

INSPECTION REPORT

GODWIN PRIMARY SCHOOL

Dagenham, Essex

LEA area: Barking and Dagenham

Unique reference number: 130919

Headteacher: Mrs Sandra Griggs

Lead inspector: Mr Dennis Maxwell

Dates of inspection: 13 – 16 October 2003

Inspection number: 256222

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	435
School address:	Finnymore Road Dagenham Essex
Postcode:	RM9 6JH
Telephone number:	020 8270 4150
Fax number:	020 8270 4155
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Carol Lissmann
Date of previous inspection:	2 March 1998

CHARACTERISTICS OF THE SCHOOL

Godwin Primary is a community school that is much bigger than other primary schools. There are 410 pupils on roll from reception to Year 6 and a further 49 children who attend part-time in the nursery. The school's intake is largely of White British background, but there are small numbers of pupils from a wide range of ethnic backgrounds which is valued for bringing diversity to the children's experience. Very few children speak English as an additional language but many have limited command of English. The attainment of children on entry is generally well below average. While the level of mobility is broadly average, the trend is rising and the school has increasingly to help new children to the school to become ready to learn. The socio-economic circumstances of the families in the community is less favourable than usual. The proportion of pupils known to be entitled to free school meals is broadly average. The school has identified around 15% of pupils as having special educational needs, of whom 17 have a Statement. There is an Assessment Unit for Special needs attached to the school's nursery. The school gained a Healthy Schools Award in 2002. It received an Investors in People Award in March 2000 and had a successful review in 2003. It also gained a Schools Achievement Award in 2000 and benefits from a stable staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8798	Dennis Maxwell	Lead inspector	Science Design and technology Geography
9010	Gail Ellisdon	Lay inspector	
20457	Brian Fletcher	Team inspector	Mathematics Music Physical education Religious education Special educational needs
20003	Susan Metcalf	Team inspector	English History Foundation Stage
32620	Olson Davies	Team inspector	Information and communication technology Art English as an additional language

The inspection contractor was:

Cambridge Education Associates Limited

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
WHAT IS THE EFFECTIVENESS OF THE NURSERY: SPECIAL EDUCATIONAL NEEDS UNIT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS [AND COURSES] IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	37

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a good quality of education for the pupils. The quality of provision in the nursery and reception classes is a particular strength. All members of staff in the school provide a high level of thoughtful care for the pupils that enables them to learn successfully. The school has made good improvements overall since the last inspection. The leadership and management of the school are good and enable the children to achieve well. Standards have improved at Year 6 in line with the nationally improving trend. Pupils' attainment on entry to the school overall is very low, particularly their language skills. The pupils have to work hard to overcome the barrier of low language skills but the quality of teaching is good so that pupils make more than the expected progress throughout their time in school from nursery to Year 6. Standards by Year 2 and Year 6 are below the national average. However, standards in the national tests of summer 2003 in English and mathematics were average in comparison with similar schools.

The standard of behaviour is good. Teachers maintain a firm discipline within a framework of good relationships. Pupils generally take a good interest in their work and enjoy taking part in lessons. The curriculum is broad and offers good, interesting learning experiences for the pupils, such as putting eggs in bottles of various liquids. **The school offers good value for money.**

The school's main strengths and weaknesses are:

- The quality of teaching and learning is very good in the Foundation Stage and is good through Years 1 - 6.
- The teachers make sure the pupils have the necessary skills and knowledge to learn quickly.
- The provision for, and management of, special educational needs is very good.
- The Nursery Unit for children with learning difficulties is very good.
- Many children participate in the very good range of activities outside lessons which promote breadth in the curriculum, such as sport, dance and drama.
- The leadership and clarity of vision given to the school by the headteacher is very good.
- Standards in English, mathematics and science are below the national averages by Years 2 and 6.

The school has made good improvement in provision since the last inspection. The ethos of care and consideration for all members of the school community provides a very good context for children to learn. Much time is rightly given to speaking and listening skills to help pupils to explain their ideas and to reason, although at times some pupils are not fully engaged. The school has improved the approach to teaching writing and sets carefully considered targets, but this remains an area of considerable difficulty for many pupils. Teaching is much more consistent and of better quality since the last inspection because performance management is well established, although aspects of lesson planning are still not fully effective.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	Compared with all schools			Compared with similar schools
	2001	2002	2003	2003
English	E	C	E	C
Mathematics	E	D	E	C
Science	E	C	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 good through the school because of effective, thorough teaching.

Pupils with learning difficulties achieve well through good support. Pupils achieve well in Years 1 - 6 since their understanding is often better than their ability to use language to explain, reason or record their work. Standards are below average in the early learning goals children are expected to reach by the end of reception.

Standards in the work seen are below average overall in reading, writing, mathematics and science by Year 2. Standards in English, mathematics and science are also below average by Year 6. Many pupils have limited language and confidence so they rely on the perceptive adult support to produce their written work. Standards in the other, foundation, subjects such as history and information and communication technology (ICT) are broadly average by Years 2 and 6. The high attaining pupils reach standards that are better than usual because they are challenged and given extension tasks.

Standards in the Year 2 national tests of summer 2003 were well below the national average in reading, writing and mathematics, although in comparison with similar schools standards reached below average in writing and mathematics. At Year 6 pupils' performance in English and mathematics was average in comparison with similar schools and above average in science. There is a significant improvement in the proportion of pupils exceeding the expectation at Year 6 compared with Year 2 because of the impact of effective teaching. The trend in the school's results at Year 2 is above the national trend, whereas at Year 6 it is broadly in line.

Pupils' personal qualities, such as their interest in lessons and their spiritual, moral, social and cultural development, are good. Pupils have good relationships with others and often work well collaboratively with a partner. Their good standard of behaviour has been maintained since the last inspection. Older pupils show generally good self-discipline. They grow in self-assurance when they get carefully arranged opportunities to take responsibility. Many pupils enjoy participating in out of school activities, such as girls' football, choir and the computer club.

QUALITY OF EDUCATION

The quality of education is good and has improved since the last inspection. Teaching and learning are good overall. In the nursery and reception classes teaching and learning are very good. In Years 1-2 and Years 3-6 teaching and learning are good. Teachers and the support staff plan carefully to meet children's individual learning needs. They give very strong encouragement to the pupils and consequently they achieve well. The emphasis on discussion and getting pupils to explain their thinking is effective, although at times too many other pupils are passive.

The school provides a good selection of curricular opportunities that promote good learning. Pupils enjoy the very good opportunities offered by the many popular clubs. Links with parents and the community are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides very good leadership, for example by implementing initiatives that motivate pupils to learn. The senior members of staff take the lead in important school developments, for example the analysis of assessment information and managing provision for children with learning difficulties. The subject leaders give good support overall, but their expertise is not made available to all teachers to help them plan lessons. The governors give good strategic direction. They pay good attention to the principles of obtaining best value in their financial decisions. They keep standards, safety and happy children uppermost when making decisions.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Discussions with parents and an analysis of their questionnaire returns indicate they find the school helps their children to learn well. For the children, the school is a safe and stimulating place to learn with their friends. Parents welcome the open nature of the school and usually find issues are resolved quickly.

IMPROVEMENTS NEEDED

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

- To continue to raise standards in English, mathematics and science, particularly by more consistent and better lesson planning and by extending the range of teaching and learning strategies that teachers use so that opportunities for expressive language are enhanced.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the nursery and reception classes achieve well because provision and learning experiences are **very good**. Pupils in Years 1-2 and Years 3-6 achieve well as a result of effective teaching and individual consideration of pupils. Children's attainment on entry to the Nursery is very low, particularly in language skills, and on entry to reception is well **below average**. Standards in all the core subjects are **below average**. Standards in the other subjects are broadly in line with expectations.

Main strengths and weaknesses

- Achievement is good through the school as a result of the impact and work of skilled adults.
- Children in the nursery and reception make good strides in their personal, creative and physical development as well as their knowledge of the world.
- Pupils with learning difficulties achieve well.
- Several pupils achieve highly, for example through opportunities to participate in competitive sports.
- Standards in English, mathematics and science are below average by Years 2 and 6.
- Many pupils experience great difficulty in spoken and written language.

Commentary

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

Standards in:	School results	National results
Reading	13.2 (12.4)	15.7 (15.8)
Writing	13.1 (10.4)	14.6 (14.4)
Mathematics	15.1 (13.6)	16.3 (16.5)

There were 58 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	25.3 (27.2)	26.8 (27.0)
Mathematics	25.5 (25.8)	26.8 (26.7)
Science	27.7 (28.6)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

1. Pupils' performance at Year 2 in the national tests of summer 2003 was well below the national average in each of reading, writing and mathematics. In comparison with similar schools, performance was well below average in reading and below average in writing and mathematics. These represent good improvement from 2002. At Year 6, pupils' performance in the national tests in 2003 was well below the national average in English and mathematics and below average in science. In comparison with schools whose results for 2003 were similar when the Year 6 cohort was in Year 2, pupils' performance was average in English and mathematics, and above average in science. The results for 2003 indicate a similar performance to 2002, though not quite as strong, which matches the school's internal tracking information. The trend in results at Year 6 is in line with the nationally improving trend. The trend at Year 2 is above the national trend.

