

INSPECTION REPORT

GLADE PRIMARY SCHOOL

Iford

LEA area: Redbridge

Unique reference number: 102806

Headteacher: Ms Jas Leverton

Lead inspector: Mrs T Chakraborti

Dates of inspection: 8-10 December 2003

Inspection number: 256212

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;	407
School address:	Atherton Road Clayhall Ilford Essex
Postcode:	IG5 0PF
Telephone number:	020 8708 0200
Fax number:	020 8708 0190
Appropriate authority	The governing body
Name of chair of governors:	Mr Paul Mathias
Date of previous inspection:	2/3/1998

CHARACTERISTICS OF THE SCHOOL

This is a large mixed primary school, currently attended by 407 pupils aged 3 to 11 years. It is a multicultural and multiracial school where pupils come from almost all minority ethnic communities, the largest ones amongst these being the Asian or Asian British Indian, Asian or Asian British Pakistani, Black British Caribbean and Black British African communities. There are eight refugee pupils from Eritrea, Somalia, Sri Lanka and Kosovo. There are no traveller pupils. A high proportion of pupils speak a first language other than English and 56 pupils are at an early stage of learning English. The main languages spoken, other than English, are Urdu, Tamil and Punjabi. The 2001 census indicates that an increasing number of pupils are coming from families that are socially and economically disadvantaged. The number of pupils entitled to a free school meal is broadly in line with the national average. Pupils' mobility is increasing. There is a high turnover of pupils each year; 41 pupils joined and 29 left the school last year. The proportion of pupils identified with special educational needs, including statements, is broadly average and they have a wide range of special needs. Overall attainment on entry to the school is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12603	Tusha Chakraborti	Lead inspector	Science Art and design English as an additional language
14214	Gillian Smith	Lay inspector	
20063	Gerard Slamon	Team inspector	English Geography Design and technology Special educational needs
32181	Maria Coles	Team inspector	Foundation Stage Information and communication technology Music Religious education
20962	Chris Ifould	Team inspector	Mathematics History Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Glade Primary is a good school with some very good features. Pupils achieve well because very effective leadership and good teaching are leading to improving standards, particularly in English, mathematics, science and information and technology. The very positive learning environment of the school enables pupils to develop positive attitudes to work and to behave well. Relationships are very good and pupils care greatly for each other. **The school gives good value for money.**

The school's main strengths and weaknesses are:

- Standards are above average in mathematics and information and communication technology in Years 1 to 6, and in science in Years 3 to 6.
- Teaching is consistently good, with some very good and excellent teaching. As a result, pupils are learning well throughout the school and standards have risen significantly over the past year.
- Provisions for the Foundation Stage is very good and provides the youngest children with a very good start to their education.
- The provision for the pupils with special educational needs is very good.
- The headteacher gives a very clear educational direction and is supported very efficiently by the senior managers and the governing body.
- Pupils' writing skills are not sufficiently developed across the curriculum.
- Assessment is not sufficiently developed in subjects other than English, mathematics and science.
- Some foundation subjects are not always taught frequently enough to enable pupils to sustain their progress in these subjects.

The school has made good improvement since the previous inspection in 1998 in addressing the key issues identified in the previous inspection report. Improvement slowed because the school had a significant period of staffing instability a year ago. The new headteacher, with the governors, has now established an effective and stable team of senior managers and other staff and standards are rising. Assessment procedures are well developed in English, mathematics and science and plans for developing appropriate assessment in other subjects are in place. The school promotes pupils' cultural development well, making them increasingly aware of the multicultural nature of the community in which they live. The governing body is fully involved in the strategic planning for school improvement and supports, monitors and evaluates the work of the school very effectively. Teaching is good and has improved further since the last inspection. The school's thorough and rigorous monitoring of teaching has a positive impact on the quality of teaching and learning. The school is in a good position to improve further.

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	C	B	B
mathematics	C	D	A	A
science	D	E	B	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 across the school achieve well. Standards have improved over the past year, as shown in the table above. Standards in the national tests in Year 6 in 2003 were well above average in mathematics and above average in English and science, measured against all schools nationally and against similar schools-a significant improvement over the 2001 and 2002 results. Standards

were higher in relation to pupils' prior attainment. The school's test results are rising at a rate that is broadly in line with the national trend at the end of Year 2 although it is below the national trend at the end of Year 6. However, the school exceeded its targets in English and mathematics in 2003. At the end of Year 2, national test results were average in reading, writing and mathematics, indicating an improvement over the previous year. They were broadly in line with similar schools.

The current inspection finds that standards in the work seen are average in English and above average in mathematics and science by the end of Year 6. They are average in English and science and above average in mathematics by the end of Year 2. Achievement in these subjects is good. The difference between these judgements and the national test results is because the school now has a higher proportion of pupils who are at the early stages of learning English. Standards in information and communication technology are above average across the school and this is a strength of the school. Across the school pupils achieve well in religious education. There was not enough evidence to make a firm judgement about overall standards in other subjects except in design and technology in Years 1 and 2 where standards are as expected.

Children enter the nursery with average levels of attainment and achieve well during their stay in the nursery and reception. As a result, the vast majority of them are likely to reach the nationally expected goals in all areas of learning, by the time they enter Year 1.

The development of pupils' personal qualities is good. **Their spiritual, moral, social and cultural development is good overall.** Relationships between pupils and adults and pupils themselves are very good and, as a result, pupils develop positive attitudes and behave well. Attendance is good and above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is **good** overall and some very good and excellent teaching was seen. As a result, pupils learn effectively. Teaching meets the needs of pupils well whatever their gender, special educational needs or social background. Teachers have good subject knowledge and provide their pupils with interesting and challenging activities that motivate them. They plan very well and engage their pupils effectively in their learning using a range of teaching strategies. Teaching assistants are well trained and they are very well aware of the learning needs of the pupils they support. They support these pupils very effectively.

The curriculum is generally broad and balanced and is enriched by a good range of extra-curricular activities. Partnerships with parents are good and parents are kept very well informed about their children's progress. The school has satisfactory links with its partner schools.

LEADERSHIP AND MANAGEMENT

The school is led and managed very well. The headteacher and her senior managers provide very efficient and strong leadership and work together very well as a team. The quality of teaching and learning has been monitored very effectively by the headteacher and the substantive and acting deputy headteachers. This means that teachers are supported very well in improving their quality of teaching. The school was helped greatly in this by the local education authority's link inspector over the past year. Governors are involved very well in planning for the school's improvement and in taking appropriate actions. They have a very good understanding of the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents feel that their children like and enjoy school. The majority of them are very happy with the information they receive about their children's progress and believe that the school enables their children to achieve well. They are supportive of the school and assist in their children's learning. The pupils enjoy the school and feel that their ideas for changes are valued and supported.

