

INSPECTION REPORT

ELLEN WILKINSON PRIMARY SCHOOL

Beckton, London E6 5UP

LEA area: Newham

Unique reference number: 102759

Headteacher: Mr Peter Simmonds

Lead inspector: Mrs June Punnett

Dates of inspection: 26 – 28 January 2004

Inspection number: 256047

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 – 11
Gender of pupils: Mixed
Number on roll: 398

School address: Tollgate Road
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London
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Appropriate authority: Governing Body
Name of chair of governors: Dawn Hutcheon

Date of previous inspection: 7 December 1998

CHARACTERISTICS OF THE SCHOOL

This is a larger than average primary school with 398 pupils, with 119 children in the Foundation Stage classes including 62 in the Nursery. The school has a part-time Nursery. The school is bigger than it was at the time of the last inspection. The proportion of pupils eligible for free school meals is above that found nationally. Almost half the school's pupils are from minority ethnic groups and just under a third are at the early stages of learning English as an additional language. Around 17.5 per cent of pupils have special educational needs, mostly with moderate learning difficulties; this is broadly average. Five pupils have a statement of these needs; this figure is below the national average. The turnover of teaching staff has been high during the past two years, and the mobility of pupils affects standards in the school. The attainment of pupils on entry is below average.

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6-8
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9-12
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12-17
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18-19
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20-31
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school is not effective enough but, overall, it provides a satisfactory education for its pupils. Pupils have good attitudes to work and their behaviour is good. Although the quality of teaching and the school's leadership and management are satisfactory, the school provides unsatisfactory value for money because standards are low and pupils are under-achieving.

The school's main strengths and weaknesses are:

- Pupils' interest in school life and the quality of relationships within the school promote a positive atmosphere in which to learn.
- Pupils' behaviour and attitudes are good.
- In English, mathematics and science, standards by the end of Years 2 and 6 are much lower than they were at the last inspection.
- The governing body has failed to ensure that the school meets the statutory requirements in religious education in Years 1 to 6 and collective worship for five-year-olds.
- Governors are insufficiently involved in planning for the school's future.
- The quality of teaching in the Reception year and in Years 1 and 2 is unsatisfactory overall.
- Pupils who speak English as an additional language under-achieve as their needs are not clearly identified.

The school is less effective than at the time of the last inspection in December 1998. Outstanding issues are already identified in the school's development plan for action. Aspects of the provision in the Foundation Stage and Years 1 and 2 are less effective than in 1998. Test results since then have shown little improvement, although they have improved in science for 11-year-olds, when compared to similar schools.

Although the school is providing an acceptable level of education, the low standards across the school and the under-achievement of pupils mean that this school has serious weaknesses.

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	E	E
Mathematics	E	C	E	C
Science	D	E	D	B

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

Pupils' achievement is unsatisfactory overall. The standards are not as good as at the time of the last inspection. The standards achieved by pupils in Year 2 in 2003 were amongst the lowest five per cent of all schools in reading and mathematics, and well below average in writing. Current standards in Years 2 and 6 remain well below average overall. Children's achievement in the Foundation Stage is unsatisfactory overall, and it is unlikely that many children will achieve the national expectations in most areas of learning by the time they join Year 1, except in their personal, social and emotional development. Pupils with special educational needs make sound progress and achieve satisfactorily. Pupils who speak English as an additional language make unsatisfactory progress, because their needs are not clearly identified. However, this is partially explained by the high number of pupils who join the school, and by staff instability.

Pupils' attitudes, behaviour and general approach to learning are good. **Their personal qualities, including their spiritual, moral, social and cultural development are satisfactorily developed.** Attendance is satisfactory, but many pupils are not punctual to lessons and this means that pupils miss many important aspects of their learning.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory and the quality of teaching is satisfactory too. Very good teaching was seen in some junior classes. However, there were weaknesses in the teaching of the Reception classes and teaching in Years 1 and 2 is unsatisfactory overall. Lesson planning does not always meet the needs of pupils with special educational needs and those who speak English as an additional language. The school has satisfactory procedures to assess pupils' work in English and mathematics. In other subjects, the assessment of pupils' progress is unsatisfactory, but developing.

Curriculum provision is unsatisfactory and fails to meet statutory requirements in religious education throughout the school, and collective worship for five-year-olds. The school cares for its pupils well. Some accommodation is unsatisfactory because it is too small and sometimes noisy, making it hard for pupils to concentrate. There are good procedures for promoting good behaviour and ensuring pupils' welfare. The school's partnership with parents and the local community is satisfactory.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are satisfactory. The management of the school is satisfactory. Governors have a developing grasp of their responsibilities. At present governance is unsatisfactory as the governing body fails to ensure that the statutory requirements for religious education in Years 1 to 6 and collective worship for five-year-olds are met. For the past two years, finances have not been managed well and the monitoring of the school's budget by the governing body has been insufficiently rigorous. Realistic targets are set for improvement, although they are hampered through the lack of a stable, permanent staff and considerable pupil mobility in Year 6. The monitoring of teaching and learning is insufficiently programmed and has a limited impact on raising standards and improving the quality of teaching in some classes.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The relationships between the school and parents are satisfactory. Parents think that the school is satisfactorily led and managed and that staff treat their children fairly. They made no significant criticisms of the school, although they would like more consistent homework and raised some concerns about the provision for pupils with English as an additional language. The inspection team agrees with most of the parents' views.

Pupils enjoy coming to school. In discussions with inspectors, they emphasised their enjoyment of participating in the school's council. They did not complete the questionnaires that survey opinions about the school but older pupils confirmed to inspectors that they liked it.

IMPROVEMENTS NEEDED

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

- Improve the quality of provision, standards and teaching in Reception classes.
- Raise standards and achievement in Years 1 to 6, particularly in English.
- Improve the provision for pupils with English as an additional language across the school.
- Develop the governing body so that it has a greater impact on deciding the school's future.
- Seek to improve the accommodation for teaching and learning.
- Quickly review and develop policies for all subjects and rapidly continue to implement assessment procedures.

and, to meet statutory requirements:

- Ensure that requirements are met for religious education in Years 1 to 6, and in collective worship for five-year-olds.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils under-achieve in most subjects because teachers, in many subjects, have no means of assessing pupils' progress accurately enough. Teachers' planning for pupils who speak English as an additional language is insufficiently clear; this limits these pupils' progress.

Main strengths and weaknesses

- Achievement is unsatisfactory overall.
- Provision for pupils who speak English as an additional language is unsatisfactory and, as a result, most such pupils' achievement is unsatisfactory.
- Though overall standards are lower now than at the time of the last inspection, they are higher in information and communication technology (ICT) and also better now for the higher attainers in science.
- Standards achieved in religious education are well below average.

Commentary

1. Standards in the majority of subjects are not as high as at the time of the last inspection. However, standards in ICT across the school have improved and are now average. Standards achieved in the 2003 end of Year 6 national tests were well below average in English and mathematics, and below average in science. In relation to pupils' prior attainment at the end of Year 2, Year 6 results in English were well below average, in mathematics average and in science above average. In the 2003 end of Year 2 national tests, the school was placed in the bottom five per cent of all schools for reading and mathematics. The trend in the school's National Curriculum results in all core subjects over recent years has been below the national improvement trend for both Year 2 and Year 6. Standards seen during the inspection were well below average in Years 1 and 2 in reading, writing, mathematics and science. They were well below average in English by Year 6 and below average in mathematics and science.