2. There is a significant improvement in the proportion of pupils exceeding the expectation at Year 6 compared with the proportion at Year 2, underlining the cumulative effects upon achievement of attention to pupils' individual learning needs, the good emphasis on language skills and effective teaching.
3. Pupils achieve well through the Foundation Stage and Years 1 - 6 as a result of the good care for pupils and effective teaching. Few pupils are on course to reach the goals children are expected to meet by the end of reception because most pupils enter the school with well below average attainment. They make good improvements in their skills of personal, creative and physical development as well as their knowledge of the world but many find achieving good standards in speaking and listening difficult.
4. Standards in reading, writing, mathematics and science are below average by Year 2. Standards are below average in English, mathematics and science by Year 6. Standards in the other subjects meet the expectation by Years 2 and 6.
5. Pupils with special educational needs make good progress in the classroom and in groups where they are withdrawn for support in language, literacy and numeracy. The quality of Individual Education Plans is very good. They are accessible to pupils and easy to read, which enables teachers and support staff to plan the support programme to give optimum support to each pupil. Pupils' individual targets are carefully set to match need. Targets are realistic and measurable and allow pupils to take small steps forward in understanding, confidence and self-esteem. The targets are revised every term with the knowledge of parents. Pupils' progress towards the achievement of their targets is closely monitored. There are clear gains in pupils' reading, writing and numeracy skills.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Main strengths and weaknesses

- Pupils behave well and have good attitudes towards school, learning and each other.
- Attendance is unsatisfactory. Though similar to other local schools, overall attendance is lower than at most primary schools nationally and the rate of unauthorised absence is high.

Commentary

6. There is a very happy atmosphere about the school. Parents and pupils confirm that most children like it there. The pupils' keen participation in extra curricular activities and the way children in the nursery and reception classes settle so quickly away from their parents at the start of the day is further evidence that they enjoy school. Most pupils take a keen interest in lessons and want to succeed. They apply themselves well and sustain concentration. Many are keen to contribute, for example by answering questions or acting as 'teacher', but some, especially the younger pupils, lack the confidence to do so. Older pupils talk with visitors willingly and sensibly about what they have done. These good attitudes ensure that most lessons are orderly and purposeful and this has a positive impact on the pupils' progress.
7. Consistent application of the school's well-considered behaviour management procedures ensures that the pupils' behaviour is generally good throughout the school day. There are no exclusions. The school has been particularly successful in improving the behaviour of a group of boys with poor attitudes to learning by providing them with extra support from a special needs consultant and a play therapist. The effectiveness of this strategy was evident in a circle time session in Year 4 when the pupils showed great interest in the topic, listened extremely carefully to each other and behaved very sensibly. A few parents are worried about behaviour at lunch times but inspection evidence suggests their concern is unwarranted. No really antisocial behaviour was seen and petty arguments were dealt with

well by mid day assistants and playground 'squadders'. Most pupils and parents say that bullying is not a major problem and feel that any incidents are dealt with speedily and well. Pupils are taught to respect each other, and relationships are good throughout the school. Pupils of all backgrounds and ages work and play together harmoniously.

8. Inclusiveness is also promoted well through the curriculum in personal, social, health and religious education. Ethnic minority representatives on the school council provide good role models for all the children by contributing to discussions and suggestions.
9. Pupils enjoy taking responsibility. They volunteer happily for monitoring and messenger duties and perform them conscientiously. Older pupils take on greater responsibilities such as acting as playground friends. Many are mature and confident young people. Pupils are enthusiastic about the school council because they see the results of their decisions in improvements. They clearly appreciate the opportunity to have some autonomy and to show initiative. Class representatives undertake their role seriously and sensibly.
10. Governors are aware that the poor attendance may be affecting the progress of a significant minority of pupils, and improving attendance is a priority at the school. Working in conjunction with the local authority, the school has devised a sound policy for promoting attendance and analysis of recent data suggests this is beginning to be effective. For example punctuality has recently improved and overall attendance in 2002-2003 was higher than in 2001-2002. Despite this, the school has not yet succeeded in persuading all parents of the importance of good attendance and attendance continues to be adversely affected by children being kept away without good reasons and for holidays during term time. However, the school should insist on parents giving reasons for absence on the first morning. The school follows up specific pupils when absent.
11. Pupils with special needs have positive attitudes towards their work and towards their teachers and support staff. They are well regarded by their fellow pupils. Overall, pupils are very well supported. This boosts self esteem, which in turn improves learning. The inclusive nature of the school and its practice of consideration for others make pupils feel secure.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	1.6
National data	0.5

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

12. No pupils were excluded during the previous year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. It has made **good** improvement since the last inspection. The quality of teaching is **good**, and no unsatisfactory teaching was observed, although there are aspects to improve in teaching and learning. The school has an effective curriculum and enriches this very well with a wide range of opportunities beyond lessons.

Teaching and learning

The quality of teaching and learning is **very good** in the Foundation Stage. In Years 1 - 6 it is **good**. The school has embarked on an exciting and highly relevant initiative in partnership with other local schools to encourage pupils' speaking and listening skills. Teachers are beginning

to use the strategies effectively, although training is continuing to help them to interpret and apply the approach consistently.

Main strengths and weaknesses

- There is a buoyancy about the school, expressed through the wide range of extra-curricular activities, including sailing.
- The very good provision in the Foundation Stage leads to good learning.
- Teachers create the necessary conditions for learning well and set high expectations.
- The co-educators have a significant impact on pupils' learning.
- Pupils' poor language skills are a barrier to their learning; pupils are slow to acquire learning skills.
- Teachers' planning is comprehensive but does not consider which teaching and learning methods will best suit the pupils so that some teaching is not sharp enough.

Commentary

Summary of teaching observed during the inspection in 68 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
1 (1%)	9 (13%)	33 (49%)	25 (37%)	0 (0%)	0 (0%)	0 (0%)

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

- Teachers and other adults in the nursery and reception class plan well for an imaginative and worthwhile range of learning experiences so that children achieve well. The very good accommodation and resources are used fully to provide highly relevant and enjoyable activities. Children delight in the safe outside space and learn rapidly to share, take turns and consider others. The assessment procedures are excellent, built upon perceptive observations of the children. The assessments are applied fully in planning further activities which are closely matched to children's needs.
- In the rest of the school, the overall quality of teaching and learning in English, mathematics and science is good. In English particularly, the continual emphasis on developing understanding through discussion and dialogue underlines teachers' good subject knowledge and reinforces the use of correct English for the pupils. In other subjects, teachers usually pay careful attention to using the correct technical vocabulary so that pupils can explain their ideas. These strategies promote pupils' achievement well. The teachers have clear learning objectives that are matched well to where pupils are in their learning. In several lessons there is a good level of challenge, often promoted through teachers' probing questioning style. There are, however, a few occasions when all pupils in a class are not sufficiently engaged in a discussion when it is directed for too long towards one pupil or a small group. In a few lessons, for example in mathematics and science, pupils spend too much time sitting, listening while teachers talk, rather than having opportunities to take an active part in their learning.
- The quality of teaching and learning in several of the foundation subjects is good, for example in geography, music and physical education. Activities are well planned and enthusiastically taught so that pupils achieve well. Teachers usually demonstrate good subject knowledge during presentations and give clear explanations or use skilful questions to promote learning. Classes are managed well, for example by providing tasks matched closely to the learning needs of different groups of pupils. Relationships are warm and encouraging; this helps to motivate pupils to learn. This is particularly evident in the very good support given to children with learning difficulties by the co-educators. They are very effective. They have a clear knowledge of the content of the lessons and the learning objectives because teachers share the planning with them. Teachers make good observations of their pupils and are increasingly

using assessments to track progress and plan further lessons. Teachers are aware of what pupils know, understand and can do even though there is no formal record of pupils' progress in several subjects. In some lessons pupils are given the opportunity to evaluate other pupils' work and to reflect on the results of their own work.

16. Teachers are sometimes restrained by the nature of the scheme of work, for example in mathematics, and do not always pursue lines of enquiry that interest the pupils most which tends to limit the level of challenge. The computer suite is well used. The growing use of information and communication technology (ICT) in some subjects, such as art, is helping to motivate pupils but it is less well established in others. Pupils can be over-directed in ICT lessons and are not given sufficient opportunity to work independently. In music, pupils are managed well and the right balance between creativity and control is nearly always achieved.
17. Teachers plan well for the individual needs of children with learning difficulties and carefully assess the progress of each pupil. Teachers endeavour successfully to increase the self-esteem of the pupils who are eager to show what they know and what they can do. Teachers help pupils to build up basic skills. In the classroom, pupils are well integrated and have good access to the curriculum. Consequently, pupils learn well and thrive on the personal attention they are given. They apply themselves to the task in hand and work well with other pupils. Co-educators take careful note of pupils' progress and regularly discuss lesson plans with the class teacher. Pupils with statements are well supported and maintain steady progress.