IMPROVEMENTS NEEDED

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

- Ensure that pupils' writing skills are sufficiently developed across the curriculum.
- Develop an appropriate assessment system in subjects other than English, mathematics and science.
- Ensure that all foundation subjects are taught more frequently to enable pupils to sustain their progress in these subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, achievement is good across the school. Achievement is also consistently good for the children in the nursery and reception classes.

Main strengths and weaknesses

- Children who are under five achieve well.
- Pupils in Years 1 to 6, including those with special educational needs, achieve well.
- Pupils reach above average standards in mathematics and science by the time they leave the school.
- Standards attained in information and communication technology (ICT) have improved considerably since the previous inspection and are above average across the school.

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

Standards in:	School results	National results
reading	16.3 (15.1)	15.7 (15.8)
writing	14.7 (13.4)	14.6 (14.4)
mathematics	16.6 (16.5)	16.3 (16.5)

There were 57 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	27.7 (26.8)	26.8.(27.0)
Mathematics	28.8.(25.8)	26.8 (26.7)
Science	29.6.(27.4)	28.6.(28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

Commentary

1. Pupils across the school are achieving well and standards are rising. Children enter the nursery with average levels of attainment and achieve well during their stay in the nursery and reception. As a result, most of them are likely to reach the nationally expected goals in all areas of learning, by the time they enter Year 1.
2. The school experienced a huge turnover of teaching staff between 2000 and 2002, almost 95 per cent. This led to the fall in the national test outcomes in 2001 and 2002. However, due to the increased stability in staffing and good teaching, standards in 2003 national tests improved, especially at the end of Year 6. In the 2003 national tests, the pupils in Year 2 attained standards that were average in reading, writing and mathematics, indicating an improvement since 2002, when standards were below the national average in reading and well below average in writing. Standards were broadly in line with similar schools. In 2003 national tests, standards at the end of Year 6 were well above the average in mathematics and above average in English and science. A high proportion of pupils reached the higher level, Level 5, in English, mathematics and science. This is a significant improvement in standards since 2000, when they were below the national average, overall.

3. The current inspection finds that pupils from Years 1 and 2 achieve well, particularly in reading, writing and mathematics and the standards in the work seen are average in these subjects. They are well taught and given a thorough grounding in basic skills that they successfully build on as they move through the school. These good levels of achievement continue through Years 3 to 6 as good or better teaching is a feature of many lessons. Standards of work seen are average in English and above average in mathematics and science by Year 6. The difference between these judgements and the national test results is because the school is now receiving a higher proportion of pupils who are at the early stages of learning English. Achievement in these subjects is good. The whole ethos of the school promotes high achievement, and pupils rise to the many challenges presented to them with enthusiasm and great effort. They are proud of their work and are eager to learn more and do well. Standards were higher in relation to pupils' prior attainment. The rate of improvement was broadly in line with the national trend at the end of Year 2, although it was below the national trend at the end of Year 6. However, the school exceeded its targets in English and mathematics by the end of Year 6 in 2003.
4. In information and communication technology (ICT), standards are above average across the school as were during the last inspection. Pupils' achieve very well in this subject and it is a strength of the school. The very good leadership and teaching of the subject have been important factors in raising standards. There was not enough evidence to make a firm judgement about overall standards in other subjects except in design and technology, where standards are in line with the expected level by Year 2.
5. Pupils with special educational needs make good progress and achieve well as they move through the school. This is because work in class is at a suitable level and they are very well supported by well-trained teaching assistants. Individual education plans, written by the class teachers with advice from the special needs co-ordinator, are relevant and the targets are clear.
6. Pupils who are learning English as an additional language are achieving well. By the end of Year 6, they attain the standards expected of their age group or better. This is because of the school's effective initial assessment of these pupils on entry and the rigorous monitoring of their progress as they move up the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their behaviour are very good in the Foundation Stage and good in Years 1 to 6. Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attendance is good.

Main strengths and weaknesses

- The school promotes good relationships exceptionally well; this helps to create a calm and positive working atmosphere that is very conducive to learning.
- Pupils' personal development is promoted very effectively and they mature into considerate and polite young people.
- Pupils are very interested in school life and enjoy taking part in the wide range of opportunities provided.
- Teachers have high expectations of behaviour and procedures for promoting good behaviour are very effective.

Commentary

7. Pupils represent a diverse range of cultures and around one third speak English as an additional language. They work in an environment where respect and tolerance for others are paramount and this quickly becomes a natural way of life. Teachers celebrate the differences and similarities between pupils and relationships between pupils are very good. Racist

incidents are very rare. All such incidents are carefully recorded and pupils and parents agree that members of staff respond very quickly. Relationships between pupils of all ages and with adults are warm and mutually supportive and this has a very positive effect upon pupils' attitudes to work and to school. Pupils like their teachers and they particularly appreciate the way they make learning fun. Teachers' enthusiasm rubs off onto the pupils and, as a result, they work hard at school and at home.

8. The school's system of awarding merit points to individuals in recognition of their good work or effort is very effective and motivates pupils to succeed. In addition, teachers award 'bricks' to those who have been especially considerate or helpful. Each half term, these are totalled and the overall winning class receives a cup. This spirit of friendly competition encourages pupils to work together and a strong sense of school identity and team spirit pervades the school. Pupils do their best to produce work of a good standard and this has a positive effect on their academic progress.
9. During discussions, pupils say they are very pleased and proud to belong to Glade Primary School and are keen to take part in the extra-curricular activities and clubs. As a result, the number of pupils who can attend particular clubs often has to be restricted. Pupils say that they really appreciate the additional opportunities provided and clubs such as choir are particularly popular.
10. The school's very positive ethos and very good provision for pupils' moral and social development ensure very good relationships between staff, pupils and parents. It provides a very good programme for pupils' personal development that underpins their moral and social development very well. Within a Christian framework, the school implements its aims very effectively in giving pupils clear guidance on how they should respect one another's beliefs and values. Pupils are tolerant, considerate and friendly towards visitors; they make very good company. They undertake a good range of day-to-day duties and this encourages them to use their initiative and become responsible. Spirituality is well developed through assemblies and by extending pupils' awareness of other religions and beliefs. Cultural development has improved since the previous inspection and is now good. Pupils visit a Hindu temple and study the art and music of European and other cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.1
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.

11. Attendance has been consistently above the national average for at least the last three years; it is good. There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. The broad and balanced curriculum and the good quality of teaching ensure that all pupils benefit very well from the education that the school provides. The curriculum is enhanced by a satisfactory range of extra-curricular activities. The care, guidance and support of pupils are very good. The partnership with parents is good. Good links with the community widen the learning opportunities available to pupils.

Teaching and learning

Teaching is good overall with consistently very good teaching in the nursery and reception classes. It has good arrangements for gathering information on what pupils know and can do in English, mathematics and science, and teachers use this information well to plan for the needs of pupils.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (6%)	14 (29%)	23 (47%)	9 (18%)	0	0	0

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

Main strengths and weaknesses

- Most of the teaching in the nursery and reception classes is very good.
- Mainly good teaching in the rest of the school.
- Teachers' planning is very good.
- Skilled classroom assistants support pupils very well so that all are fully included in lessons.
- Teachers have very good relationships with their pupils and manage behaviour well.
- Assessment procedures are very good in English and mathematics and good in science.
- Assessment procedures in information and communication technology and other subjects are underdeveloped.