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

Standards in:	School results	National results
Reading	12.6 (13.0)	15.7 (15.8)
Writing	11.9 (12.1)	14.6 (14.4)
Mathematics	13.2 (15.1)	16.3 (16.5)

There were 49 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	23.8 (25.5)	26.8 (27.0)
Mathematics	24.8 (26.6)	26.8 (26.7)
Science	28.1 (27.4)	28.6 (28.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year

2. Over 26 per cent of pupils come from families where English is not their home language. Pupils who speak English as an additional language attain standards that are below national

expectations but similar to their English-speaking peers. Their achievement is unsatisfactory. Many pupils who are learning English cannot access the curriculum and this contributes to their lower standards and unsatisfactory achievement.

3. Overall, children in the Foundation Stage make unsatisfactory progress in their learning as a result of weaknesses in the Reception curriculum and lack of support for children with English as an additional language. In Years 1 to 6 there is under-achievement in a good proportion of subjects, apart from in ICT and mathematics across the school and science in Years 3 to 6. This is as a result of staff instability and the movement of pupils in and out of the school. The majority of pupils, including those with special educational needs, make unsatisfactory progress over time in English. The lack of developed assessment procedures in the majority of subjects also impacts negatively on pupils' achievement. The achievement of pupils who speak English as an additional language is unsatisfactory as there are no clear systems yet in place to identify the pupils' levels of need or the support they require to access the curriculum. This group of pupils achieves similarly to other pupils. By the end of Year 6, boys achieve less well than girls in English and science, but slightly better in mathematics. There are no differences in the achievement of different ethnic groups.
4. The school has set unsuitable targets for the abilities of the current Year 6 pupils in English, and it is unlikely that these will be met. A very few pupils with special educational needs achieve satisfactorily in relation to their prior attainment; most do not, in spite of the high adult/pupil ratio and the level of support they receive. Good use is made of the learning mentor who works with pupils having behavioural difficulties.

Pupils' attitudes, values and other personal qualities

Pupils behave well and are interested in their learning. Attendance is satisfactory, although too many pupils arrive late in the morning. The school makes satisfactory provision for pupils' personal development.

Main strengths and weaknesses

- Behaviour is good because there are consistent high expectations.
- Pupils want to learn and get involved in school life.
- The learning mentor and teaching assistants who double as lunchtime supervisors make particularly effective contributions to pupils' social and moral development.
- Relationships within the school are good.
- Attendance has improved significantly in the last term as a result of very good monitoring.
- The school gives insufficient support to improve the punctuality of a minority of parents and pupils.

Commentary

5. Pupils are happy in school, and are keen to learn. Teachers expect them to co-operate and they usually manage to get on with the tasks they are given without fuss. They behave well in class and those with behavioural problems manage because they are well supported. Teachers use class rules, rewards and sanctions well to promote good behaviour, and pupils respect them. This was similar at the time of the last inspection. There have been 14 fixed term exclusions in the last school year, used appropriately as an indication of unacceptable behaviour. The number of permanent exclusions has been highest amongst Black British African, Black African and White British pupils, but not disproportionately given the ethnic make-up of the school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.0
National data	5.4

Unauthorised absence	
School data	0.8
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – any other mixed background
Mixed – White and Asian
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Chinese

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
147	6	0
27	0	0
15	0	0
0	0	0
16	1	0
0	0	0
9	0	0
23	0	0
35	2	0
20	0	0
94	5	0
11	0	0

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

- Although pupils come from a wide range of backgrounds and do not have common experiences, they mix well. Relationships between them are good, so that racist comments or bullying are uncommon. When these are reported, the school deals with them satisfactorily. Although not formally planned, the school makes good provision for pupils' social and moral education through the good relationships that exist between pupils and all the adults in the school. Many of the lunchtime supervisors also work as classrooms assistants, giving continuity for pupils throughout the day. Working alongside the learning mentor, they offer very good support to pupils and help them mature socially and in their understanding of right and wrong. Pupils know that they are listened to, and go to them for help. For example, a group of four girls who had fallen out were given time, space and support and encouraged to talk through and resolve their problems.
- Pupils with special educational needs behave well and have good attitudes to their work. They are praised and encouraged to achieve by all adults. They are well integrated into the life of the school and cared for and supported by their peers. This contributes to spiritual development, which is nevertheless unsatisfactory overall because of the lack of taught religious education lessons in the school.
- Pupils' and teachers' home languages are displayed throughout the school but, although pupils are well integrated, there is scope to develop further their appreciation of each other's cultures and faiths. For example, assemblies do not always catch pupils' imagination, and so leave one or two restless and acting disrespectfully during the time for prayer or reflection.

9. The school council that existed at the time of the last inspection did not continue. A new council, started this school year, is well trained. Members are taking their responsibilities seriously; they gain in confidence and older pupils chair meetings sensitively. They listen to each other and share out tasks, learning to make decisions together and also gaining some understanding of being responsible.
10. Attendance improved significantly last term, as a result of very good monitoring and support from the educational welfare officer. In the previous school year the attendance rate was well below that of other schools nationally, and it had been at this level for some years. It is now better than other schools, but the rate of unauthorised absence is still high. Parents' support has played an important part in improving attendance, and the school is hoping to repeat this success with improving punctuality. Too many pupils arrive late for school, and some are not collected promptly enough at the end of the day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. The curriculum, although adequately planned, lacks breadth and balance. It is unsatisfactory as it fails to meet the requirements of the locally agreed syllabus for religious education in Years 1 to 6 and fails to hold a daily act of collective worship for five-year-olds. A satisfactory range of extra-curricular activities supports the curriculum. Teaching is satisfactory overall. The assessment of pupils' standards and progress is satisfactory in English and mathematics, and unsatisfactory in the remaining subjects. Accommodation is unsatisfactory overall, as many areas are too small. Resources are satisfactory. The school provides a good standard of care for its pupils. It has sound relations with parents.

Teaching and learning

Teaching and learning are satisfactory overall. The assessment of pupils' work is satisfactory in English and mathematics but unsatisfactory in science, ICT, religious education and the foundation subjects.

Main strengths and weaknesses

- In Years 1 to 6 there is a lack of challenge for the more able pupils.
- Assessment procedures are sound in English and mathematics but underdeveloped in science and other subjects.
- Teachers do not show clearly in their lesson plans how the needs of pupils with English as an additional language will be met and the teaching of such pupils is unsatisfactory.
- In Years 3 to 6, the quality of teaching is never less than satisfactory.
- Teachers in the Reception years lack a good understanding of the early years curriculum and, as a result, children under-achieve.
- There is insufficient focus on the development of children's early language skills in the Foundation Stage.
- Teachers have a positive attitude to the diversity of languages present in the school.

Commentary

11. The teaching of English and mathematics is satisfactory overall, and the teaching of literacy and numeracy is satisfactory in all classes. The majority of teachers have a sound knowledge of the subjects they teach. In science and physical education the quality of teaching is good overall; in other subjects it is satisfactory. Behaviour is generally managed well, although, with a proportion of challenging pupils in all classes, some teachers are more successful than others. Overall, the staff are good role models. All staff work hard to build pupils' self-esteem so they grow in confidence. The majority of pupils try hard with their work and this helps them to be relatively successful in their learning.