The curriculum

Main strengths and weaknesses

- Overall, the curriculum is broad and balanced and has a strong focus on the creative arts.
- Provision for pupils with special educational needs is very good.
- Provision for the Foundation Stage is very good.
- A very good range of after-school activities are very well attended.
- Good accommodation overall but very limited outdoor games facilities.
- Well qualified staff ably supported by a strong team of co-educators.
- Too little use of information technology to support and enhance learning.

Commentary

18. The school offers a broad and balanced curriculum, which has a particularly strong emphasis on the creative arts. Drama, music and dance feature prominently in the pupils' experience and are helping to raise pupils' self esteem by extending their opportunities for performance. This in turn is helping to raise standards. The curriculum, at all stages, is relevant to the needs of the pupils and takes full account of their prior learning. For example, pupils acted various scenes linked to the great fire of London to emphasise that historical events affected ordinary people of the time. The teaching is collaboratively planned in year groups and learning objectives are carefully identified. Some lesson plans have too little detail and it is not always clear how they are linked to medium and long term plans.
19. The national literacy and numeracy strategies are firmly in place and appropriate emphasis is given to pupils' acquisition of basic skills that allow access to all parts of the curriculum. The school uses the Improving Primary Mathematics scheme, which is the local education authority scheme used by the majority of schools in this borough. The use of the scheme leads to an emphasis on whole class teaching which is not always effective because some pupils are not sufficiently challenged. Skills in information technology are better than at the previous inspection and all classes have good access to the computer suite. There is insufficient opportunity for pupils to practise computer skills in other subjects.

20. All subjects in the National Curriculum are taught, including religious education. Sex education is taught in accordance with the Governors' policy and drugs awareness is part of a well planned personal, social and health education programme. The programme is successful in helping to give pupils the knowledge and skills they need to lead confident and independent lives. Teachers plan to link the personal, social and health education programme to other areas of the curriculum which enables pupils to experience the curriculum as a whole. 'Circle time', held at the same time each week for all classes is very effective in supporting the school as a community by encourage consideration for others.
21. The curriculum is inclusive. The needs of all pupils are taken into account at all stages of planning. The school evaluates its own performance by a careful analysis of test results and by careful scrutiny of teachers' plans. This leads to changes in the school's curriculum and improved learning. The recent and sustained innovations in the creative arts curriculum have made a strong impact upon pupils' learning and their enjoyment of school. Many pupils' have discovered new talents that they have been able to explore and develop. The dance class during the inspection was an inspiration to those who observed it and provides pupils with rich experiences and very good quality of learning.
22. The provision for pupils with learning difficulties is very good. The teachers and the co-educators give pupils very good support in acquiring the basic skills of learning. The quality of Individual Education Plans is very good. They are shared with pupils and parents. The personal targets for numeracy, literacy and behaviour are realistic and achievable. Pupils' progress towards them is carefully measured and recorded.
23. The provision for after-school activities is very good and provides pupils with a wide range of extra opportunities, for example, in school productions, dance and music. The provision for competitive sport is outstanding and the school is rightly proud of many individual achievements, for example the current Borough Sports Boy and Girl of the Year are both former pupils of Godwin school. Developing links with secondary schools ensure that pupils continue to develop their emerging talents when they change schools.
24. Teachers are well qualified by training and experience for the age group they teach. They are well deployed. There is a good balance of experienced and more recently qualified staff. All teachers are enthusiastic about their work and committed to their pupil's welfare and to raising standards. They are supported in the classroom by very good co-educators who work unstintingly in the interest of the pupils. It is rare to see such good quality team work. The impact upon the quality of learning is tangible, for example by the number of additional activities provided by support assistants. Teaching is well supported by administrative and clerical staff, by the midday supervisors and by the site manager. All adults contribute well to the smooth and efficient running of the school and to the creation of a secure place to learn.
25. Accommodation is good and promotes good quality learning. Extra spaces are used well for small-group teaching. The computer suite is used well and pupils are beginning to develop a good range of computer skills that will ultimately enhance learning in all subjects. There is a well-equipped music room that functions as a music workshop where pupils make music without disturbing others. There are two well-stocked libraries containing a wide range of fiction and factual books. The outside area is in need of urgent renovation and does not at present provide a suitable area for sporting activities. The playing surface is uneven and potentially hazardous. The markings for team games are badly faded. It reflects well on teachers and pupils alike that poor outside facilities do little to restrict sporting achievements. Overall, the school is well resourced, particularly so in music and religious education, where the collection of religious artefacts is better than those usually seen.
26. Provision for special educational needs is good and fully reflects national practice. Programmes in language and speech therapy, anger management and physiotherapy are used well. After-school activities are open to all and pupils with special needs are well represented in music, drama and sport.

Care, guidance and support

Main strengths and weaknesses

- Members of staff provide pupils with very good pastoral support, particularly for their personal needs.
- Inspection findings support the view of parents that induction arrangements in the nursery and reception classes are very good. This has a beneficial impact on the development of positive attitudes in the pupils.
- Arrangements for the pupils' health and welfare are broadly satisfactory. There is good practice but a few aspects need attention.
- Pupils are generally provided with good advice and guidance based on the careful monitoring of their performance.
- The school takes good account of the pupils' views.

Commentary

27. A strongly supportive ethos is very apparent at the school. Staff value and respect every child as an individual whatever their academic ability, strengths or problems and are caring and considerate towards them. As a result most pupils feel safe and secure at the school and this has a positive impact on their learning. Pupils approach staff confidently. Child protection procedures comply with national recommendations and are sensitively applied. A particularly good feature is the annual *Kidscape* programme that is used effectively to heighten the children's awareness of personal safety issues. The school has an appropriate policy to ensure that pupils have access only to approved Internet sites. The school site provides a safe and healthy environment. A few procedures to help improve health and safety were discussed with the headteacher during the inspection.
28. Very good tracking procedures in English and mathematics allow pupils' attainment to be carefully monitored and effective academic guidance given. Audits of work every term are used to set targets and determine whether a pupil needs extra support. Clear success criteria are used to determine whether the support has been appropriate and to allow adjustments to be made. Targets are effective because pupils know what they have to do to improve and their self esteem rises when a target is met, for example to use descriptive words in their writing. Members of staff intend that pupils will eventually set their own.
29. Pupils' views are taken seriously and their opinions valued. Apart from formal mechanisms such as the school council, members of staff listen very carefully to what pupils have to say and act upon their suggestions. For example in a Year 4 circle time session the teacher very much accepted the children's views on what should be done about name calling and promised to pass them on to the appropriate senior teacher. Consequently, there were positive discussions about the effects on people of name-calling.
30. Pupils with special needs are given a high standard of care. Relationships are very good and provide a secure background for learning. All adults know the pupils in their care well and know how they learn best. Pupils' achievements are monitored carefully in the classroom and detailed assessments of their progress in basic skills are easily accessible.

Partnership with parents, other schools and the community

Main strengths and weaknesses

- The satisfactory partnership with parents reported in the previous inspection has been strengthened and is now good.
- Good links with the local and wider community have a beneficial impact on the pupils' attainment especially in sport and the creative arts.
- Links with other schools are satisfactory. There is a programme of visits for pupils prior to transfer to secondary school and some 'cluster' work with other primary schools. Pupils visit one secondary school for art work and participate in inter school quizzes.