Commentary

12. The quality of teaching has improved significantly since the last inspection and has resulted in the rising standards. Although there has been a high turnover of teaching staff in recent years the senior managers and experienced teachers give good support to staff new to the school so that disruption to pupils' learning is kept to a minimum. Parents are happy with the quality of teaching their children receive. Children enter the nursery with attainment generally in line with that expected nationally for their age, except for social development and language, literacy and communication, which are below expectations for a significant number. The consistently high quality teaching in the nursery and reception classes ensures that they make very good progress and most achieve expected standards by the time they enter Year 1. The start to the most successful lessons is brisk, and teachers continue to teach and challenge all pupils as they work on group or individual tasks. Teachers' high expectations, obvious from the start, are maintained throughout the lessons. As a result, the pace to learning is maintained and pupils achieve better than expected in lessons. The high level of teachers' subject expertise and their outstandingly high expectations resulted in excellent achievement in a Year 4 English lesson, a Year 6 information and communication lesson and a lesson in the nursery class.
13. The recommended structures of the national strategies for English and mathematics are well used to ensure a good pace to pupils' learning. The quality of teaching and learning in English is good. Lessons are very well planned with clear targets and tasks adjusted appropriately for groups of differing ability. Basic skills of reading and writing are well taught but the contribution that other subjects can make to pupils' writing has not yet been fully explored.
14. The quality of teaching and learning in mathematics is good. Teachers have good knowledge of the subject, lessons are carefully planned and generally well structured. Support assistants are very effective in ensuring that pupils with special educational needs are fully included in the mental mathematics sessions and during group tasks. Teachers give pupils good opportunities to apply their mathematical skills in other subjects such as science, geography and design and technology.

15. Information and communication technology is very well taught in class sessions in the suite. There were many good examples observed during the inspection of the subject being used to support learning in other subjects. The school has plans to increase this provision.
16. The very good teamwork between teachers and learning support assistants enhances the learning of pupils with special educational needs and those who are at the early stages of learning English as an additional language. Pupils with special educational needs are effectively taught in line with the particular needs identified in their individual education plans. These are well drawn up by class teachers with advice from the co-ordinator. The activities set for these pupils are well chosen and the caring style of teaching builds their confidence and self-esteem. There are procedures in place for identifying pupils who are gifted or talented. Pupils are given opportunities to share their talents with the rest of the school during a weekly assembly. Although higher attaining pupils are well provided for in most lessons, no evidence was seen in lessons during the inspection of pupils with particular talents in curriculum areas.
17. Teachers regularly mark pupils' work. In English, teachers' comments are encouraging and provide good guidance on how to improve. There are consistent procedures for assessing what pupils understand and can do in the core subjects of English, mathematics and science. All class teachers know the levels their pupils achieved in the previous year and set targets for their future learning, indicating what they need to do to achieve them. Pupils are aware of their targets and can discuss them sensibly. Rigorous assessment procedures are not yet in place in information and communication technology or in other subjects.

The curriculum

The school provides a curriculum that is generally broad and balanced. There are satisfactory opportunities for enrichment, including those provided out of school hours. The accommodation and resources are good.

Main strengths and weaknesses

- The quality and match of the staff and the curriculum, and resources, at the Foundation Stage are very good overall.
- The contribution of support staff and the provision for pupils with special educational needs are very good throughout the school.
- Pupils have very good access to what is being taught.
- Some foundation subjects are not taught frequently enough at Key Stages 1 and 2 so that pupils do not always sustain their progress in learning.

Commentary

18. The school provides a broad and balanced curriculum that meets the requirements of the National Curriculum and the local agreed syllabus for religious education. The national strategies are working well and there is good progress in identifying opportunities to consolidate and develop pupils' literacy and numeracy skills. The use of information and communication technology to support learning is a strong and developing feature of the curriculum. However, there are intervals of a term in the frequency with which some foundation subjects are taught. These gaps in continuity make it difficult for there to be sustained progression in pupils' learning in subjects such as design and technology, geography and history. The daily acts of collective worship are thoughtfully planned and there is effective guidance to ensure that these meet statutory requirements. There is effective provision for pupils' personal, social and health education, with very good attention to promoting good relationships. Pupils receive appropriate sex education, and are taught about alcohol and drugs abuse.

19. Provision for pupils with special educational needs, including those who have statements, is very good across the school. The statutory requirements for individual education plans are met and pupils are fully included in class activities and work at an appropriate level. The special needs co-ordinator manages this area efficiently and ensures effective contacts with outside agencies. The learning support assistants are trained and deployed well to support these pupils in making good progress.
20. The provision for the pupils with English as an additional language is good. Those who are at an early stage of learning English are enabled to learn English through their home languages, whenever possible. Planning is based on identified needs and pupils' individual targets. There is a range of resources available for this work and pupils make good progress.
21. The school experienced huge turnover of teaching staff between 2000 and 2002. Because of the many changes in teaching personnel since the relatively recent arrival of the headteacher, there has been a sensible focus on secure guidance for curriculum planning. This has included clear termly maps including most subjects supported by key learning objectives. The school has relied quite heavily on nationally recommended schemes of work in the short term but intends to review this strategy in the near future to ensure that the curriculum is well matched to pupils' needs. There has also been appropriate attention to providing and promoting opportunities for pupils to extend their learning during and outside lessons, including the appointment of a teacher with responsibility for 'learning for all'. A growing number of visits and visitors supports teaching and learning during the school day. There is also a good and expanding range of extra-curricular activities - many involving support staff as well as all teachers - including sporting, artistic and other activities, open to pupils from both key stages. A regular assembly features what pupils from these clubs achieve, together with talents developed outside school, and this is becoming effective in raising pupils' expectations. Older pupils can participate in a residential visit and in sailing. The school also benefits from a developing link with the secondary school to which most of its pupils transfer. This secondary school has specialist status for physical education and Glade has a regular programme of visits from specialist teachers to promote physical education during and after the school day.
22. Because recruitment and retention of teaching staff is an issue, the headteacher has paid good attention to creating an effective team from the existing and many new staff. Whole school training in crucial aspects of the national strategies and for those appointed to posts of responsibility has played an important role, and has equipped a great many of the staff to be more confident in their own skills and knowledge and in supporting colleagues. There is a good match between the teaching staff and the needs of the curriculum. The support staff have very good experience and skills, and show notable initiative and commitment in their work. After a difficult period during building work, the school's indoor accommodation now matches the needs of the curriculum well. There is a good amount and variety of outdoor provision. The school is well resourced, and has an outstanding facility in its computer suite and the highly effective support given there and throughout the school by a very skilled and committed technician.

Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are very good. The school provides good support, advice and guidance and involves pupils very well in its work and development.