12. The quality of teaching received by pupils who have English as an additional language is unsatisfactory. Most teachers do not have records of their pupils' stages of fluency in English and as a result support is not appropriately targeted. Teachers and assistants have not had in-service training and their skills are insufficient to meet the needs of these pupils. The teaching assistant for bilingual pupils provides satisfactory support in the lessons, but when she is not there pupils do not have access to the curriculum. In almost all lessons there are teaching assistants who support pupils but, as they are not skilled in teaching pupils who speak English as an additional language, there are missed opportunities.
13. Occasionally the teaching of pupils with English as an additional language is good. For example, one teacher planned appropriate work, used good questioning, explained the key subject vocabulary well through miming actions and presented work with a strong visual content. The teacher ensured that pupils understood what they were required to learn and maintained high expectations of their work and behaviour. This resulted in pupils' good achievement. But this is not the norm. Staff who teach younger children do not consistently place a strong emphasis on developing their speaking and listening skills. Teaching could be improved if adults consistently modelled language using structure at an appropriate level, increased the opportunities for speaking, planned shorter steps (for example, key vocabulary to be taught weekly) and used prompts and resources in lessons to support understanding.
14. Teachers have a positive attitude to the diversity of languages present in the school. This adds significantly to bilingual pupils' ease and as a result they are willing to learn and participate in lessons even though they are not fluent enough fully to understand the content and express their ideas. The resources are insufficient; for example, there is only one dictionary in Lithuanian, the mother tongue of the majority of new arrivals, and only one teaching assistant uses it.
15. The school's records of pupils who are learning English as an additional language are old and out-dated. Revised records could show the school how many pupils are fairly fluent and how many are at the early stages of learning. It would then be possible for the school to make appropriate arrangements to provide support and rigorously monitor progress to improve pupils' standards and achievement.
16. The pupils with special educational needs achieve satisfactorily in some lessons. They achieve as well as their peers but could do even better if the targets laid down in their individual education plans (IEPs) were more consistently used by the teachers in their lesson planning. In Years 1 and 2, higher-attaining pupils are not always sufficiently challenged in lessons. This is similar in Years 3 to 6, except in science where the subject manager gives teachers good guidance about providing appropriate challenge in lessons. Day-to-day descriptive records are kept of pupils' progress but they are not clearly analysed to help set targets for future improvement. Pupils are involved in self-assessment but do not always know how to improve their work.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (16%)	13 (27%)	22 (45%)	6 (12%)	0	0

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

17. Teaching in the Foundation Stage is satisfactory overall, as it was at the time of the last inspection. However, the teaching of early language skills is unsatisfactory as writing is not consistently taught and this limits children's progress. Although satisfactory in the Nursery, some unsatisfactory teaching was seen in the Reception classes as a result of teachers not following closely enough the requirements of the Foundation Stage curriculum. Very few structured play activities were available to children and there were limited opportunities for them to access the outside area. Teaching assistants give children good support. There is too

much unsatisfactory teaching in Years 1 and 2, but teaching in Years 3 to 6 is satisfactory overall, with some very good lessons seen.

18. The use of assessment in English and mathematics helps pupils to reach their potential. In all other subjects, co-ordinators have action plans for the development of assessment strategies which are not yet firmly in place. In the most successful lessons, the pace is brisk, pupils' behaviour is well managed and lesson planning takes full account of the varying needs of pupils. However, the practice is inconsistent across the school. The marking of pupils' work is also inconsistent; where it is good, pupils are made aware of what they need to do in order to improve their work. In most classes, classroom assistants make a sound contribution to the quality of learning.

The curriculum

Although generally relevant to the ages and interests of its pupils, and with a satisfactory range of subjects that meet the statutory requirements of the National Curriculum, the curriculum overall is unsatisfactory. This is due to the lack of full coverage of the locally Agreed Syllabus in religious education, and a few further minor weaknesses in other subjects, rendering it incomplete. Pupils have satisfactory opportunities to enrich their learning. A high turnover of teaching staff undermines continuity and the building of progress through the curriculum. Resources are satisfactory. The accommodation is unsatisfactory due to noise permeation in the building and to the lack of space for some activities.

Main strengths and weaknesses

- The 'Network Project' – a local schools' initiative for the integration of a range of subjects – emphasises creativity and independent research well.
- The programme for religious education does not meet requirements.
- The high staff turnover means that the match of teachers to the curriculum needs of pupils is unsatisfactory.
- Aspects of the accommodation are unsatisfactory.
- The curricular provision for the under-fives is unsatisfactory, as is the accommodation for children in the Reception year.

Commentary

19. The school has recently engaged in some very worthwhile new aspects of curriculum development: firstly, the local schools' 'Network Project', designed to encourage creativity and independent research in integrated areas of the curriculum and, secondly, the establishment of daily reading workshops in the school to further literacy skills. However, the curriculum provided by the school is unsatisfactory overall because, in religious education, the requirements of the Newham Agreed Syllabus are not fully met. This represents a decline from the situation reported in the last inspection. The school meets requirements to provide a daily act of collective worship with the exception of that for five-year-olds in Reception classes. There are weaknesses in the planning of the curriculum for the Foundation Stage children as a result of the lack of understanding by the Reception teachers about what constitutes good practice, and unsatisfactory co-ordination by the acting co-ordinator. The arrangements for the development of pupils' personal, social and health education are unsatisfactory. The appropriate teaching of sex education and the dangers of the misuse of drugs are satisfactory.
20. The curricula for the main core subjects of English, mathematics and science are generally sound, but there are further minor weaknesses in the range of curricular opportunities. These are weaknesses in design and technology and in the lack of a co-ordinator for information and communication technology. Additionally there is a lack of structure to ensure full coverage of subjects involved in the new initiative of the local schools' 'Network Project' for integration of

non-core subjects, although it is a valuable initiative. The school is, however, aware of these shortcomings and is preparing action to redress them.

21. All groups of pupils, apart from those who speak English as an additional language, have equal access to all parts of the curriculum and to extra-curricular activities. The curriculum is satisfactorily adapted for the needs of the majority of pupils including those with special educational needs. On occasions, the higher-attaining pupils do not achieve as well as they could because of imprecise curriculum planning, although in science, in Years 3 to 6, sufficient challenges are given to the higher-attaining pupils. Many pupils who are still in the early stages of learning English do not access the taught curriculum due to lack of appropriate support. The school is successful in providing a curriculum that reflects a positive attitude towards a range of cultures and languages. There are many notices and signs in other languages to show that the school values different cultures and languages. There is a satisfactory range of extra-curricular activities available to pupils, although these are limited in the area of sports. Special events, visits and visitors to school provide additional enrichment for the curriculum.
22. The provision for pupils with special educational needs is satisfactory. There is good early identification in the Foundation Stage and good support by outside agencies to provide advice. There is a high pupil/adult ratio with most support staff providing appropriate support to help pupils access the full curriculum. Staff cope well with pupils with complex disabilities but would benefit from further training. Children in the Foundation Stage requiring full-time support may have as many as five different adults working with them. At times, this affects continuity in the learning. There are missed opportunities to include ICT as targets on pupils' individual education plans.
23. Recruitment and retention of teachers is a difficulty for the school, resulting in a high turnover of staff. Thus the match of teachers to the curriculum needs of pupils has been and remains unsatisfactory, since the breadth of the curriculum, continuity and progression of learning are compromised by this situation, affecting pupils' achievement. At present there are three advanced skills teachers working in the school to support less experienced or overseas colleagues. The school has recently appointed an access and inclusion co-ordinator who is working hard to ensure that the school's provision takes account of the needs of all pupils. The match of teaching assistants to pupils' needs is satisfactory, and they provide satisfactory support for pupils through their curricular learning.
24. Resources are satisfactory overall, across the curriculum, except for the lack of a well-equipped library. The accommodation, though having some attractive aspects, impedes learning through bad acoustics in the hall and noise permeation in classroom teaching areas, which reduce attention and concentration, and through lack of space in certain areas. These are the class teaching areas, the music room and the ICT room; the latter two rooms have no windows, and ventilation is difficult. There is also no suitable space for a library. These drawbacks reduce pupils' opportunities for achievement in learning.