Commentary

31. A much higher proportion of parents completed the questionnaire than did so for the previous inspection and the majority of them, as well as those who attended the pre-inspection meeting, express satisfaction with all aspects of the school. They particularly applaud the school's very good induction arrangements. They also like the fact that the school expects their children to work hard and feel they are making good progress. Inspection evidence generally supports the parents' positive views about the school.
32. Parents are kept well informed about general matters via a range of generally well-presented written communications and a parents' notice board. The prospectus gives a very good overview of the curriculum and the school sometimes arranges curriculum information meetings. These, however, are not always well attended. Despite the school's best efforts relatively few parents become more actively involved in the life of the school and there is no parent teacher association. Parents at the meeting thought that this was because many parents work and that police checks worry others.
33. Parents are generally satisfied with the ways they are kept informed of their children's work and progress. They find class teachers very easy to approach and appreciate being able to 'phone the school to check if their child has settled after a bad start to the day. The majority keenly attend parents' consultation evenings and find the pupils' written reports useful. A good initiative since the previous inspection has been the introduction of an interim report that shows the pupil's National Curriculum levels, includes targets for improvement and explains how parents can help. This report forms the basis for discussion at the spring term consultation meeting and parents agree that it is very effective in enabling them to support their children. Most reports are of a good quality. Parents of pupils with special educational needs are involved very appropriately at all stages.
34. A good recent initiative has been the inception of courses for parents in literacy and numeracy. A course in behaviour support, piloted and run by the school in conjunction with the local adult education college for parents of pupils in the Foundation Stage and Key Stage 1, has also been successful. Participants have been very enthusiastic about these courses and early indications are that they are having a positive impact on behaviour and attainment amongst the pupils.
35. The school has well-established links with many local organisations that are used effectively to enhance the pupils' learning. Sporting, theatre and music links are especially good, and contribute greatly to the pupils' physical, artistic and personal development. The dance and drama clubs are highly popular, taken by school support assistants and a governor, and give pupils a very good experience of success that helps motivate them in their school-work. Besides these the school uses a good range of outside resources such as the local church and minister, museums and the local authority's residential centre in Wales to support a range of subjects. In addition, the pupils are involved from time to time in exciting one-off projects such as helping to redesign the local park and contributing to the school's garden at the

Hampton Court Garden Festival. This exemplifies well the rounded approach the school takes to achievement and the good leadership in enabling these activities to take place.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher provides **very good** leadership for the educational direction of the school. She has a perceptive understanding of the pupils and how to raise standards. She is supported well by the senior management team. The school's management is effective because the priority is always directed towards enabling pupils to achieve. The governing body provides good strategic direction for the development of the school.

Main strengths and weaknesses

- The headteacher and senior staff have provided determined and successful leadership to improve the school's effectiveness since the last inspection.
- The leadership and management of the Foundation Stage are very good.
- The management of special educational needs is very good.
- Members of staff share a common sense of purpose for high quality experience for the pupils.
- The school is a very orderly community, providing interest and challenge for the pupils.

Commentary

36. The school has made good improvements since the last inspection because of the very clear leadership by the headteacher supported by the committed staff. All the issues identified at the time of the last inspection have been addressed well. In addition, the headteacher and senior staff have introduced initiatives directed towards raising pupils' achievement and improving the facilities. For example, the school is in partnership with a group of local schools in a project to promote dialogue with pupils and thereby motivate them to become more self-confident in their work. The staff are constantly thinking deeply about effective strategies to help raise standards. The senior staff identifies and tackles areas for development well.
37. Procedures for monitoring are good. The arrangements for performance management of staff are very good and have a clear positive impact on the quality of provision. The two deputy headteachers each make significant contributions to areas requiring support and development across the whole school. For example one deputy has brought a coherence to the way the school deals with pupils' personal development. The assessment co-ordinator has a very good understanding of the processes of assessing and tracking pupils' progress. The analyses of assessment information are used effectively to identify weaknesses in learning and to target teaching. The Foundation Stage co-ordinator provides very good leadership. The very high quality of teaching by all the Foundation Stage staff working together as a team led by the highly skilled and knowledgeable co-ordinator is the key to the children's success and achievement.
38. The co-ordinator for special educational needs gives very good leadership and management. The knowledge, commitment and organisational skills of the special educational needs co-ordinator, supported by the headteacher, result in very good provision for special needs which have a strong impact on the children's learning. She liaises effectively with external sources of help such as the educational psychologist and the autism support group.
39. Co-educators are very well deployed and make a very good contribution to pupils' learning and personal development. Very good leadership ensures that there is a shared commitment to raise standards. The quality of information to parents is very good. Useful contacts are developing with secondary schools at the point of transfer in order to pass on information and establish continuity of care.

40. The governing body provides good strategic direction. Governors visit the school and identify strengths and weaknesses. These visits inform forward planning and their financial decisions well. For example, their observations during visits reinforce their case for maintaining present levels of staffing. The school development plan provides a good basis for forward planning, to which the governing body makes a useful contribution by setting priorities in co-operation with the senior staff. The governors, with the support of the headteacher, take careful account of the principles of obtaining best value in their financial decisions. They have good procedures to monitor the effects of their decisions, with children's achievement and standards in mind.
41. The school office runs efficiently, and so does the school. Routines are clearly set out and administration is efficient. At present the headteacher spends a considerable amount of her time on financial administration and on preparing for building development, and this position should be reviewed so that she can spend more time on implementing and evaluating planned improvements.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,386,398	Balance from previous year	50,741
Total expenditure	1,341,033	Balance carried forward to the next	77,356
Expenditure per pupil	3,041		

WHAT IS THE EFFECTIVENESS OF THE NURSERY: SPECIAL EDUCATIONAL NEEDS UNIT

The Provision is **very good**.

Main strengths and weaknesses

- The unit is exceptionally well staffed by a specialist trained teacher, nursery nurses and a support assistant.
- Staff undertake home visits before the child first attends the nursery to assess the child's needs and the parents' responses. These visits are invariably well received. Parents who visit the nursery and find approachable staff in a friendly environment.
- Teachers and nursery nurses meet regularly to set and amend targets and to discuss and record progress.
- The Unit is well supported by the school and by the local authority, although the frequency of visits by the educational psychologist does not match the needs of children.
- The Nursery is very well led and managed by a very knowledgeable and committed nursery teacher who leads a team of well-trained and highly focused nursery nurses and a support assistant."

Commentary

42. The integration of the children into the Nursery is such that the unit children cannot be readily identified. Relationships between all the adults and children are excellent. The nursery provides a safe and secure place for the children to learn. For example, if or when children arrive for a session in a distressed state they are given very sensitive and thoughtful personal care, and may spend time resting in the quiet room. The children are helped to settle into the normal routines of the Nursery and may listen to a story, for example they were noted listening intently to the story of the Three Bears.

43. This unit is now fully integrated into the nursery and is staffed entirely by the school's nursery teachers and nurses. The quality of teaching and learning provided by the staff in the Unit is very good. The unit caters for up to six children in the morning and in the afternoon. Most of these children move to their own local schools, but some may enter Godwin on a full-time basis. The six children present a wide range of complex needs from moderately severe autism to speech and language difficulties and behavioural problems.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **very good**. Children enter the nursery with a wide range of skills and previous experiences and a small but significant number have a range of special educational needs. Overall communication and social skills are very low and these affect the children's progress in other areas such as their mathematical, creative and physical development as well as knowledge and understanding of the world around them. By the time the children leave the Foundation Stage and enter year 1 of the school they achieve well, having made very good progress at the start of their school careers.

The key to children's success is the very high quality of teaching and support by all the staff working together as a very knowledgeable, supportive but challenging team led by a highly skilled manager. The teaching staff, nursery nurses and co-educators have very good knowledge of the areas of learning, plan very effectively and challenge children. They hold very high expectations of what the children can learn. They work hard to make all experiences enjoyable but monitor children's response and achievement to provide further challenges through very high quality assessments of what children know, understand and can do. Parents find that induction arrangements in the nursery and reception classes are very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for children's personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Very clear working practice within both the nursery and reception classes gives children confidence and security as routines are well established and well known.
- Adults actively encourage children to work together in different groups on a range of activities.
- Adults relate very well together and children follow their good example.
- Adults treat all within the nursery and reception classes with respect, listen carefully to the children and encourage them to make suggestions that are taken seriously.
- When disputes occur between children, adults intervene carefully to help children negotiate how to work together harmoniously.
- Every day, pupils talk through problems and discuss behaving well, helping each other, taking turns and the differences between right and wrong.

Commentary

44. Children are successfully learning the difference between right and wrong. They know and trust that their teachers and supporting adults will help them learn. They develop the confidence and ability to take turns, share resources and equipment amicably. While younger children are developing the skill of comfortably working along side each other, older children are beginning to learn how to work collaboratively with each other.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for the development of children's communication, language and literacy skills is **very good**.

Main strengths and weaknesses

- The very good development of children's vocabulary is combined with the confidence and skills to use the words learned.
- Teachers make very good use of language for children to copy.
- Adults harness children's natural fascination with what they hear using stories, poems, songs and discussions in formal and informal work across the day.
- Many opportunities provided during the day for children to record their ideas and feelings.
- Formal sessions where books are shared and children encouraged to join in stories, following a pointer along a line of writing.