Main strengths and weaknesses

- The school has coped well during recent building work and health and safety procedures are very good.
- Pupils trust the adults in the school and are confident they would be able to confide in them, should any difficulties arise.
- Teachers provide good personal and academic support, advice and guidance.

Commentary

23. The strengths in care, support and guidance noted in the previous report have been maintained during the intervening five years and improved further.
24. Pupils are very well looked after during the school day. First aid and child protection procedures are comprehensive and members of staff fully understand their individual roles. Several new classrooms were added to the main building during the year preceding the inspection. Governors are closely involved with the school's health and safety procedures and this ensures that pupils' on-going welfare continues to be a top priority.
25. During discussions, pupils of all ages said that they really like their teachers and are confident they would feel able to ask them for help or advice, should the need arise. Parents agree with these sentiments and almost everyone who returned their questionnaire indicated that they find the school to be very approachable. As well as spending much of the school day together in the classroom, extra-curricular clubs provide regular opportunities for adults and pupils to get to know each other in less formal surroundings. These clubs are very popular and this close contact helps to ensure that teachers are in a very good position to be able to spot emerging personal or academic difficulties at an early stage.
26. Pupils who speak English as an additional language receive good support and guidance in their academic and personal development. Pupils with special educational needs also receive good support. Their learning, social and emotional needs are clearly identified, and their day-to-day care is well managed. They have full access to all outside support agencies. Parents and carers are consulted at all stages to ensure that all aspects of the care are used to help these pupils gain maximum benefit from all they do at school.
27. Procedures for assessing pupils' academic achievement are thorough in the core English, mathematics, science and ICT and the information obtained is put to good use. Pupils' personal development is assessed effectively. This is especially true of the Foundation Stage, where children make good progress in their learning. Teachers mark work carefully in most subjects and provide clear targets for improvement. Pupils spoken to during the inspection know exactly how well they are doing and what it is that they have to do in order to raise the standard of their work.

Partnership with parents, other schools and the community

Links with parents are good and links with the local community are satisfactory. Links with other schools and pre-school providers are satisfactory.

Main strengths and weaknesses

- Parents receive detailed information about the curriculum and the progress their children are making.
- The school actively seeks parents' views and responds to their suggestions or concerns very promptly.
- Links between the school and parents are effective; parents support their children's learning well.
- Constructive links with other primary schools strengthen the curriculum and support teachers' professional development.
- There are limited links with local businesses.

Commentary

28. Links between the school and parents are close and mutually supportive. Parents hold the school in high esteem and they are very interested in their children's education. Parents encourage their children to attend extra-curricular activities and help with practical issues such

as transport. They also ensure that their children attend regularly and encourage them to complete their homework on time. Parents receive very good information through monthly newsletters and have regular opportunities to meet their children's teachers. Parents of children in the nursery also receive a very helpful and detailed brochure. This gives them a good idea of what their children will be doing once they enrol, as well as useful tips on how they can help at home. The school also helps parents of older pupils to provide support through 'class talks'. These address specific areas of the curriculum, such as mathematics and literacy, and bring parents up to date with current teaching methods. These meetings are well attended, as are the termly consultation meetings. Parents help to set their children's targets and the home/school diaries also provide a useful channel of communication. Although pupils' annual reports contain a wealth of useful information, they do not always include details of what each child can and cannot do and how their progress compares with the national average. Links with parents who speak English as an additional language are good, as are links with parents of pupils and with special educational needs. Parents' attendance at review meetings is very good.

29. Activities organised by the school association are well supported and significant sums of money are raised for example, to provide additional learning resources and play equipment. The school Christmas production was staged during inspection week and there was standing room only during each of the three performances. Although links with local businesses are not extensive, they provide generous support for raffles and other fund raising events.
30. The school actively seeks parents' views through an annual questionnaire and through on-going informal contact. Parents who responded to the pre-inspection questionnaire are very pleased with the way in which the school listens and responds to their suggestions or concerns. Whenever possible, parents' suggestions are acted upon and, where appropriate, incorporated into the school improvement plan.
31. The school is a member of the Redbridge Early Years Development and Childcare Partnership and this supports teachers' professional development very well. Links with other primary schools are close and there are also well-established links with a special school. These enable pupils in Year 4 to become familiar with their peers who have a range of learning difficulties. At the end of Year 6, most of the pupils transfer to Caterham High School. The large number of contributing primary schools makes curricular liaison difficult to arrange but there are good links with drama and physical education. These help pupils to settle quickly once they move up at the end of Year 6.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management as well as the governance of the school are very good. The governing body ensures that statutory duties are fulfilled and supports the management of the school effectively.

Main strengths and weaknesses

- School governance is very good.
- The headteacher has a great clarity of vision, sense of purpose and high aspirations.
- The senior managers very successfully inspire, motivate and influence staff and pupils.
- The school is totally committed to inclusion.
- The school is very effectively influencing performance through self-evaluation.
- Staff performance management and its impact on school improvement are very successful.

Commentary

32. The headteacher and the senior management team are clearly focused on high expectations, raising standards and developing the talents of all. The headteacher has significant management skills and she has focused on implementing the school development plan to improve school performance and the quality of teaching. She has been supported very effectively by the local education authority's inspectorate in this. The staff have a very clear commitment to raising standards. They take the initiative to receive and provide professional development opportunities and individual strengths are recognised and shared willingly. The school fosters an ethos of 'we are all learners'. The school development plan is specific to the needs of the school and has realistic in targets and timescales. It is used efficiently as a tool for managing changes.
33. The leadership and management of the Foundation Stage are very good. The co-ordinator has an informed vision to raise children's standards. By her hard work and commitment, she provides a role model for the rest of the staff.
34. Most teachers with responsibility for a subject have focused on developing manageable schemes of work. The procedures for tracking pupils' progress are rigorous in English, mathematics and science and there are clear plans for developing them in other subjects. The quality of the leadership is most effective in the core subjects of English, mathematics, science and information and communication technology and is developing appropriately in other subjects. However, all co-ordinators are very enthusiastic about their roles and responsibilities and have set about evaluating the school's provision for their subjects.
35. The governing body is highly committed to improving and monitoring the school's work. It fulfils its responsibilities and is involved very closely in shaping the school's future. The governors have very good oversight of the work of the school, a very secure understanding of the school's strengths and the steps needed to eliminate any shortcomings.
36. The support for pupils who are learning English as an additional language is good. There is an effective specialist teacher who organises and monitors the support system for these pupils through an effective assessment of their progress. The school successfully analyses pupils' performance data to identify any pupil who is at risk of falling behind their peers. Detailed analyses are kept of pupils' progress and the school identifies the progress made by different ethnic and heritage groups. This ensures that most pupils reach at least average standards by the end of Year 6.