Care, guidance and support

The school takes good care of pupils' welfare. The learning mentor is readily available and offers pupils very good support. Class and school councils are beginning to involve pupils in decision-making. The school provides satisfactory provision for pupils' support, advice, and guidance.

Main strengths and weaknesses

- The school has no secure procedures to ensure that pupils work in a healthy and safe environment.
- The learning mentor provides high quality support for pupils.
- Governors are not sufficiently involved in monitoring pupils' welfare.
- There is good pupil involvement through the school council.
- Parents are pleased with the school's induction procedures.

Commentary

25. The school takes good care of its pupils' welfare. This is not as good as at the last inspection. A strength is the continuity offered by the support staff, over a period when teacher turnover has been high. There are plenty of support staff available throughout the day. They are able to deal with any upsets, incidents or illnesses immediately. A number also act as midday supervisors, and care at lunchtime is particularly good. The learning mentor provides very high quality support for pupils throughout the day. She makes herself available to them if they want help, and also arranges regular times to see pupils with specific pastoral needs or behavioural problems. She runs courses on social skills and self esteem for groups of pupils.
26. There are satisfactory links with the local secondary school, and there is an organised transfer process to support pupils when they leave school at the end of Year 6. Induction procedures for children who enter the Nursery are satisfactory. The school makes sound arrangements to induct pupils who enter the school at other times of the school year. Parents are happy with the arrangements made when their child starts school.
27. Teachers provide satisfactory academic guidance for pupils. They now give pupils English and mathematics targets showing them the strand of the National Curriculum they are working towards. These are not based on monitoring and, for more able pupils, are easily achievable.
28. Pupils who are learning English as an additional language are well integrated in the school life and mutual respect and tolerance of others' values underpin the strong relationships within the school. Pupils with special educational needs are well cared for and given good guidance in their personal development. Guidance in their academic development is more restricted.
29. Governors are not sufficiently involved in considering pupils' welfare. The site manager takes day-to-day responsibility for health and safety, but there is no formal routine 'walkabout' and governors have not offered an external perspective. For example, they have not considered the environment in which pupils work: in spite of regular cleaning, the toilets smell; and although fruit is available at break as a healthy snack for infants, juniors have only crisps and soft drinks.
30. Child protection procedures comply with those agreed locally, and those teaching assistants undertaking qualifications also receive relevant training. The playground offers an interesting range of play spaces, and there are shady areas and places to sit. Accidents and injuries are properly recorded, and there are sufficient adults trained in first aid.
31. The school council, which was in place at the time of the last inspection, was allowed to lapse, but a new system of class and school councils has been started this year. In only their third meeting, the pupils were beginning to take responsibility for various aspects of the playground and to share the tasks they are researching. Pupils' involvement is satisfactory.

Partnership with parents, other schools and the community

The school has satisfactory links with its parents and its community. Parents have concerns about the effects of high staff turnover on their children's education. The school benefits from some good support from teachers from nearby schools.

Main strengths and weaknesses

- Parents receive a useful information guide each term.
- Advanced skills teachers from other schools provide good support.
- Parents are not involved enough in supporting their children because they are not given good enough information.

Commentary

32. This area of the school's work is not as good as at the last inspection. The school's reputation has fallen and parents say it is no longer their school of choice. They are particularly concerned about the effect of teacher turnover on their children's education, especially for one Year 6 class. Some parents, concerned about their choice of secondary school, talked about moving their child early. The school has collected no information on this but it appears that 67 pupils, including 12 families, have moved away in just over a term. Staff turnover is high and standards have fallen - parents are right to be concerned.
33. Written information for parents is very wordy and takes little account of their needs. A good information guide is sent out each term, about the curriculum and giving some guidance on how to help at home. These are updated as they are used, but some extra advice, like museums to visit and books to read, is repeated across years, which reduces its usefulness. Newsletters appear only termly. End-of-year reports are satisfactory although they do not give parents enough new information. They are dominated by detail of what the child knows, understands and can do but do not clearly tell parents how their child is getting on in relation to their own capability or National Curriculum expectations. As a result, parents are an under-used resource in raising pupils' achievement.
34. The school's arrangements for parents who are not fluent in English are unsatisfactory. It is left to parents to contact the school if they need help. The school has not yet developed strategies to inform parents about the school curriculum and how to help their children in learning even if they do not speak the language, for example how to continue to develop their language and mathematical skills in their own mother tongue. The school tries to pair parents who speak the same language and has involved parents in writing notices and labels in different languages. Parents of pupils with special educational needs are closely involved in their children's work. The school could provide an even better service by showing the parents how to help their children at home.
35. The school is situated in a regeneration area with little natural community. Previous governor links with the church and local gym no longer exist. A local supermarket provides a commercial link, and parents are trying to exploit this. The school does benefit from the support of four skilled teachers from other local schools working alongside its own teachers.
36. The parents' association would like to exploit the cultural diversity among parents by repeating their successful after-school Christmas craft sessions with parallels for occasions like Chinese New Year and Eid.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is satisfactory. The headteacher leads the school soundly and is well supported by other members of the senior management team. Governance of the school is currently unsatisfactory.

Main strengths and weaknesses

- The newly appointed senior management team are working effectively together to improve the school's performance.
- The governing body has not ensured that statutory requirements are met in religious education and collective worship for five-year-olds.
- Financial management, in allowing a deficit budget to increase over two years, has been insufficiently rigorous.
- The co-ordination of the Foundation Stage and that of the provision for pupils who speak English as an additional language are currently unsatisfactory.
- The deputy headteacher and core subject co-ordinators make a good contribution to the management of the school.

Commentary

37. The headteacher is developing a sound management team with newly-appointed senior managers. He is committed to the school and works hard to ensure that the needs of the pupils are paramount when making decisions. His role in monitoring the quality of teaching and learning, however, has lapsed, although monitoring of standards has continued through the sampling of books. The deputy headteacher sets a good professional example in her work, either through class teaching or leading the school through the new assessment and tracking procedures. The core subject co-ordinators make a good contribution to the management of the school. Other co-ordinators are very new in their posts. The present temporary co-ordination of the Foundation Stage is unsatisfactory.
38. The co-ordinator for special educational needs (SEN) is newly in place but she has already taken on board the areas for improvement as identified in a recent LEA review. She has a clear plan of action. She has yet to monitor the planning, teaching and learning and ensure that appropriate training for staff meets the needs of individual pupils on the SEN register. She has yet to analyse data and track the progress of ethnic minority pupils so that targets can be set for individual pupils.
39. The co-ordinator for pupils with English as a second language is new, and the leadership and management role is developing. At present the co-ordination is unsatisfactory. Since the appointment, she has put procedures in place to assess pupils' fluency in English for those who have recently joined the school with little or no English. She has developed an action plan that appropriately indicates the development needed to improve pupils' achievement and thereby standards.
40. In conjunction with the local education authority, the school is monitoring its performance and setting targets appropriately for school improvement and curricular planning. The networked learning initiative has thrown up some anomalies that senior staff are already rectifying. The assessment procedures in English and mathematics are satisfactory, but in science and other subjects they are unsatisfactory. These procedures are being developed by the deputy headteacher and subject leaders. The school's financial resources have deteriorated into deficit due to the high cost of supply teachers. This means that less money has been available to spend on curriculum resources and the development of the accommodation.