Commentary

45. Many children in the nursery have a very low starting point and they make very good progress over their foundation career and achieve well by the time they approach Year 1. They are encouraged to develop a wide vocabulary because there are a range of very good activities planned to enable children to communicate with each other as well as with the very good numbers of supporting adults. Those who have a special educational need related to the development of their communication skills are fully included in the nursery in particular by the staff using simple sign language and in reception by activities targeted to meet their needs.
46. Adults encourage a love of books in children. Adults provide children with a rich language environment which includes labels, diagrams and books, both story and factual. These flood both the nursery and reception classes and all rooms have quiet areas where children can curl up with a good book. The children enjoy looking at books and are becoming confident when talking about what they have read. They follow stories read by their teachers and other staff and develop well the skill to identify letters and their sounds. They hold discussions about the illustrations and how they can tell the story, with the words confirming and extending the story in exciting directions. Higher attaining children are beginning to read simple texts with fluency and use sound and picture clues to deal with unfamiliar words. Large storybooks are enjoyed by all children. In a reception class, during group activities, one boy selected a big storybook and the teacher's pointer and proceeded to 'read' to other children and the soft toys as a class, using all the teachers' strategies of emphasis, inflection and articulation. He thoroughly enjoyed the experience, his friends played the class with attention and due gravity and the teacher was able to assess the success of her teaching strategy.

MATHEMATICAL DEVELOPMENT

Provision for the development of children's mathematical skills is **very good**.

Main strengths and weaknesses

- The very good development of children's counting and number recognition skills.
- The encouragement to children to use these skills in a range of activities during the day.
- Teachers reinforce the correct use of vocabulary, such as big and little, first, last and middle, in all the work in the nursery and reception classes.
- Adults harness children's enjoyment of counting by using numbers in different areas of the nursery and in more formal counting sessions in reception.
- Many opportunities provided during the day for children to sing, count and play with numbers and recognise number shapes as well as learn about capacity and volume in free play activities such as sand and water.

Commentary

47. Number skills are weak in the nursery. However, by the time children leave reception they are able to count to at least 10 and recognise number shapes, with many being able to count and identify really high numbers. Through the use of stories involving a number of characters – currently Goldilocks and the Three Bears – children are introduced to the concept of a number as well as recognising and working with that number. Children are grouped by number for every activity. Four for instance cook in the nursery or four to play in the bear’s cottage though only two can paint at a time. Members of staff promote discussion and observations about numbers and simple relationships very well, using the everyday activities of the classrooms. These have a clear impact on children’s learning. Questions include how many when counting spoonfuls of ingredients as well as learning number order when a puts in x, and b adds y to the mixing bowl. During the day children have the opportunity to work on their own with an adult, counting or completing a task with careful support.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for children’s knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Good opportunities to use computers both in the nursery and reception classes.
- The care of creatures is developed well.
- Good attention to health and hygiene such as the need to wash hands before cooking and after. visiting the toilet, and learning about the food they need, sleep and play.
- Older children think of their way to school as well as round the school and are learning geographical language, discussing their routes when moving to the hall, playground or their outdoor area.
- Good observational skills – reception children looked at the inside of an orange, using senses to answer questions.
- Awareness of the passage of time – knowing their parents are older than they are but also they have younger brothers and sisters.

Commentary

48. Children have a wide range of opportunities to develop their skills of observing and commenting on the world around them. Computer programs let them practise and extend their knowledge of language and mathematics while learning how to use the equipment, developing their eye/hand co-ordination through the use of the mouse and the keyboard. They are encouraged to find out more about the animals and birds in the natural world. Teachers use the development of scientific enquiry skills to encourage children to use their senses to investigate what fruit and vegetables are like. Reception children enjoyed the feel, smell and taste of oranges, having a half orange to make a close observational drawing while discussing the colour and textures and how to show them creatively. By the time they leave reception, they know a lot about the natural world, about animals and other creatures, where they live, the foods they eat and how to look after them. Likewise they know a lot about themselves and their families as well as the geography of the school and the local area.

PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

Children's physical and creative development is **very well** provided for.

Main strengths and weaknesses

- The activities chosen to provide experiences of painting and using a range of modelling materials are very good.
- Children are encouraged to play together in large and small spaces.
- Pupils are encouraged to think about movement and space within the classrooms and modify their behaviour to ensure that all can work safely together.
- Role play is used very well to help children understand others point of view.
- A very good range of construction equipment enables children to develop fine skills and control.
- The opportunity to use pencils, brushes and other markers helps hand control and eye/hand co-ordination.
- The opportunity for more formal physical skills work in physical education sessions develops the ability to work on sport activities and develop such as throwing and catching, skipping and ball skills.

Commentary

49. The development of physical and creative skills go hand in hand in both the nursery and reception classes. All children have the opportunity to ride and climb outdoors as well as use a very good range of tools and equipment within the classrooms. Children in the nursery are encouraged to use a range of small equipment to develop their fine control skills as well as their eye/hand co-ordination while reception children have more formal writing practice to develop manipulative skills using a range of pencils and markers. As a result children are able to use a wide range of resources with dexterity ready for the next stage of their education.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**. Pupils achieve well as a result of high quality teaching based on **very good** assessments of pupils work.

Main strengths and weaknesses

- Pupils' results in statutory tests and tasks are below average.
- Pupils attain below average standards in speaking and writing by the end of Year 6 though their listening and reading skills are higher.
- Pupils achieve well throughout the school in all aspects of the English curriculum though speaking and writing achievement is lower than listening and reading.
- The school has implemented the National Literacy Strategy in full but has adapted the delivery of areas such as group reading and extended writing to meet pupils' learning needs.
- The quality of teaching is consistently good.
- Pupils enjoy their work as a result of well planned, well paced lessons.
- Assessment strategies are very good and used very well to target teaching and learning.
- Homework is well planned – parents are encouraged to give good support to their children's learning.
- The school has a very good range of resources – both fiction and non fiction texts.
- The leadership and management of English is very good.

Commentary

50. The school has made good progress in developing pupils' English skills since the previous inspection. Pupils enter the school with standards that are well below the national average and those of schools in similar circumstances. Pupils leave school at the end of Year 6 with standards in listening and reading in line with the average though still below in speaking and writing. This represents good progress and achievement over their time in school. The school has made very good use of the National Literacy Strategy. The good quality teaching and learning and the assessment of pupils' work, has enabled the school to make great improvements very rapidly. Good role play and drama help speaking and listening skills as well as confidence and growing maturity.
51. The areas for development at the time of the previous inspection have been fully addressed. There have been good improvements in the teaching and use of writing across the school. The high expectations in terms of the quality and quantity as well as the focus on systematically teaching the basic skills, including those of handwriting, are clearly shown in the range of work in class and in displays.
52. The quality of teaching has improved very well since the previous inspection. The subject manager's clear vision and effective identification of areas for development, has resulted in all staff making effective use of the National Literacy Strategy, developing higher order reading skills and extended writing. Each year she sets a focus for the work in the school. Her monitoring of plans, scrutiny of children's work and lesson observations resulted in an effective plan for the curriculum and staff training. The school has made an evaluation of pupils' progress the key process to plan for effective learning. Work is very carefully designed to match the needs of all the pupils in each class. Pupils respond well. In most lessons, pupils enjoy their work, concentrate hard and respond with maturity to their teacher's high expectations. In every lesson pupils gain and practise new skills, acquire new information and put a lot of effort into their work.
53. Pupils use English well in mathematics, science and history. The computer suite in the library helps pupils to develop their research skills well, especially learning that new technology does

not always provide all the answers. Lessons in using the library for research and enjoyment engender a love of reading and sharing of books.

Language and literacy across the curriculum

The school makes many good links between children's growing language skills and their application or development in other subjects than English. For example there is a good emphasis on using the correct terms in mathematics and science. Pupils are learning to use correct terminology, and teachers often help pupils to obtain a feel for the rhythm and expression of words.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Overall, teaching is good.
- The close cooperation of the teacher and the co-educator helps pupils to learn.
- High expectations of pupils' work and behaviour.
- Good quality leadership coupled with a shared commitment to raise standards.
- The need to improve the presentation of pupils' work, particularly the written methods for problem solving.
- Too little use of information technology to support and enhance learning.
- An over- reliance on the published scheme.

Commentary

54. Standards by the end of Year 2 are just below the national average. Pupils make good progress and achieve well, many against a background of weak skills in numeracy when they enter the school. Pupils with learning difficulties are given very good support by the teacher and the co-educator as they work towards their personal targets. Results in the Year 2 national tests confirm the progress made by the pupils. The results of the 2003 tests show a significant improvement upon the previous year. They are in line with the national average and well above those of similar schools.
55. The national test results in 2003 for Year 6 show that the significant improvement made in 2002 has been maintained. The results were below the national average, but were in line with those of similar schools. The overall picture in mathematics is of continuing improvement through hard work and good teaching. Standards of the work seen during the inspection are below the national average by Year 6 but, set against the results the same group achieved at the end of Year 2, the pupils continue to achieve well and make good progress. The support offered to pupils with learning difficulties is well focused and helps them to achieve their targets in number work.
56. By Year 2, most pupils count, order, add and subtract numbers to at least 20 but some pupils have difficulty in remembering the number bonds. Teachers lead pupils carefully through a simple block graph to illustrate the pupils' favourite brand of crisps. The information was gathered from the class and tallied by the teacher. The pupils completed the graph successfully and interpreted it by answering questions about which brand of crisps is the least and most popular. This lesson indicated to the teacher where strengths and weaknesses lay in numeracy and literacy. Pupils had the opportunity to use what they knew in an exciting exercise and learnt how to match number to size and how to read a simple graph. Most pupils

know the names of regular shapes such as the square and circle and accurately count

corners, edges and sides. Pupils' previous work shows quite confident use of a Venn diagram to depict pupils who had blue eyes, brown hair or both. Pupils understand how mathematics is a part of everyday life.