37. The school's provision for pupils with special educational needs is very successful. The special educational needs co-ordinator works closely with teachers, teaching assistants, parents, governors, outside agencies and pupils to ensure that the pupils are given a high and effective level of support. Statutory requirements are fully met, and the inclusion of all pupils with special educational needs in the life of the school is very good.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,088,444
Total expenditure	1073,442
Expenditure per pupil	2,685

Balances (£)	
Balance from previous year	122,750*
Balance carried forward to the next	15,002

*These figures include £80,000, already committed for the recently completed building work. The school is awaiting invoice from the local authority.

38. Financial control in the school is good and spending priorities are clearly linked to priorities in the improvement plan. Financial resources, including specific grants, are well managed and spent effectively on designated initiatives. Governors are involved very closely in this process and monitor the budget carefully throughout the year. They take good account of the principles of best value in all their spending decisions. The school has a finance officer who manages the financial resources efficiently. The financial audit report for 2002-2003 was very good, with very few recommendations, the majority of which received immediate attention. The school has maintained its good work since the last inspection and is well placed to secure further improvements. It provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There are currently 94 children in the Foundation Stage, 50 in the nursery class and 44 in the two reception classes, based on two separate sites. Attainment on entry to the nursery is at the expected level for children of this age, but in aspects of their language and personal and social development, it is below average. The children in the nursery receive two or three terms part time provision. The children join the reception classes in either the September or January nearest their fourth birthdays.

Overall, provision in the nursery and reception classes is **very good and is strength of the school**. The provision for children's learning in most areas is very good. All pupils achieve well and some achieve very well. This is an improvement on the provision since the last inspection.

The very effective provision in the Foundation Stage means that all children, including those with learning difficulties, make very good progress, due to very good teaching. By the end of reception, the overall standards are in line with those expected nationally for children of this age, with nearly half the class achieving standards that are above those expected nationally. The provision in the Foundation Stage is managed very well by an efficient and knowledgeable co-ordinator, who works in conjunction with a highly skilled nursery teacher. They both ensure that the curriculum, resources, and activities in the nursery and reception are matched very well to the children's learning needs. The co-ordinator has led and trained her team of teachers and teaching assistants to be highly effective in planning and assessing children's achievements so that previous learning is built upon.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Trusting, warm relationships between all adults and children result in a pleasant place to learn.
- Children achieve well because of the good teaching, high expectations and good role models presented by staff.
- The children's very good attitudes and behaviour contribute well to their achievements in all areas of learning.

Commentary

39. The children's attitudes and behaviour are very good. Adults expertly establish warm and trusting relationship with children. They act as good role models so that children behave well and are keen to learn. Children enjoy coming to school and nursery staff make sure that they settle quickly and happily into school life through a structured induction programme. Very good teaching builds swiftly upon successful relationships to teach the children to be responsible. As a result, the children show increasing levels of confidence as they move through indoor and outdoor activities. They can concentrate in whole class sessions or when working as a group, taking turns and sharing with their peers. There is a great sense of caring and corporate responsibility as seen when reception children spontaneously help each other to put on jumpers and fasten shoes and shirts when dressing. The establishment of good classroom routines teaches the children to be independent so that both boys and girls are able to choose their own activity and remain engrossed for extended periods. All children, including those with learning difficulties, make good progress in expressing their needs and feelings because of the trusting relationships that they have with the adults and with each

other. All achieve very well in this area and are likely to meet the expected level at the end of reception, with many exceeding the expected goals. Some children will exceed the expected levels and all children make very good progress.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very good teaching and learning promote good language development.

Commentary

40. Children make rapid progress in developing their communication and language skills from the time they enter nursery. Most listen well and enjoy joining in with parts of a story they know. The quality of teaching is very good. Teachers use a good range of strategies to promote the development of speaking and listening skills. In one reception class 'talking partners' are used very effectively to pair children up to think and talk together about what happens when they go to bed. Children feel confident to share and listen to each other. One child says, "I have nightmares and go to mummy's bed, in the middle." Some are beginning to link letter sounds to read and write simple words and sentences. Children are given regular structured opportunities to experiment with making marks and writing in both nursery and reception classes. Most children form letters correctly and show good pencil control. Children in reception are likely to reach the expected standards by the end of the year, and many are likely to exceed these. As standards are below average in this area of learning at the start of the nursery, this means that all children achieve well and some very well.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- A very good range of activities and resources supports the learning of number, shapes, space, and measures.
- Small focused groups provide intensive teaching that promotes high levels of engagement and learning.

Commentary

41. The quality of teaching is good and children achieve well, most reaching the early learning goals. Staff place relevant emphasis on number skills and recognition of shapes. Learning in mathematics is made practical and fun with plenty of numbers displayed in and around the classrooms. In the reception daily mathematics lesson, children are encouraged to talk, think, and respond before undertaking practical activities. In a very good lesson, most children were able to count reliably up to ten and beyond and could name o'clock times. In the nursery, they are happy and confident to use a computer program to practise counting to five; they count pegs on a pegboard and order bears in size from large to small. Children are likely to reach the standards expected by the time they begin Year 1 and many will exceed these.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main Strengths and Weaknesses

- Very good planning involves numerous activities being offered that help to reinforce learning in several areas of the curriculum.

Commentary

42. Very focused and well-planned teaching provides a good range of opportunities to extend children's understanding of the wider world. Very good use of support staff ensures that all children are fully included in all aspects of their learning. Activities include real experiences, with a link to language and mathematical development so that all children can be included and learn together. Children are confident in using computers and can use large and small construction equipment to build towers or houses. They are likely to reach the expected standard by the time they enter Year 1 and many are likely to exceed those. All children make good progress and achieve well, many achieving very well.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Well-planned activities and teaching promote good achievement in many aspects of this area of learning.
- A good range of indoor and outdoor activities engages children in their learning.
- A small outdoor play area limits opportunities for physical development through play and exploration in the reception classes.

Commentary

43. The quality of teaching is very good. There are well planned opportunities for children to improve their physical skills in both nursery and reception classes. There are various learning areas that encourage them to use a good range of tools and materials. Good adult support provides guidance so that children achieve well; for example, they use scissors and hold a paintbrush well and decide on shapes and colours. However, there is a discrepancy between the outdoor provision in reception and nursery classes. The nursery, outdoor area has spacious, grassed and tarmac areas, which allow for the full range of opportunities to be provided for the nursery children. Consequently, they make very good progress. They are able to run, climb, jump, and work creatively and imaginatively. The reception outdoor space is too small for the number of children using it. Teachers use well the sparse facilities they have, but the lack of space and equipment impairs progress. Because of the good start in the nursery, however, children are likely to achieve the expected level by the end of reception, and some may exceed it.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A good range of activities caters well for all areas of creative development in the nursery.