41. The governors have yet to establish an effective working partnership with the school in their role as critical friends and have relied too heavily on information received directly from the school. The governing body is relatively new and does not yet have a clear understanding of the extent of its role and responsibilities. This is evident in its role of challenging the school about budget management. The governing body fulfils its statutory responsibilities with the exception of ensuring that the statutory requirements for religious education in Years 1 to 6, and collective worship arrangements for five-year-olds, are met.
42. The school used the Ethnic Minority Grant to appoint a teaching assistant, but the governing body has not monitored the effectiveness of the money spent in terms of raising achievement and standards. For the last two months, the school has put procedures in place to support pupils who join during the year with little or no English. Currently the school has identified about 25 pupils and one trained teaching assistant provides additional support to about 15 pupils and monitors others' progress. At the last inspection spending was monitored 'closely on a very regular basis'.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	£1,111,621	Balance from previous year	(27,839)
Total expenditure	£1,143,575	Balance carried forward to the next	(58,793)
Expenditure per pupil	£2593.14		

43. Financial management by the administrative staff is satisfactory. The governors are not yet in a position to increase funding to meet curriculum needs or to improve the accommodation. The school utilises ICT well for administration and satisfactorily for the education of the pupils. Although the school's costs per pupil are not high, the low standards and under-achievement of pupils, and the unsatisfactory governance, mean that this school provides unsatisfactory value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS IN KEY STAGES 1 AND 2

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. The school provides a satisfactory education for children in the Foundation Stage overall but provision is unsatisfactory in Reception. In stark contrast to the spacious allocation for Nursery, the accommodation in Reception is cramped. This, coupled with lack of staff expertise, does not allow for the Foundation Stage curriculum to be fully taught. The Reception classes do not have regular access to the outside environment. There is no daily act of collective worship provided for five-year-olds, as is required.
45. Children start Nursery on a part-time basis at the start of the term in which they will be four. They move into the Reception classes in September and January. Attainment on entry to the nursery is below average especially in speaking and communication. Progress and achievement are satisfactory in the Nursery but children in the Reception classes do not achieve as well as they should. By the time they are ready to start Year 1 of the National Curriculum, levels are still below those expected except in personal, social and emotional development.
46. Against a background of significant staff changes, limited early years' expertise, and an 'acting' co-ordinator, teachers and assistants are working hard to provide a satisfactory level of education, but improvement has been limited since the last inspection. Lack of co-ordination means that staff are not working together as team.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- By the start of Year 1, most children make sound progress and attain the expected level and achievement is satisfactory.
- Although staff make detailed observations, they do not use this information to plan for individual children.

Commentary

47. The social skills of the children entering the Nursery vary widely and there is good early identification of children with special educational needs. Some of these needs are very complex and support staff do not always have the range of expertise, resources and experience to deal with these challenging disabilities. There is good inclusion to ensure that these children are integrated as much as possible and it is a pleasure to see how they are cared for by their peers. Teaching is satisfactory and staff encourage good habits and behaviour. Reception children walk sensibly to the hall and use appropriate social skills when eating their lunch.
48. Activities provided give appropriate opportunities for children to develop their concentration and work harmoniously with each other. Some show that they are aware of others and the majority start Year 1 having achieved the expected level in this area. For example, many share activities like looking at books and most occupy themselves for a reasonable length of time.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers talk to children with respect and are patient in waiting for a reply.
- Good opportunities are provided for children to enjoy stories.
- The achievement of children is unsatisfactory.
- There is no additional support for children who speak English as an additional language.
- In Reception, there are limited opportunities for role-play to help develop speaking and listening skills.
- Writing skills are taught inconsistently.
- Children will not reach the expected outcomes by the end of the Reception year.

Commentary

49. Teaching and learning are satisfactory overall but unsatisfactory teaching was seen in Reception. Few children are on course to attain the early learning goals by the end of the Reception year. This is because many start the Nursery with poorly developed language skills, for example speaking single words or using body language to communicate. Teachers do not have sufficient expertise in the teaching of literacy to help the children make the progress they should. Achievement is unsatisfactory, as children are given limited opportunities to express themselves clearly. In role-play, the majority are still talking alongside others, rather than with them.
50. All children are encouraged to take books home to share with their parents, and the teachers write useful comments to help parents support their children. However, many parents do not make return comments or support their children with reading at home.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- The achievement of children is satisfactory.
- Children's limited English language skills mean it is difficult for them to describe their mathematical ideas.
- There is minimal support for children who are at a very early stage of learning English.
- Children are not likely to reach the expected outcomes by the end of Reception.

Commentary

51. Teaching and learning are satisfactory in the Foundation Stage. Adults develop the children's mathematical skills and particularly their use of mathematical language. Adults question the children whilst they are engaged in a variety of activities, always trying to draw out and encourage mathematical understanding. On one occasion, the teacher asked 'Can you count the number of legs on the dinosaur?', when the children were learning about animals. The lowest-attaining children learnt the difference between 'up' and 'down' when playing with equipment in the hall. They match colours and numbers through a range of games and develop their skills further by chanting a range of number songs. Most decide if something is 'small' or 'big', but concepts such as 'taller' or 'shorter' they find very challenging. By the end of the Reception year, standards are below what is expected, but achievement is satisfactory.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The outside environment provides a valuable resource but is not used fully by Reception children.
- The achievement of children is satisfactory with the exception of information and communication technology where it is unsatisfactory.
- Children will not reach the expected outcomes by the end of Reception.

Commentary

52. Teaching is satisfactory in the Nursery and Reception classes, and children are beginning to develop a sense of community and to think about their place in the world through assemblies and learning about the religious Festival of Eid. The outside school garden is a wonderful resource to enable the children to learn about nature. This could be developed even further, if a wider range of stimulating, hands-on resources was provided. Children's limited use of computers, tape recorders and programmable toys hampers development in these important technological skills.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children develop skills in using their hands and bodies well.
- Teachers' planning for outside activities does not always show what the children are expected to learn.
- Children in Reception do not have free continuous access to the outside garden.
- Children will not reach the expected outcomes by the end of Reception.

Commentary

53. Teaching in physical development is satisfactory and the children achieve satisfactorily. Standards at the end of the Reception are below those found nationally. All children develop their manipulative skills by handling dough, scissors and small toys. Nevertheless, hand-eye co-ordination is sometimes weak, causing frustration for some of the children in their construction work. This also affects their holding of pencils. Children have limited experiences of large-scale climbing equipment, as the area is too muddy to be used during the winter. Full use is not made of the outdoor area as an additional classroom for learning. Activities are not well planned and there is insufficient challenge. Opportunities are missed to link play in this area to other areas of learning.

CREATIVE DEVELOPMENT

Provision in creative development is **unsatisfactory**.