57. By Year 6, many pupils are familiar with the basic elements of mathematics that they will encounter in secondary school. They are well prepared for the next stage but do not have sufficient opportunity to practise what they know in problem solving. In one lesson, pupils investigated a pattern of six numbers, multiplied them in pairs and added these together for the highest possible total. The competitive element generated enthusiasm but revealed that some pupils do not have a secure grasp of the multiplication tables and therefore spend too long on a simple exercise. In more advanced work, there are good examples of transforming shapes by reflection and rotation, based on shapes that are drawn on graph paper using coordinates. Pupils know about the different kinds of averages and how to use them. They also know about probability and are able to estimate the chances of a coin falling heads or tails.
58. The overall quality of learning and teaching is good, although the mental starter to lessons is not always brisk enough to enliven the pupils. In all lessons seen, teaching was at least satisfactory. In half the lessons it was good or better. Teachers have good subject knowledge but are sometimes restrained by the nature of the scheme of work and do not always pursue lines of enquiry that interest the pupils most. In one lesson provided by the scheme, for example, almost all the time was taken up by learning the three times table, although it was clear that the pupils were ready to move on. In another lesson, some pupils could have progressed at a faster rate but were held back by the recommended approach of extended class teaching.
59. Relationships are warm and friendly and based upon mutual respect. Questions are used well and pupils are given plenty of time to collect their thoughts and provide an answer. Classes are well managed. A high expectation of work and behaviour is the norm. Pupils know what is expected of them. Pupils with learning difficulties are given very good support by the co-educators and become a little more confident every day. Teachers use assessment well to chart the progress of their pupils and to plan successive lessons. The presentation of work varies and poor presentation sometimes leads to errors in problem solving. The computer suite is well used but computing in the classroom for everyday mathematics is less well established.
60. The leadership and management of the subject are good and the staff work hard to raise standards. The development plan sets the right priorities, namely to raise the profile of problem solving and extend the use of computers. The subject co-ordinator has spent many hours harmonising the scheme of work with the numeracy strategy and in developing assessments to get a full picture of pupils' progress. Performance data is used well to set targets for individuals and groups. Resources are good, except for access to classroom computers, but few teaching aids were seen during the inspection.

Mathematics across the curriculum

61. At present, the use and development of number skills in other subjects is dependent upon individual teachers. A clear plan is needed if pupils are to derive maximum benefit. In history, pupils use a time line to plot historical events and in geography, they use their growing knowledge of coordinates to read simple maps. In science, pupils use standard measures to prepare for experiments and to record results. In art, pupils use symmetry to design and create patterns and in information technology, older pupils are able to interrogate a database.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching and learning are good overall, but some tasks are over-controlled by the teachers.
- Pupils achieve well in science from when they first enter school, although standards are below average by Year 2 and Year 6.
- The subject leader provides good direction.
- While there is usually a good practical basis for the subject, in some lessons there is insufficient opportunity for pupils to set up their own investigations.

Commentary

62. Pupils enter the school in the nursery or reception classes with attainment that is well below average in knowledge and understanding of the world. The good experiences in the nursery and reception introduce the children to many properties of materials, to an early understanding of how things grow and life cycles, and the idea that there is some regulation in how things occur.
63. The children's achievement is good through the Foundation Stage and this continues through Years 1 - 2, as pupils handle materials and explore their properties in a good range of practical experiences. For example in Year 1, following a walk around the school, pupils understood that the wind caused some things to move, such as leaves, grass and bubbles. They had less understanding about other causes of movement. In Year 2, a well-structured lesson encouraged pupils to listen carefully to a variety of sounds from a recording. Most pupils made sensible guesses and were able to explain how sounds varied from different sources. Previous work shows that pupils are beginning to learn about the need to control their investigations so that they may make reliable observations. The pupils' skills of talking about and explaining their ideas indicates good achievement from reception, although for many pupils their formal recording skills are under-developed and standards by Year 2 are below average.
64. In Years 3 - 6, pupils achieve well. They have a greater understanding of the need to make observations and take measurements of the results of more formal experiments. This leads to their recognition of patterns and relationships, and of cause and effect. In Year 3, for example, pupils understood the need to keep the conditions the same in their experiment to see the effect of various substances on an eggshell, although their own experimental skills were not extended because the experiment was carefully controlled by the teacher. By Year 4, the very direct, thorough teaching approach led the pupils to recognise that conduction differs in different materials and that they needed to make their test a fair one. However, pupils' own practical experiences were limited by the teacher's over direction of what they should do.
65. In Year 5, an experiment to understand how sound travels gave pupils the opportunity to test a cup telephone although the classroom conditions limited their observations. In Year 6, careful discussion led pupils to understand that seed dispersal provides better opportunities for young plants to grow because they are not dwarfed by the parent plant. Several pupils demonstrated specific knowledge, such as how seeds may grow after being buried by squirrels, but overall the general knowledge they have to draw upon to help interpret new ideas is very limited. Standards by Year 6 are also below average, although the proportion of pupils exceeding the expectation shows a significant increase from Year 2 to Year 6, supporting the view that pupils' achievement is good. Standards by Year 2 are similar to those reported at the time of the last inspection. Standards by Year 6 have declined from those reported at the time of the last inspection because the characteristics of the cohort indicate lower general attainment. Pupils start school with poor general knowledge about materials and how things work. The school's approach to teaching science is usually for all pupils to do the same or a very similar

experiment which does not broaden pupils' knowledge and understanding as much as it might. This partly explains why pupils do not perform as well in formal science tests as they do in mathematics. The results of the 2002 national tests showed performance at the national average and the unconfirmed results for 2003 are similar.

66. Evidence from lesson observations and from pupils' previous work shows that teaching and learning are good overall. Several teachers employ a very direct, thorough way of explaining the ideas in a way the children can understand. This is effective in promoting good achievement and overall shows teachers' good command of the subject. The choice of activity is relevant and creates good interest so that pupils usually have good attitudes and behaviour. In general, the pupils are not given sufficient opportunity to set up simple experiments for themselves, however, so that they develop investigational skills of their own.
67. The subject leader has a good understanding of the role and is providing a good lead for improvements. She ensures that relevant resources are available each term. There are regular assessments each term for each year group, which help to identify strengths and weaknesses in pupils' understanding. A particular strength in the school's work is the proportion of pupils who exceed the expectation at Year 6, having entered the school with well below average attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching overall and very good support by well trained support staff promoting good pupil achievement.
- Enthusiastic leadership of the subject providing good support for teaching and support staff.
- Use of ICT across the curriculum needs to be further developed.

Commentary

68. Standards in the subject are as expected for pupils at age 7 and age 11. Standards have improved since the previous inspection when there was insufficient evidence to judge attainment. The development of Information and Communication Technology (ICT) became a whole school priority with the opening of a computer suite, assignment of a computer in every classroom, and staff taking advantage of local and national training initiatives such as the National Opportunities Fund scheme (NOF) for teaching staff, the Computer Literacy and Information Technology certificate course (CLAIT) for support teaching staff, and the European Computer Driving Licence (ECDL) for the subject leader.
69. In Year 1, most pupils use the mouse correctly to select from a menu within the Colour Magic Program and "drag and drop" image stamps representing playground activities on to a digital picture representation of the school playground. Pupils are familiar with the parts of the keyboard and able to make choices when using the program to produce different outcomes and to give reasons for their choices. In a Year 6 lesson, pupils showed good knowledge and skills in using presentation software to prepare a series of multi-media slides for a particular audience. They were able to start up the program, log on to the Internet, download a graphic into a page and add text and sound to the page appropriate to the audience.

70. The quality of teaching and learning in lessons is often good. This is due to the teachers' secure subject knowledge allowing them to impart skills and knowledge effectively to their pupils. Pupils with special educational needs are well supported by well-trained teaching assistants. The teaching assistants have a clear understanding of the learning objectives of the lessons they are supporting and are confident when exploring ICT with pupils. This has a direct and positive impact on learning. The behaviour of pupils is good in the computer suite both when they are on the carpet for demonstration sessions and plenary sessions and when they work collaboratively. However, there appears to be little opportunity for pupils to work independently within the lesson. Teachers make good use of a large T.V. monitor to demonstrate procedures to pupils in the computer suite. Use is also made of data projectors in two classrooms linked to the classroom computers. These are effective in promoting the use of ICT within other subjects of the curriculum. In a Year 5 art lesson the presentation system was used to project the work of two artists to good effect.
71. The subject is well led and managed by an enthusiastic subject leader. She has a clear overview of standards throughout the school through discussion with colleagues, monitoring planning, and evaluating the coverage of the ICT curriculum. She should undertake lesson observations to ascertain the impact that recent innovations in the subject are having on the quality of teaching and learning. The curriculum plans provide teachers with clear guidance and support on teaching all aspects of the National Curriculum programme of study. Further support is provided by the technical support assistant who deals with technical problems.