Commentary

44. Provision for creative development is very good, and the quality of teaching is good. A range of well-planned art activities in vibrant, stimulating surroundings improves children's learning. Children use a wide range of materials, including pencils, crayons, paints, modelling materials,

beads and counters. Children join in favourite songs and follow rhythms, matching actions to words, and playing co-operatively. They are likely to reach the standards expected of them nationally, with many exceeding these. All children make good progress, in relation to their attainment on entry to the nursery.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and pupils achieve well in lessons.
- Teaching assistants provide very effective support for pupils with special educational needs and they achieve well.
- Pupils do not have sufficient opportunities to develop their writing skills through subjects of the curriculum.
- The subject is very well led and managed.
- Pupils enjoy reading and writing.

Commentary

45. Standards in English are rising because of the school's focus on improvement in this subject. This is evident in test results which have improved since the time of the last inspection. The rising standards are the result of the very good leadership of the subject co-ordinator who has monitored the subject closely and has provided good training for members of staff. Standards at the end of Year 2 in 2003 were in line with the national average and the average for similar schools. Standards achieved by pupils at the end of Year 6 were above the national average and for similar schools. Pupils currently in Year 2 attain average standards in speaking and listening, reading and writing. Pupils in Year 6 attain average standards in writing, and above average standards in reading and speaking and listening. This is because of a very high level of staffing changes when the present Year 6 pupils were in Year 4. Pupils with learning difficulties and those who are at the early stages of learning English as an additional language are well supported by teachers and learning assistants to achieve as well as the other pupils in lessons. There is no significant difference between the achievement of boys and girls.
46. Standards in speaking and listening are well developed through the school because teachers make activities interesting and pupils are keen to participate. As a result, by the end of Year 2, nearly all pupils speak confidently and clearly, and are happy to perform for a large audience. An example of this was the way these young pupils presented their Christmas performance before a large group of parents and friends of the school. Teachers encourage an awareness of the sound of words and phrases and the use of interesting vocabulary, so that pupils achieve above average standards by the end of Year 6. Reading of a wide range of texts and poetry is used effectively in developing an awareness of the rhythm and various purposes of the spoken word. Teachers provide many opportunities for whole class and paired discussions. Pupils are very eager to answer, explaining their ideas in full when prompted.
47. Pupils achieve well in reading and teachers encourage an enjoyment of books and stories from an early age. In Year 2, most pupils reach expected levels while working through carefully graded books which ensure that all make good progress. As a result of good teaching of basic skills, pupils use a good range of strategies to work out words they do not recognise. By the end of Year 6, pupils read regularly and widely, many at levels above those expected. Teachers throughout the school lead perceptive discussions about books read in groups and pupils confidently voice their thoughts and opinions. There is a good range of interesting and challenging fiction books. The school librarian has reorganised the library, using parent volunteers, and it is used effectively to support pupils' choice of books. He has

identified the need for a greater range of non-fiction material. The high level of interest in reading is reflected in the number who read regularly at home and the many who have become members of their local library.

48. In writing, standards are average in Year 2 and Year 6. Teachers provide pupils with opportunities to write for a range of purposes in English lessons and expect them to present work of which they are capable. In its bid to raise standards, the school now needs to look at a consistent approach to writing in other subjects, expecting the best from all pupils. This has implications for considering how lessons are structured to allow enough time for writing. Standards in handwriting, spelling and punctuation are improved through regular practice and through teachers' effective marking of work. Higher attaining pupils, by the end of Year 6, use paragraphs well to structure their writing.
49. Teaching is good overall. Teachers develop pupils' literacy skills through interesting tasks. This, together with teachers' high expectations and the very good relationships they establish with their pupils, results in pupils' working with interest and concentration. This use of interesting tasks as a means of managing pupils' behaviour is a common feature in all English lessons. Lessons are well organised. Each part is used well so that pupils are well prepared for the main tasks at the beginning, and learn from each other's work at the end. In a few lessons seen, teachers spent too much time with their focus group rather than continuing to teach and challenge all pupils as they worked on tasks. Teachers assess pupils' progress well and use this information effectively to plan future lessons.
50. Strong leadership and very effective management by the subject leader and key staff provide a model for all staff and pupils. The curriculum is enriched by book days, book fairs, visiting authors, storytellers and school productions. Resources for the literacy hour are good. Information technology is used well, in literacy, to support writing and spelling.

Language and literacy across the curriculum

51. Teachers provide a good range of opportunities for pupils to use their speaking and listening and reading skills within other subjects and these support pupils' learning in all subjects. Pupils apply their skills well. Some good examples of pupils' writing for a range of purposes across the curriculum were seen, including the use of information and communication technology. However, a more consistent approach to writing across the curriculum is needed to develop pupils' writing skills further.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching staff have benefited from recent training; they plan and teach the subject well and have high expectations of pupils' learning and behaviour.
- The subject leader has good subject knowledge and has worked closely with the local authority consultant to analyse weaknesses and provide very good guidance and support.
- Many of the Key Stage 2 pupils do not have adequate knowledge and recall of multiplication tables.
- There is scope to recognise and provide more opportunities to develop and consolidate pupils' numeracy skills in other subjects.

Commentary

52. Standards in the subject are above average at the end of both key stages and in most year groups. In a lesson, pupils in Year 2 were adept at finding the difference between amounts of money less than one pound and most could readily work out the least number of coins to give

as change. In previous work in their books, they partitioned numbers less than 100 into tens and units and placed these on a 100-square, giving the numbers on adjacent squares. They have good understanding when comparing 'heavier' and 'lighter' objects, and have good knowledge of the properties of simple two-dimensional and three-dimensional shapes. Pupils begin to use and understand simple graphs. Pupils in Year 6 multiply accurately by ten and 100, with many average and higher attaining pupils using multiples up to 10,000. They also multiply numbers having two decimal places. Pupils are comfortable reading and plotting co-ordinates in all four quadrants of x, y graphs. In a lesson, these pupils calculated the areas of ever more difficult compound shapes, having determined their perimeters the previous day. A consistent feature of many lessons in Years 3 to 6 was the weakness in many lower and average attainers' knowledge and speed of recall of multiplication tables, with an over-reliance on the use of visual prompts in the classroom. In the 2003 national tests, pupils at the end of Year 2 matched the attainments of schools nationally and of similar schools. The current Year 2 are on course to improve on this and is likely to achieve standards that are above average. Attainments at the end of Year 6 were well above those in schools nationally and with a similar background, with a particularly high proportion gaining a higher level than is expected for their age. The current Year 6 is likely to match this.