Main strengths and weaknesses

- Children's development of their creativity in Reception is hampered because of insufficient stimulation in art, music, dance and imaginative role play.

Commentary

54. The Reception environment does not make full use of a wide range of experiences and resources to enrich the children's learning. The dressing-up clothes, for example, are stored away in a box, there is only one easel available for painting and there are limited activities on

offer that the children can respond to by using different senses. Children's achievement is not satisfactory by the end of Reception and the limited opportunities mean that few will reach the standards expected.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- There is some good teaching, particularly in Years 4 to 6.
 - Leadership and management in the subject are good.
 - The school has recently established daily reading workshops for pupils, that are helping to develop pupils' reading skills.
 - Self-assessment and evaluation are now well promoted.
 - Standards are well below average at both key stages, and pupils' achievement over time is unsatisfactory.
 - Speaking and listening are not well developed.
 - Facilities for pupils to learn book and research skills are limited because there is no library.
55. Standards in English attained by pupils, both in Year 2 and in Year 6, are well below average for age, and this is the same as the picture provided by the most recent results for the school in the national tests and assessments for 2003. It represents a decline in standards attained since the last inspection. Major factors influencing this trend are lower standards now when children enter school, mobility of pupils and a high turnover of staff. Very frequent teaching staff changes, due to difficulties of recruitment and retention, limit continuity and the building of progress in pupils' learning. The majority of pupils, including those with special educational needs and those learning English as an additional language, have made unsatisfactory progress over time, against their previous learning and for their capabilities. Boys tend to do significantly less well than girls. However, in many satisfactory, good and very good lessons observed during the inspection, pupils are now beginning to make satisfactory or good progress in their learning, and higher attainers are generally appropriately challenged.
56. This incipient improvement is due to the initiatives made and established by the well-informed subject co-ordinator. They include the adoption of regular daily reading workshops for all pupils and promotion of cross-curricular opportunities for literacy teaching and learning. Staff have received in-service training, and all staff have had help and advice on planning and assessment, as well as establishing self-assessment for pupils against their individual targets.
57. Standards in speaking and listening are well below average throughout the school. Although pupils are keen to speak, and confident to take part in conversations and discussions, at all ages their speech and language, including grammatical structure and vocabulary, are generally immature. Teaching staff and assistants try hard to extend speaking, listening and thinking skills by the use of questioning, by including many opportunities for small group and paired discussions, and by modelling good levels of the use of language. However, although plenary sessions are exploited for reporting, and assemblies offer opportunities for presenting drama, there is no school policy or scheme of work for the development of oracy. Achievement of all pupils is generally unsatisfactory in terms of progress over time and their capabilities.
58. In reading, standards are similar to those found in speaking and listening. They are well below average for age in both Years 2 and 6. Pupils generally read accurately the texts they are given. Older pupils begin to develop reading preferences and can mention favourite authors or titles. Pupils are encouraged to read at home. Reading workshops are focused on reading for meaning, a valuable advance in the school's plan to raise standards. However, pupils in Year 6

are not familiar with the Dewey system of book classification, and lack opportunities for independent research and practice in library skills. The achievement of all pupils over time is unsatisfactory, although indications in lessons observed showed that achievement now in many lessons is improving.

59. Standards of attainment in writing are well below average for age in both Year 2 and Year 6. Teaching of joined handwriting from Year 2 is a recent innovation, so many pupils in older age groups still find this difficult to maintain in their work. A good range of purposes for writing is given to pupils, and they enjoy this, using ideas creatively to respond to their tasks. However, the immaturity of their language hampers many in expressive terms, despite much emphasis on a wide vocabulary from teachers. In Years 1 and 2, many pupils cannot sustain writing at sufficient length for their age, finding the secretarial tasks inhibiting to their creative ideas. At the top of the school, pupils take care with their final presentation of work and like to publish their writing. Their work is well celebrated and attractively displayed. The achievement of all pupils in writing is generally unsatisfactory over time, although, as in reading, progress in many lessons observed indicates some improvement.
60. The quality of teaching and learning is satisfactory throughout the school overall, but it is variable and ranges from unsatisfactory to very good. Teaching in the subject in Year 6 is good. Turnover of teaching staff is high, affecting continuity and the building of progress in the subject despite frequent up-to-date in-service training. Where teaching is unsatisfactory, tasks are ill matched to pupils' previous learning and their capabilities, so that they are either insufficiently challenged or given work too hard for them. Sharp attention to ongoing assessment is not adequately used to influence forward planning. Where teaching is good, pupils are impelled forward in short successful steps, ensuring plenty of practice and reinforcement of learning. Good teaching is also imaginative and enthusiastic, capturing the interest of pupils.
61. The co-ordinator, in post only since September, has already made inroads on restructuring the subject. She has excellent subject knowledge and clarity of vision about the way ahead. She surveys planning, samples work, and monitors assessment, but has not had time or opportunity yet to monitor teaching throughout the school on a systematic basis. Data is analysed to create school targets, and is also analysed for the performance of different groups. However, the last school targets in the subject were unrealistically high and were not achieved; the current target also appears to be unrealistic, indicative of some lack of precision in analysis.
62. Resources in the subject are satisfactory. Some features of the accommodation are unsatisfactory and limit learning in the subject. These are the noise permeation in crowded classrooms and the lack of a library. Enrichment in the subject is good, except for the absence of the library, making it satisfactory overall.
63. Since the last inspection, pupils' standards have declined, and so have standards of teaching and assessment. Reasons for the decline have already been given.

Language and literacy across the curriculum

64. Information and communication technology is used satisfactorily within the subject, and there is good utilisation of opportunities from other subjects, such as science, art and history, to exploit the development of literacy. Standards attained by pupils in reading, writing and oracy across other subjects are the same as those in English.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards of current Year 6 and Year 2 pupils are below the national average.
- Teaching and learning are satisfactory overall.
- More able pupils are not sufficiently challenged.
- Assessment is satisfactory.

Commentary

65. The proportion of Year 6 pupils reaching the Level 4 in 2003 test results was very low because over 40 per cent of pupils attained the lower levels. However, the proportion of Year 6 pupils attaining the higher level, Level 5, was only below the national average. When compared with similar schools the results were average. The national test results for Year 2 were very low and well below average when compared with similar schools.
66. Current Year 6 and Year 2 standards are below the national averages but pupils' achievement is satisfactory. There are a number of pupils who have special educational needs and some pupils are in the early stages of acquiring fluency in English who, due to lack of English vocabulary, do not always access the work. Frequent changes of staff, many of whom are inexperienced, do not help pupils to build consistently on previous learning. In all classes, the range of ability is too big to cater for the needs of all pupils. For example, in Year 6, pupils were working between Level 2 and Level 5. The school is looking at strategies such as setting pupils according to ability to lessen the range of ability per lesson. The deputy headteacher has started to provide targeted support for under-achieving pupils in Years 6 and 2.
67. Pupils with learning difficulties are given satisfactory support as they work towards their personal targets. Pupils who speak English as an additional language do not always access the work due to lack of staff understanding and skill in how to teach pupils who speak English as an additional language. As a result, their progress slows and contributes to lower standards achieved by the school. Their achievement overall is unsatisfactory. Boys and girls achieve similar standards.
68. By Year 2, pupils can count, order, add and subtract numbers to 20. Pupils know the names of regular shapes such as the square, rectangle and circle. They are beginning to understand about standard units when they measure with rulers. By Year 6, most pupils are familiar with the four basic rules of number and apply what they know when they learn about the use of brackets. However, often pupils who could tackle more demanding concepts are not given work of appropriate levels of difficulty.
69. Overall teaching is satisfactory. In some lessons teaching was good. In these lessons, teachers set a good pace, switching activities when concentration lapsed. They involved pupils actively, looking for answers on pupils' whiteboards to check their understanding. Questions were used well; for example, in a Year 4 lesson, word problems were well explained and the teacher made sure that all pupils understood the vocabulary well before starting the work.