Information and communication technology across the curriculum

72. There is regular timetabled access to the computer suite/ library. The frequency of timetabled slots should be increased to allow teachers the opportunity to take their classes when appropriate during other subject lessons. The use of data projectors in classrooms is effective in promoting the use of ICT across the curriculum. At present, the computers in the classrooms are insufficiently used to support pupils' learning.

HUMANITIES

Religious education

The provision for religious education is **good**

Main strengths and weaknesses

- A well-planned multi-faith approach to the teaching of religious education.
- A good selection of resources that helps pupils to learn.
- The positive approach of teachers and the good response of pupils.
- The need to ensure that assessment of pupils' progress is used for planning.

Commentary

73. By Year 2 and Year 6, pupils' attainment in Religious Education matches the requirements of the locally agreed syllabus. Pupils are taught from a broad multi-faith perspective. By Year 6, pupils are beginning to understand the part that religion plays in the culture of different countries. They are also developing an awareness of the similarities between religions and the effect that people's beliefs have on their lifestyles.
74. Pupils, including those with learning difficulties, make good progress in learning and most achieve well, although few have any personal experience of religion that they can bring to class discussions. Assembly themes and displays of pupils' work around the school support teaching and learning by emphasising the school's values and relating these to the lives of famous people, for example.

75. In Year 1, pupils learn about the harvest and how it is essential to sustain life. The teacher brings a collection of vegetables to the classroom, most of which the pupils are able to name. The teacher leads the class through the growth cycle, which makes a good link with the science lesson and pupils begin to wonder at the powers of the rain and the sun. Pupils in Year 2 learn about the Jewish customs surrounding the harvest and begin to understand what it is like to be a member of a Jewish family.
76. Pupils in Year 4, look at some of the artefacts to be found in the synagogue and learn of their symbolism. They handle the artefacts and dress in the special clothes for prayer. They ask intelligent questions about their use and how they compare with those found in the Christian church. Pupils in Year 6 have an open discussion about rights and responsibilities, which begins with the school rules and ends with the Ten Commandments. From this pupils readily understand why life is regulated by rules and shared beliefs.
77. The quality of teaching is never less than satisfactory and in half the lessons seen it is good. Teachers use the resources well to provide added stimulus to learning. Pupils respond well and produce good quality written work of a much higher standard than was apparent at the previous inspection. Questions are positively encouraged and teachers give honest answers. Relationships are warm and friendly and this provides a good climate for learning. Teachers are aware of what pupils know, understand and can do, but a more formal system of assessment would give a stronger basis for lesson planning.
78. The subject is enthusiastically led and well managed. Teachers' plans are monitored, which helps to ensure consistency in teaching. The forward plan for the subject is appropriate and includes visits to places of worship that will supplement pupils' understanding of the significance of religion.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Teaching and learning are good
- Pupils achieve well through the school so that standards meet the expectation by Year 6.
- There is a good choice of interesting and relevant tasks.

Commentary

79. Teachers provide pupils with good experiences in geography that help to make the subject come alive. For example in Year 1, all children had prepared a letter addressed to their home, then walked to the post box. They showed great delight that the letter had arrived safely, although few pupils know their own address confidently. In Year 4, good teaching and explanations with very good photographic resources of a northern village resulted in good learning by the pupils. Pupils achieved well because there was a clear framework to the lesson and resources were very well prepared. Standards were broadly average although pupils had difficulty describing what they saw and did not always recognise features in the photographs that were relevant for the task.
80. In Year 5, the teacher used a video of the life of a family in St Lucia to bring out contrasts well with the pupils' own lives. The pupils' achievement was good because they were beginning to interpret what they saw, such as the family going to the peace and quiet of the country to be away from tourists at the beach. This increased their understanding of how natural resources may be used in different ways because of the choices people make. In Year 6, a well-prepared and managed lesson led to good learning about life in Ghana. The teacher used good methods to consolidate pupils' learning, for example by demonstrating note taking. Lesson observations

and pupils' previous work show that standards by Year 6 are broadly average. There was insufficient information to make a judgement on standards at Year 2, but pupils achieve well through the school overall. In the lesson observed in Year 6, however, achievement was satisfactory because pupils found the discipline of recording their own observations difficult even though they could discuss the ideas confidently.

81. The experienced subject leader has a good understanding of the role and ensures the subject meets statutory requirements. She has allocated time to monitor provision and standards by looking at pupils' work and planning and has gained a good understanding of areas for development. She encourages teachers to make helpful links across subjects where appropriate and has prepared suitable assessment sheets for each section of the subject.

History

The school provides well for history and the quality of teaching and learning is also **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Pupils achieve well over their time in the school making good progress overall with standards as expected for pupils' ages and prior abilities.
- The school has improved the quality of teaching since the previous inspection, especially in the range of teaching strategies to support pupils learning.
- A high quality curriculum uses other subjects well to help work in history, such as English, drama, dance and ICT.
- The leadership and management of history is good.
- The assessment of pupils' progress and achievement is good and teachers use this information well in planning the work within their classes.
- The resources for the subject are good and are well used by both teachers and support staff.
- Good use is made of visits to museums and residential visits.
- Visitors to the school, including family and community members are used well to support learning and enhance the curriculum.

Commentary

82. The achievement of pupils in history is good overall. This reflects the care which the school has taken to ensure that national projects such as the national literacy and numeracy strategies have not put such pressure on curriculum time that the standards, especially for younger pupils, have not been maintained. Standards for older pupils are higher now than at the time of the previous inspection. These reflect the changes that have been made in the curriculum and in the range of teaching strategies adopted since that time. It was not possible to see a lot of lessons being taught during the inspection but an examination of work in pupils' books, discussions, looking at teachers' planning and the scheme of work confirms the good achievement of pupils and their good progress.
83. Achievement is high because of good quality teaching. Teachers plan work that develops pupils' research, observation and thinking skills in a broad and well balanced curriculum. Not only do pupils learn about people such as Samuel Pepys and King Henry VIII but also think about why they acted as they did and the impact of actions on those around them. This was particularly effective when Year 5 pupils were not just asked to learn the names of Henry's wives and how they met their fate, but also which of his many marriages would be considered happy and successful. This helped to reinforce the pupils' understanding of how marriages were arranged and the impact on the daily life of the country. Much work is practical. For instance, younger pupils looked at a range of photographs and texts linked to the great fire of London and then acted out various scenes, 'freeze framing' the characters to enable the rest

of the class to discuss the actions and feelings of the characters. This was not only enjoyable but also reinforced the idea that historical events affect ordinary people such as bakers and shop keepers as well as Kings and Queens. Teachers also make good use of visits to museums and the residential visits to promote historical understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in Art and Design is **satisfactory**

Main strengths and weaknesses

- The subject leader plays a good role in making improvements in provision.
- The growing use of ICT in the subject.
- Limited time allocation for art & design reduces range and nature of work.

Commentary

84. Standards at age 7 and age 11 are in line with national expectations. Four lessons were observed in the course of the inspection in Year 2, Year 5, and Year 6. Pupils' work from each year group was scrutinised. Pupils are making satisfactory progress throughout the school. There are examples of pupils in Year 1 and Year 2 exploring ideas about self-portraits using charcoal and chalk. Collages inspired by the work of Mondrian showed that pupils were successfully using collage to communicate ideas about line, shape and colour. Paintings pupils made of garden scenes showed the use of different brushstrokes, whilst cutting skills were skilfully employed in making snowflake pictures. Pupils make prints and observational drawings based on the work of other artists, in this case Andy Warhol, with some success. Photographs of pupils' clay work in Year 3 – 6 showed only limited 3-D work. This is an area that still needs development in school. In Year 6, a few pupils have excellent freehand drawing skills and show imaginative use of water colour, carefully utilising its special qualities to good effect. However, the limited time allocation for art & design does not allow for skills of most pupils to be fully developed and reduces the range and nature of artwork undertaken in school.
85. Teaching and learning in art & design is satisfactory. Teachers in both key stages display secure subject knowledge. In one Year 2 lesson in which pupils were using charcoal on paper to produce self-portraits, the teacher demonstrated good subject knowledge about line and form, providing very effective feedback to pupils, as a consequence pupils knew what they needed to do to improve their work. Pupils were often given the opportunity to review other pupils' work and to appreciate the results of their own work. Teaching assistants are well utilised in working with pupils with special educational needs and supporting other pupils. Teaching assistants have a clear knowledge of what the lessons are about and are therefore able to play a full part in raising the achievement of pupils in their charge. Pupils can be over-directed in lessons and are not given sufficient opportunity to work independently with the result that their skills and imagination are restricted. The growing use of ICT in the school's art lessons is helping to motivate pupils. In one lesson, the data projector was used to project images of paintings for comparison. The images projected were large enough for everyone to see and the vibrant colours produced enhanced the quality of the demonstration. This had a very positive impact on the pupils' interest in the lesson.
86. The subject co-ordinator provides good leadership. Art & design has been given a higher status since it became a whole school priority in the school development plan. The co-ordinator is in the process of re-organising the curriculum in line with national guidance to provide further continuity and progression and to increase the range and nature of art work covered. A programme of in-service training aimed at improving the quality of teaching is

underway. The subject is monitored through discussion with staff, scrutinising planning, and evaluating curriculum coverage, all of which provide useful insights into strengths and weaknesses although lesson observations are not undertaken to form a fuller understanding of provision.