53. The quality of teaching and learning is good. There was a slump in standards in national tests in the last two years, caused in part by a high turnover among teachers. Many experienced practitioners left including the subject co-ordinator, who moved on to a consultancy role with the local authority. There has been a strong emphasis on supporting the new members of staff in their teaching of mathematics through appropriate training, monitoring and feedback. This showed in the good subject knowledge and the brisk pace of teaching in many lessons. The lessons are well planned to take account of all pupils' needs. Experienced and skilled teaching assistants give very good support to lower attaining pupils in many lessons. This means that all pupils work industriously and that little time is wasted. In lessons where very good teaching was seen, the teachers' expectations of learning and behaviour were high, and they shared a very good relationship with the pupils; pupils were well motivated and keen to learn, and showed good and increasing initiative and independence. In many lessons, pupils worked in groups and made good use of relevant programs on the class computers. Teaching is particularly good in Years 5 and 6. Work is well matched to pupils' needs in the groups set by ability in Year 5, while pupils in Year 6 benefit from the closer attention given to individuals and groups when the class is split for their daily mathematics lesson.
54. The leadership of the subject is very good. The relatively newly-appointed co-ordinator is a subject specialist and benefits from a good working relationship with the former co-ordinator, who now supports the school as a numeracy consultant. Together, they have identified weaknesses in teaching and learning shown in national and optional tests, and put together very good guidance and support materials for use throughout the school. These are based on suitably challenging targets for pupils of all abilities, which are shared with the pupils and their parents so that a concerted effort can be made by all concerned. Teaching and support staff have benefited from good quality relevant training, including the use of information and communication technology in mathematics. Planning and some lessons are monitored and useful feedback is given. The subject co-ordinator is readily available to give help and guidance to colleagues as needed. The subject is well resourced. The co-ordinator gives enthusiastic leadership to the subject, which has regained the ground it lost in the past and is maintaining the good standards reported at the last inspection.

Mathematics across the curriculum

55. A start has been made in identifying opportunities for developing and consolidating pupils' numeracy skills in other subjects. However, this has not yet been a priority for a concerted effort and the school is aware of this and begun planning to address this issue.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching.
- Scientific enquiry developed through investigational work.
- Effective leadership and management.
- Marking in pupils' books does not always suggest to pupils how they can improve.

Commentary

56. Standards in 2003 national tests were average at the end of Year 2 and above average at the end of Year 6 in comparison with all schools as well as similar schools. A high proportion of pupils reached the higher level, Level 5, at the end of year 6. Good teaching and rigorous analysis of test results have ensured that standards in science have been maintained at a similar level over the past year. This is an improvement since the last inspection when standards were average.
57. The current inspection found that pupils in Years 2 reach standards expected for their age. They engage in simple investigations and predictions. They label and name parts of plants and know about healthy food. Pupils write about their observations and evaluate their work. They record surveys on favourite foods and make simple circuits in work on electricity. By Year 6, standards are above those expected nationally. Pupils know about the need for a fair test and which variable can be changed. Using keys to organise their work, they classify groups of living things and recognise variety. They study food chains and know the terms *predator* and *prey*. More able pupils identify food webs and explain the impact of environmental change on habitats. Pupils use numeracy and literacy skills when they produce graphs showing the results of investigations or write about their observations and findings. Some carry out internet research in school and at home to further their scientific knowledge.
58. Pupils engage in plenty of investigational activities which they enjoy. Year 1 pupils explore and identify properties of a variety of materials. Year 2 pupils understand that ice is a solid which melts at room temperature and learn to predict when setting up an experiment to investigate how solids change into liquids. Year 5 pupils find out the difference between soluble and insoluble materials. Year 6 pupils carry out investigations on how the changing position of the sun changes shadows and explain clearly when and why a shadow is longest or shortest. This investigational approach provides first-hand experience, allows pupils to work together and promotes scientific enquiry.
59. Teaching is good. In the best lessons seen, teachers built upon previous learning and checked understanding before introducing new aspects. In a lesson on circuits the teacher asked pupils in Year 3 to form a circle to demonstrate a circuit before moving on to develop a test on circuits. This visual approach supported pupils at the early stages of learning English well. Teachers explain what pupils are going to learn and tell them how long they have to complete their work, drawing the class together at intervals to share findings. Subject knowledge is good and there is sufficient use of scientific vocabulary. This means that pupils learn to use key words such as germination, food chain, predator, evaporation and carbohydrates and apply them in their work. Teachers' planning is very good and matches the needs of individuals very well. Lessons are well resourced. In some cases, pupils use CD-ROMs and websites to further their learning.
60. The management of science is very good. The very enthusiastic and well informed co-ordinator has a good vision for further developments in science. There is a good assessment system for checking pupils' progress which is used to inform what happens in lessons.

Marking in pupils' books does not always extend thinking or tell pupils how they can progress. The co-ordinator recognises this and is already discussing strategies for improvements with staff.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good** and a continuing strength of the school.

Main strengths and weaknesses

- Very good teaching and high expectations ensure that pupils' previous knowledge is built upon and extended.
- Pupils achieve very well in developing their ICT skills.
- Pupils' very good attitudes and behaviour, reflected in highly motivated and enthusiastic learning.
- Very good use of ICT throughout the curriculum, and effective use of digital photography.
- Assessment procedures are not sufficiently developed.

Commentary

61. The school has a very well equipped ICT suite with a good number of computers and an interactive white board. All classes are timetabled for specific ICT lessons in the suite. The ICT curriculum is well planned and is following and improving upon national guidelines. Consequently, pupils' attainment is above that expected nationally and is consistent with the previous inspection report. Pupils throughout the school make very good progress and ICT continues to be strength of the school.
62. Pupils' attitudes and the quality of teaching and learning are very good because of well-planned lessons, and high expectations. In two excellent lessons, one in Year 6 led by the teacher and one in Year 3, led by the ICT technician, the teaching was very well informed, highly stimulating and very well prepared. Tasks were well matched to the pupils' needs and built well on pupils' prior knowledge and understanding. Pupils were self-evaluative, striving to improve their work throughout the lesson. They had the confidence to do this or ask for help because of the excellent relationships with their teachers and amongst the pupils themselves. They made very rapid progress throughout these lessons, producing work of very high quality. Pupils with special educational needs were making the same progress and producing work of high standards. There were excellent cross-curricular links. In the Year 6 lesson seen, pupils used their literacy work as the basis for devising an animation sequence of a staff member's biography. In the Year 3 lesson they were able to extend their science number of components. Inspectors were particularly impressed with the pupils' rapid understanding and use of new programs.
63. The school has a co-ordinator and a technician, both of whom are highly skilled. The co-ordinator is new to the post but has already identified the need for assessment as a key priority for the school. A very comprehensive plan details the action which will be taken to improve this over the next year. The technician is a valuable and excellent resource for the school, working in conjunction with the co-ordinator to provide excellent training, direct teaching, and support teachers and pupils.

The use of ICT throughout the curriculum

64. The use of ICT throughout the curriculum is good. The computers in every classroom from nursery to Year 6 and appropriate programs are in constant use to support learning in curriculum areas. All pupils are confident in the use of computers and have equal access to them. In a Year 5 geography lesson, pupils were using the class computers to find out about the purification of water. In the parallel Year 5 class, they were writing instructions on making

a windmill. In a Year 1 English lesson, the pupils were using computers to design covers for their zigzag books on Christmas. There is an extensive use of digital photography by pupils and staff to record and support all areas of the curriculum. For example, the displays of pupils at work in most classrooms and corridors help to bring the school's work to life. These include pupils making clay masks in Year 2, undertaking PE in Year 4, and having fun on a sailing trip in Year 6. There is a regular after school ICT club at present making videos.