Pupils' behaviour is managed well, praise and encouragement stimulates pupils to work harder. Relationships are warm and friendly and based upon mutual respect. This provides pupils with a safe and secure place to learn. Most teachers' expectations of pupils' work are insufficiently high and, as a result, the more capable do not consistently receive work that provides challenges to enhance their learning.

70. Assessment is satisfactory. Pupils' work is marked well and pointers are given for further development. Individual targets for learning are set and pupils have an overview of their achievement. The school has started tracking pupils' progress but it is not yet rigorous enough to identify gaps in learning in the various aspects of mathematics. As the system is new, the school is not able to measure pupils' progress to identify under-achievement, if any, and implement strategies to remedy it.
71. The co-ordinator provides satisfactory leadership and management. She is aware of the need to improve teaching and learning through in-service training for teachers and teaching assistants to improve pupils' achievement and thereby standards. The priority to develop pupils' skills in using and applying mathematics is appropriate. Good standards found during the previous inspection have not been maintained, as a result of unsatisfactory teaching in the previous years and a change in the school's intake.

Mathematics across the curriculum

72. Pupils use numeracy satisfactorily in science and information and communication technology, when they store and interpret information in graphs. In art, pupils make references to shapes in their work. However, there is no clear plan to enable pupils to derive full benefit in all subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are rising in Years 3 to 6.
- Standards in Years 1 and 2 are well below average, and pupils under-achieve.
- The co-ordinator has good subject knowledge.
- Assessment is currently unsatisfactory.

Commentary

73. Since the last inspection, standards in science have not risen sufficiently in Years 1 and 2. The number of pupils who join the school in Years 3 to 6 during crucial times of the academic year makes it hard for the school to raise their test results by the end of Year 6. Taking account of the improved quality of subject co-ordination, the influx of pupils who often have little English, the quality of teaching in Years 3 to 6, and the improvement in results at the end of Year 6 when compared with similar schools, the school has made satisfactory improvement since the last inspection. In 2003, standards by the end of Year 6, when compared to all schools, were below the national average. When compared with similar schools, standards achieved were above the national average. The targets set for 2004 are lower than those of 2003, but they reflect the abilities of the current Year 6 group of pupils. From the teaching and learning seen during this inspection, pupils look likely to achieve their targets by the end of Year 6. Achievement in science is satisfactory in Years 3 to 6 and unsatisfactory in Years 1 and 2.
74. Inspection evidence from lessons and work analysis shows that standards have risen insufficiently in Years 1 and 2, and remain well below the national average by the end of Year 2. This is partially due to previous staff instability and lack of recorded work. Standards are likely

to be below average by the end of Year 6, although the proportion of pupils attaining the higher Level 5 looks on track to meet or exceed the national average.

75. From the lessons observed, pupils' work and teachers' planning, it can be seen that science lessons are planned carefully and teachers have satisfactory or better subject knowledge. Overall, the quality of teaching and learning are satisfactory in Years 1 and 2, and good in Years 3 to 6. Pupils of most abilities respond positively to the subject and are included well in lessons, including those with special educational needs. Sometimes, pupils who speak English as an additional language have insufficient support and this means that they cannot access the curriculum adequately. As a result they under-achieve in science. Successful lessons have good pace and opportunities for group activities. There are good opportunities for discussion and skilled use of support staff. Teachers and pupils use technical vocabulary to describe situations. The majority of teachers teach with enthusiasm. Most teachers are aware of pupils' progress and differing needs. They are aware of the need to use more practical work based on pupil ideas and to create opportunities to provide increased challenge for the more able. Work sampling showed the weaknesses in the consistency of marking pupils' work. Where it helped pupils to improve, useful comments were evident in pupils' books. In Years 1 and 2, there is a lack of recorded work, and this means that the more able pupils are insufficiently challenged. Resources are adequate but the accommodation is unsatisfactory as class areas are too small for practical work.
76. The co-ordination of science is good. The co-ordinator has good subject knowledge and has assessed the needs of the school and prepared an action plan. This plan includes the development of investigative and experimental work in science across the school; the further development of the use of ICT and assessment to support learning; and steps to improve the consistency in science teaching and to address the low standards in Years 1 and 2. The co-ordinator has sensibly removed science from the creative learning project as aspects of the National Curriculum were missed out. She is aware of the strengths and weaknesses in the school and this bodes well for the future. Positive links include those with the environmental project staff who teach appropriate aspects of the subject, such as the water cycle, through the Networked learning Project. The co-ordinator plans to set the pupils by ability before February half-term in order to raise standards further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Improvement in resources has been good.
- Confidence and interest in using computers amongst pupils is good.
- Limited planning and use of information and communication technology across the curriculum means that pupils do not achieve as well as they might.
- Pupils' work is not systematically recorded and assessed.
- The computer suite is cramped, and this is restricting for staff and pupils.
- Limited co-ordination has resulted in the subject not being developed quickly.
- Teachers' good management impacts positively on pupils' good behaviour in lessons.

Commentary

77. The development of the computer suite has led to satisfactory improvement since the last inspection. It is regularly time-tabled so that all year groups receive focused tuition for increasing technical skills as well as practical sessions for refining their talents. The introduction of the scheme of work has been well managed but the lack of a co-ordinator to monitor the teaching and learning has meant that problems with both the hardware and software has restricted the progress made. At present, pupils' work is not collated and marked

systematically, so that pupils do not always know how well they have achieved and what to do to improve their work.

78. Pupils in Year 2 and in Year 6 reach average standards and achieve satisfactorily. Pupils successfully investigate the different icons on various programs. At a higher level, this attention to basics enables pupils in Year 6 to begin to experiment successfully, using search engines on the Internet, and find ways of narrowing their search quickly. Pupils find excitement in learning when they are successful. This contributes to their spiritual development.
79. The quality of teaching and learning is satisfactory, but progress is affected by the very cramped conditions in the computer suite. Valuable additional support allows for pupils to receive individual attention so that all pupils, including those with special education needs and those who speak English as an additional language, are able to achieve the learning objective. Teachers' good management impacts positively on pupils' good behaviour and they work safely together.

Information and communication technology across the curriculum

80. The computer suite is used well for specific lessons, but it is not used enough for other subjects so that skills that are learnt can be practised in other curriculum areas, such as science, mathematics or English. There is a limited display of ICT work.

