rainfall, and they understand the changing nature of a river and its valley from source to mouth. They compare life in Romford with that in villages in Tanzania and India.
61. An analysis of pupils' work in **history** and observations of three history lessons indicate that standards in history by Year 2 and Year 6 are average, which reflects the findings of the previous inspection. Achievement is satisfactory. By Year 2, the pupils know about some famous stories in British history, such as the Gunpowder Plot. They understand the significance of Remembrance Day. By Year 6, the pupils understand the importance of using both first-hand and secondary sources of evidence to find out about the past. They know about aspects of life in ancient Egypt and Greece and in Tudor England.
62. Overall, teaching and learning in **history** are satisfactory. The teachers provide sufficient opportunities for the pupils to research information for themselves, though, during the inspection, historical artefacts were insufficiently used to enhance learning. In a lesson in a combined class of Years 1 and 2 pupils, the teacher provided visual stimuli by displaying photographs which enabled the pupils to learn about the significance of war memorials, particularly on Remembrance Sunday. They learnt how Romford's war memorial differs from that at Harold Hill. The pupils saw the name Lambert on a memorial and recognised the link with the school's name. The lesson helped the pupils to learn that local civilians, as well as service men and women, lost their lives in wartime. In a Year 6 lesson, the teacher made effective links with literacy, as the pupils read from a passage from 'David Copperfield', in order

to learn about Victorian schooldays. The pupils wrote imaginative accounts in the role of a school-board officer catching truants at the railway station.

63. The coordinators' roles are under-developed. There is insufficient monitoring of provision or the quality of teaching and learning. There are no consistent procedures for assessing pupils' progress.

Religious education

Provision for religious education is **satisfactory**.

Strengths and weaknesses

- Resources for learning have improved since the previous inspection.
- Leadership and management of the subject are good.
- Year 6 pupils use their literacy skills well in religious education.
- Weak literacy skills hinder the progress of many pupils in other year groups.

Commentary

64. By Year 2 and Year 6, standards are satisfactory, which reflects the findings of the previous inspection. Achievement is satisfactory. Boys and girls attain equally.
65. By Year 2, the pupils talk about feelings and about occasions which have made them happy. They understand that although they are similar to other people in many ways, they are also special. The pupils understand the importance of saying 'Thank you' and they relate this to Christians' way of saying 'Thank you' to God at harvest time. They know some Bible stories, such as the Creation, Joseph and David and Goliath and they are familiar with some of the miracles of Jesus. They are beginning to learn about some features of Hinduism and Judaism.
66. By Year 6, the pupils make good use of their literacy skills in writing about harvest as a time of sharing for Christians. In a topic based on the temptation of Jesus, the pupils devise imaginative dialogues between the angel and the devil in an imaginary situation at home. Many pupils in Years 3 to 5 show much weaker writing skills, particularly spelling, and this hinders their progress. The pupils know that the Bible is made up of lots of different kinds of books and different types of writing. They know some Bible stories, including the Nativity and the Easter story.
67. No lessons were observed in Years 1 and 2 or in Year 6. In Years 3 to 5, teaching and learning are satisfactory, with examples of good teaching. The teachers are secure in their knowledge of the locally agreed syllabus and they make effective links with literacy. They ensure that all pupils are fully included in learning. Effective use is made of drama, in order to enhance learning. In a Year 5 lesson, this helped the pupils to understand that the birth of Jesus was not welcomed by everyone. The teachers emphasise key words. In a lesson for pupils in Years 3 and 4, this helped in the learning of different kinds of celebrations. In another lesson in the same year group, the teacher used a display of greetings cards and pictures, which helped the pupils to learn more about the nature of celebrations. Assessment is not always used effectively to match work to the widely differing needs of the pupils.
68. The coordinator has made a good start in managing the subject. She has ensured that there is an extensive range of resources to support learning and this is a significant improvement since the previous inspection. She is aware of the need to develop whole school procedures for assessing pupils' progress and she has made a positive start in building up a collection of pupils' work at agreed levels of attainment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music, art and design, and design and technology

69. No judgements can be made about provision in these subjects because insufficient evidence was seen during the inspection. In **music** a specialist teacher was observed teaching singing to several classes together in the hall. Her very good subject knowledge is having a beneficial effect on the standard of singing, which bodes well for future productions. Teachers often use this time to do other things in their classrooms, so a training opportunity for them is missed. In **art and design** work on the walls suggests art is no longer the strength it was at the time of the last inspection and that standards have declined. In **design and technology** a good photographic record of work produced over the year suggests the subject is well taught and standards are at least in line with expectations.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The new scheme of work is improving teachers' subject knowledge.
- The subject is well led and managed.
- The Schools' Sport Partnership provides useful training opportunities.
- There is no formal system for assessing pupils' progress.
- The school's spacious playing field is not used enough.

Commentary

70. Attainment continues to be in line with national expectations throughout the school and there has been satisfactory improvement since the previous inspection. A new scheme of work is helping teachers with detailed lesson plans. Mixed-age classes make planning difficult, but the subject leader has adapted the scheme to cover this. All areas of learning are taught, including swimming to Year 5 and Year 6 pupils, and outdoor pursuits through a Year 6 residential visit.
71. Teaching is satisfactory. It was judged good overall at the time of the last inspection, but since then there have been many staff changes. In lessons seen pupils were keen and cooperated together well. Large classes mean organising them can be complicated. Teachers ask pupils to show their work, but pupils do not tend to analyse one another's movements. Sometimes teachers spend too long talking to pupils, with less time for actual activity. In one good lesson, the teacher had high expectations of pupils and helped pupils to move in imaginative ways by encouraging them and showing them new techniques. In other lessons pupils were not required to work at full capacity, and did not achieve so well.
72. A Schools' Sport Partnership enables the subject leader to have time for training and to share good practice with other teachers. She leads the subject well. Resources are well managed and accessible. At present there is no formal system of assessing pupils' progress. The school does not run any sports clubs itself, although outside providers offer karate, and cricket in season. The school's field is very spacious but rarely used, particularly during the winter months. It is not so remote for this to be a barrier. Opportunities for teaching games are being missed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education is satisfactory.

Main strengths and weaknesses

- Pupils have regular opportunities to discuss personal and social issues in weekly sessions entitled 'circle time'.
- There is appropriate, planned provision for sex education and for raising awareness of drugs misuse.

Commentary

73. There are regular opportunities for pupils in each class to discuss relevant issues, such as family relationships, respect for the elderly, role models and concern for the environment. Assemblies make a further contribution to this part of the curriculum. The pupils think of people less fortunate than themselves by supporting a number of charities. They learn about the dangers of drugs misuse. There is formal sex education for pupils in Years 5 and 6. However, there is no school council to provide pupils with a formal opportunity to communicate their views and make a contribution to the running of the school where it is relevant for them to do so.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 4 |
| How inclusive the school is | 4 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 5 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 3 |
| The quality of education provided by the school | 4 |
| The quality of teaching | 4 |
| How well pupils learn | 4 |
| The quality of assessment | 5 |
| How well the curriculum meets pupils needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 5 |
| Accommodation and resources | 5 |
| Pupils' care, welfare, health and safety | 4 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 5 |
| 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 | 4 |
| The leadership and management of the school | 4 |
| The governance of the school | 4 |
| The leadership of the headteacher | 4 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 4 |

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