HUMANITIES

65. Only one lesson was seen in religious education and two in history. Four lessons were seen in geography but none of those were from Years 2 and 6. In addition, teachers' planning and pupils' work, where available, were examined in all these subjects.

History and geography

66. Work was sampled in history and just two lessons seen. It is not, therefore, possible to form an overall judgement about provision.
67. Scrutiny of the samples of work done this term indicate that standards are broadly in line with expectations at the end of Years 2 and 6. Pupils in Year 2 are gaining a satisfactory awareness of chronology through studying familiar objects from today and their historical counterparts. These include houses built two and 300 years ago, respectively. They also compare household items such as cookers, washing machines and irons with historical artefacts that performed a similar function. They record simple drawings with some labelling to note similarities and differences. Year 2 pupils also learn about the race to reach the North Pole and the role of a relatively unknown American, Matthew Henson, who was the first to raise his nation's flag there. This also enables useful study of the Inuit people and their lifestyle and habitat. Older pupils compare different peoples who have invaded and settled the British Isles, including Romans, Anglo-Saxons and Vikings. They compare these peoples' housing, family life, clothing, trade and fighting prowess. However, pupils have limited opportunities to write historical accounts.
68. The subject has a useful policy and scheme of work. The assessment procedures are not sufficiently developed to track pupils' progress. The latter has been amended to ensure that pupils receive their entitlement to learning. The co-ordinator had just begun a period of long-term absence as the inspection commenced and no replacement has yet been made. It is therefore not possible to make a judgement about leadership and management of the subject.
69. The quality of teaching and learning in two of the four **geography** lessons seen was good and satisfactory in two. This evidence, together with discussions, an analysis of pupils' work and of teachers' plans, indicates that the overall quality of teaching of this subject is satisfactory. None of the lessons seen were in Year 2 or Year 6 so no secure judgement on standards can be made. All evidence indicates that the subject is not taught regularly enough to ensure that the required skills are consistently and systematically developed. Assessment procedures are not rigorous enough to ensure that skills and knowledge are developed at levels appropriate to pupils' abilities. Pupils are given opportunities to research topics using books and information and communication technology. However, there is not enough emphasis placed on independent report writing at a level of which pupils are capable.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The units of work are very comprehensive but work is often repeated from year to year.

Commentary

70. Standards of attainment by Year 2 and Year 6 are in line with the expectations of the local agreed syllabus, as they were at the time of the last inspection. Only one lesson was observed but there were comprehensive samples of written work to examine. Analysis of work indicates that pupils' achievement is sound throughout the school. The revised syllabus and comprehensive units of work for teaching provided by the co-ordinator have meant that there are now opportunities for pupils to learn about religions systemically. Not enough lessons were observed to make a judgement on teaching and learning. The written work indicates that teachers' knowledge and understanding are sound and effective in ensuring pupils learn about the religions studied. There is little evidence that pupils have the opportunity to give expression to their inner thoughts and feelings. Some areas of the curriculum are repeated annually and the setting of work for different ability levels is not evident.
71. Leadership and management of the subject are satisfactory. The co-ordinator leads the subject enthusiastically and plans to evaluate the impact of the curriculum through the monitoring of pupils' work or observing teaching. Assessment procedures are not rigorous enough to ensure that skills and knowledge are developed at levels appropriate to pupils' abilities. Improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. Three lessons were seen in design and technology and one lesson each was seen in art and design and music. No lessons were seen in physical education (PE). In addition teachers' planning and pupils' work, where available, were examined.
73. In **art and design** teachers' planning, displays of some art work and discussions with pupils indicate that an appropriate range of art work is planned and pupils enjoy an interesting range of activities in this subject. However, there are intervals of a term in the frequency with which art is taught. These gaps in continuity make it difficult for pupils to sustain sufficient progress in developing skills in this area. Displays show that pupils experience sketching, drawing and painting; for example, sketches of famous people, using different media and techniques, and Rangoli patterns from Indian art. Pupils have the opportunity to study the work of Andy Goldsworthy and to experiment with sculptures made out of different materials. There are good links with other subjects, such as drawings of the human body in science and Greek vases in history. Assessment procedures are not fully developed yet.
74. In **design and technology**, three lessons were seen, one in Year 1, one in Year 2 and one in Year 4. Standards seen in Year 2 met those expected for that age group. It is not possible to make a judgement on standards in Year 6. The quality of teaching in the three lessons seen was good. This evidence, together with discussions and the analysis of teachers' plans and pupils' work, shows that pupils are gaining experience of a range of techniques and materials. However, there are intervals of a term in the frequency with which design and technology is taught. These gaps in continuity make it difficult for pupils to make good progress in this subject. Pupils are developing the expected skills through designing, making and evaluating a variety of products such as puppets with moving parts and wheeled vehicles. Food technology is well represented. In the lessons seen, activities were well planned and resources were used well and, therefore, a good pace of learning was maintained. Pupils were clear about what they had to do because of good quality explanations and demonstrations by their teachers. Assessment procedures are not fully developed yet.
75. **Music** is taught on a regular basis by outside specialists and is an area of development on the school's development plan for the next year. There was very little evidence on which to make judgements on standards, teaching and learning. Only one lesson and the Christmas Key Stage 1 concert were observed during the inspection. During the concert, pupils listened well and used their voices expressively in singing and action songs. Assessment procedures are not fully developed yet.

76. In **PE**, it is not possible to form overall judgements about provision or standards in the subject, since only part of one lesson was seen and there was no recorded work to scrutinise. The recently appointed co-ordinator is working hard to identify improvements needed in schemes of work for the different aspects of the subject, and has produced a very thorough 'position statement' and action plan. She monitors planning against a useful overview of the curriculum. The school has just begun a three-year link with a nearby secondary school that has specialist PE status. This link already supports teaching and learning through providing lessons and extra-curricular sessions from a specialist teacher; it also pays for the release time for Glade's co-ordinator to develop the curriculum and provides equipment. Pupils in Years 3 and 4 continue the existing arrangements for swimming at this secondary school's pool. The school is developing a range of lunchtime and after school sports activities, and older pupils have opportunities to participate in competitive sports such as tag rugby, football, athletics, netball and mini-hockey. The school is well-resourced and has adequate indoor and outdoor spaces, although the playing field has dried and cracked (in common with those of several other local schools) and is unusable until sufficient rain falls to restore the surface.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. No lessons were seen in this area and, therefore, no judgements are made about overall provision. The school provides an appropriate programme for personal, social and health education. This programme includes raising awareness of the benefits and misuse of drugs, sex and relationships education. Pupils' understanding of alcohol, tobacco and drug misuse is also extended through lessons in science. This helps pupils to understand the importance of their contribution to society and how to stay safe in and out of school. Pupils take full part in the school council and grow up to be confident learners. Many activities, including assemblies and the school council activities, enhance the PSHE curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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