HUMANITIES

81. In the humanities, work was sampled in **history** and one lesson was seen. It is therefore not possible to make an overall judgement about the school's provision, standards and pupils' achievements or improvements since the last inspection. No judgements can be made about current standards in **geography**, due to lack of evidence. There was little work in pupils' books and on display for a judgement to be made about provision, standards and pupils' achievement or improvements from the previous inspection. No lessons were observed therefore judgements on teaching and learning cannot be made.
82. In the history lesson observed, the teacher successfully used a visit to a museum to inspire interest and promote worthwhile learning about toys from the past. This motivated pupils to answer questions, talk about the toys and discuss ideas with one another. Other good features identified included the effective use of resources, building upon prior knowledge, making simple observations of objects and using appropriate vocabulary. For example, when learning about different houses in the nineteenth century, the pupils observed that houses can have particular features, differing in number of rooms, furniture or types of rooms.
83. Management of history is satisfactory. Since September, a new programme of work has been in place, which aims to focus on increasing historical inquiry. The knowledgeable co-ordinator, very recently in post, has a good development plan for this subject. The co-ordinator is already introducing positive developments such as a new assessment system and a programme to ensure secure coverage and links with other subjects.

Religious education

The provision for religious education is **unsatisfactory**.

Main strengths and weaknesses

- The subject does not meet the statutory requirements as laid down by the locally agreed syllabus.
- Pupils' achievement is unsatisfactory and their standards are well below those expected for their age.
- Insufficient time is given to teaching the subject.

Commentary

84. Provision and standards in this subject have fallen since the previous inspection from satisfactory to well below expectations, and achievement is unsatisfactory. Pupils with special educational needs and those learning English as an additional language also achieve unsatisfactorily.
85. Pupils' work in books and on display was analysed. There was no work in pupils' books and only a little on display. In a discussion with Year 6 pupils, it was clear that pupils' knowledge and understanding of religious beliefs was poor. This is because the school has not yet begun to teach the subject consistently. The initiative through the 'network for learning' is not working for this subject and the school is now planning to teach it separately.
86. Overall judgements on quality of teaching and learning cannot be made as only one lesson in Year 2 was observed. The quality of teaching and learning was satisfactory in that lesson. Pupils were learning about the story of Joseph. The skilful use of questions enabled pupils to empathise with how Joseph felt when he was thrown in the pit by his brothers, and put in jail later on. The school celebrates and values the world religions and festivals within the school community. For example, there have been celebrations for Diwali, Harvest festival, Christmas and Eid.
87. The co-ordinator is new and her role is still developing. She has organised the resources and artefacts and the topics to be taught but has not yet been able to influence the implementation of the curriculum or develop teaching and learning, thereby affecting achievement and standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. In **design and technology**, the evidence drawn from a review of pupils' completed work, work on display and discussions with Year 6 and Year 2 pupils shows that the requirements of the National Curriculum are met but that standards are likely to be below average. These are lower than at the time of the last inspection. This is because insufficient time is spent on the subject and pupils have long gaps between projects. It is therefore difficult for them to build up systematically and also remember the basic skills to be learnt. Good links are made with other subjects such as history and science, when pupils make torches or design Greek vases. Pupils record the design and evaluation elements of their work. However, work is often incomplete and unmarked, so pupils do not learn how to improve. No systematic arrangements are in place to assess pupils' attainment and progress. The use of ICT is limited. The co-ordination is satisfactory and there is a clear plan of action.
89. In **music**, only one lesson was seen. It is, therefore, not possible to make a firm judgement about provision, standards, the overall quality of teaching and learning or improvement since the last inspection. In the Year 2 lesson, teaching was satisfactory although standards were

below those expected for Year 2 pupils. However, with an improved focus on the subject it is likely that pupils will meet the expected levels by the end of Year 2. In the lesson, pupils sang tunefully to aspects from the school's scheme of work. The teacher had secure subject knowledge and had established positive relationships with the class. The music room accommodation is unsatisfactory. It is far too small for a whole class and lacks proper ventilation. The co-ordination of music is satisfactory and there is a clear plan of action.

90. Only two lessons were seen in **art and design** and it was not possible to make a firm judgement about provision. Furthermore, sketchbooks are not in use in the school, and the subject documentation is out of date, although planning indicates appropriate content, subject to monitoring by the co-ordinator. Both this and work on display indicate a good balance between the knowledge and the practical strands of the subject.
91. Neither of the two lessons seen were typical. In Year 6, a visiting sculptor discussed with pupils their ideas of attractions for a remodelling of a local leisure centre, for which they subsequently made drawings and simple models using plasticine, paper and card. In Year 4, the absence of one teacher was to have been covered by another, who, just before the lesson started, was called away to an emergency. The teacher finally teaching the lesson had no opportunity to study plans or prepare for the topic of skills in portrait drawing. Implications drawn from these lessons indicated satisfactory teaching and learning in both lessons, below average attainment in the Year 6 lesson, and average attainment for age in the Year 4 lesson. In these lessons, pupils' achievement was satisfactory. It is not possible to assess achievement of pupils in the school in general over time.
92. Standards of work seen in classroom and corridor displays indicated average standards of attainment for age across the school, and displays were well mounted and attractive. There was little evidence of three-dimensional work or of the use of information and communication technology. In the last inspection, standards were reported as good, thus the current situation represents a decline in standards.
93. The new co-ordinator of the subject has not yet had the opportunity to revise the outdated documentation for the subject, which she hopes will ensure that progress in building of skills in the subject does not suffer due to the themed nature of planning within the local Network project. She has not had the opportunity either for monitoring of lessons, although she sees planning and views outcomes of work in displays. The 'Network Project' has value for art and design, through the integration of other subjects, such as that seen in the study of portraits of Henry VIII in connection with a history topic on the Tudors. Resources are satisfactory in the subject, and enrichment is also satisfactory, with the opportunities afforded by a regular arts week and the occasional visits of artists, as well as visits to a range of different galleries and study sites for pupils.

Physical education

The provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Standards are in line with national expectations by the ends of Years 2 and 6, and achievement is satisfactory.
- Very good teaching by visiting physical education specialist.
- Detailed scheme of work in place.
- Lack of time allocated to physical education results in pupils not achieving as highly as they could.
- No formal assessment procedures are in place.

Commentary

94. Standards are in line with expectations by the end of both key stages. Pupils' achievement is satisfactory. There has been satisfactory improvement since the last inspection.
95. Pupils choose, combine and use skills with control and fluency. Pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress through the school.
96. By the end of Year 6, pupils show an understanding of balancing, mirroring and matching and have opportunities to explore different ways of movement, including dance. In dance, pupils performed with confidence and agility. For example, when moving in the style and character of a King, they understood how to build a sequence of movements carefully and accurately. Good links were made with history work on Henry VIII. Swimming standards are average by the end of Year 6.
97. Teaching and learning were good overall in the lessons seen, with some very good teaching in lessons taken by a visiting physical education specialist. A detailed scheme of work supports teaching and learning in the subject. Where there was effective teaching and learning, teachers used warm-up sessions well, motivating pupils to generate their own ideas and ensuring a lively pace to the lessons. Where teachers used the subject-specific vocabulary, this created high calibre learning opportunities.
98. There is satisfactory management of the subject. A good action plan is in place, and planned improvements are realistic and thorough. The lack of a formalised assessment system means that it is difficult to pitch lessons at the correct levels for pupils' abilities. The use of ICT is planned to consolidate and support the provision for pupils who speak English as an additional language. The time allocated to physical education is minimal and extra-curricular sporting activities are limited.

PERSONAL, SOCIAL AND HEALTH EDUCATION

99. No lessons were seen in this subject and no pupils' work was available for analysis, so it is not possible to make a judgement about standards, pupils' achievements or the quality of teaching and learning. The curriculum section of this report judges provision to be unsatisfactory overall.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	4
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
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	5
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).