87. Standards and quality of provision have been maintained since the previous inspection. There are encouraging signs of further improvements through re-organising curriculum coverage, increasing the time allocation for the subject, and the use of ICT to enhance teaching and learning.

Music

The overall provision for music is **satisfactory**. The provision for musical performance is **good**.

Main strengths and weaknesses

- A good standard of performance in singing and instrumental work.
- Good quality choir.
- Good teaching overall.
- The positive response from pupils. They enjoy music.
- Other aspects of music are under-developed, particularly composition.
- There are no systematic procedures for assessing and recording pupils' progress as a guide to lesson planning.

Commentary

88. By Year 2 and by Year 6, pupils' attainment in classroom music matches that expected nationally. It is better than at the time of the previous inspection when standards in Year 6 were below expectation. Pupils with learning difficulties are well supported and take a full part in all lessons and after-school activities. Music contributes significantly to pupils' personal development as it provides opportunities for pupils to work closely together and to listen to music from different parts of the world.
89. Pupils make satisfactory progress in all aspects of music. They make good progress in musical performance. Pupils' achievement related to age is never less than satisfactory. Pupils, who learn to play an instrument from the good range taught by visiting teachers, or who sing in the school choir, achieve well. The choir sings from a wide repertoire of music and, unusually, comprises almost equal numbers of boys and girls. Pupils sing well in the choir, in the classroom and in assembly. Pupils enjoy singing and are particularly at home with action songs. Pupils have a good sense of rhythm and phrasing in the melody. Diction is clear and expression is good.
90. An inspired departure from the music programme is the weekly song, chosen by the pupils of each class and sung everyday. This adds to the community atmosphere so evident at Godwin. Year 2 pupils sang well in rehearsal as they prepared their song for the autumn assembly 'Mr.Wind'. They accompanied their song with actions. Pupils in Year 3 clap and sing increasingly difficult rhythmic patterns and learn about elementary notation. Pairs of pupils present their rhythmic compositions to the class. Year 4 find out about ascending and descending scales and sing a song that shows the difference. Year 5 discover what makes a pentatonic scale and improvise short melodies on percussion instruments based on the five notes. Pupils in Year 6 enjoy the nonsense song, 'Life is but a melancholy flower' as a round and then work in small groups to compose their own round based on the school rules: 'walking down the corridor, always do your best'. Pupils accompany themselves on chime bars.

91. Overall, the teaching and learning of music is good. Lessons are well planned and enthusiastically taught. Consequently, most pupils try hard and make at least satisfactory progress in the lesson. Teaching methods involve the pupils actively. Pupils are managed well and the right balance between creativity and control is nearly always achieved. Opportunities for pupils to compose are under-developed. Teachers are aware of what pupils know, understand and can do, but there is no formal record of pupils' progress. Pupils do not do enough written work.
92. Music is managed well and pupils enjoy making music in public. The school's recent production of *Gel* (a derivative of *Grease*) played to a large and enthusiastic audience and was a very good example of the creative arts in action. Accommodation and resources are good and make a significant impact upon the quality of learning. The well-equipped music room is an ideal workshop where pupils may investigate and enjoy sound.

Physical education

The provision for Physical education is **good**.

Main strengths and weaknesses

- Good teaching overall. One excellent lesson.
- A wide range of after-school activities and representative sports fixtures.
- The good attitudes of the pupils and their willingness to work to improve skills.
- Good leadership and management.
- Very poor outside facilities. Playground in poor state of repair, poorly marked.

Commentary

93. Physical education has a firm place in the curriculum. The quality of teaching, the standards attained and the progress made by pupils are better than at the previous inspection. Lessons are very well supported by a wide range of after-school activities, including competitive games. The school has a strong local reputation for sportsmanship and good performance.
94. Pupils' attainment in Year 2 and in Year 6 matches national expectations. There are individual performances in Year 6 that exceed expectations in the levels of skills attained and in their use in games. All pupils, including those with learning difficulties, achieve well and make at least satisfactory progress in all aspects of physical education. Pupils in Years 5 and 6 achieve very well as they build up an impressive repertoire of ball skills. These pupils make good and sometimes very good progress. Regular swimming sessions are provided Years 3, 4 and 5. Most pupils swim to the national standard by Year 6.
95. Pupils in Year 2 warm up thoroughly before practising the ball skills of throwing and catching. Pupils plan and perform simple skills safely and improve performance by practising with a partner. Pupils in Year 3 demonstrated their ball skills in a game of rounders and, in spite of the uneven surface of the playground, showed increasing ball control and hand-to eye coordination. Pupils in Year 4 learnt the skills of cricket and became accomplished in fielding, bowling and batting. They played together safely and by the rules. In Year 6, after a strenuous warm up, pupils practised the skills of hockey and most were very effective in dribbling and shooting. The rules of the game were observed well and pupils discussed the positive effects of prolonged exercise. In the excellent lesson, pupils learnt quickly because of precise and careful teaching. The teacher expertly demonstrated what he wanted pupils to do. The lesson moved at a very good pace and pupils progressed very well through a series of cricket skills in a very short time. The lesson was stimulating and the pupils did not want it to end. In the concluding game pupils were eager and enthusiastic to show what they had learned.

96. Overall, the quality of teaching is good. Teachers plan well for maximum activity and have high expectations of what the pupils can do. Pupils respond well to the challenge of physical exercise and enjoy practising their skills in various games. They behave well and safely. They enjoy what they do and the progress they make. Relationships are very good and are based upon mutual respect.
97. The subject is led and managed well by an enthusiast who believes that all pupils can achieve in physical education. The school enters for all local competitions including soccer, cricket, hockey and swimming and is frequently successful. There is stern competition for places in the girls' football team. The current Borough Sports Boy and Girl of the Year are both former pupils of Godwin. Pupils in Year 6 have the opportunity to go on a residential adventure holiday where they take part in canoeing, caving and pony-trekking.

Design and technology

98. It was not possible to see any lessons in design and technology because nearly all classes were learning art and design during the half term. There was also very limited evidence of pupils' previous work. In Year 5 pupils have studied the taste and food values of biscuits in their food technology. They have designed and made slippers, which indicates appropriate attention to what fabrics are suitable and that the task included the processes of design and technology. However, the marking tended to be generous and not to tell pupils how they may improve.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE).

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- PSHE is central to the work of the school.
- The school is a community working together.
- The subject leader is very knowledgeable and provides good leadership.

Commentary

99. From first entering school children are encouraged to consider others within a caring environment. In the nursery and reception classes children learn to take turns and play happily together. The teachers and support staff reinforce this through class discussion times, helping children to speak and others to listen. By Year 1 children are very quiet while others speak. A good choice of task - sharing things they like and then telling the others what their partner liked - emphasised the need to think about others.
100. In Year 4, a very useful session on sharing problems provided good opportunities for pupils to develop their speaking and listening skills as well as introducing new ideas. The class teacher sought pupils' contributions. She handled some comments, for example about racism, very sensitively. By Year 6, in a lesson concerning the need for society to have rules and regulations, the class teacher encouraged pupils to express their ideas thoughtfully. The pupils are aware of a moral code and of societies need for rules. The pupils are respectful of others and their views. All pupils are included well in the discussion. Overall, by Year 6 pupils show good achievement in their understanding of PSHE from the time they enter school.

101. The school offers a comprehensive programme of personal, social and health education, led by a very knowledgeable, experienced and committed leader. She ensures that many aspects of the school's life and work are directly linked to pupils' personal development. The school's good approach in this area has been featured in television programmes. The school also have close links with local projects such as re-designing Goresbrook Park. The emphasis is very much on helping children to do something worthwhile, and their success has a positive impact on their learning.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

The school's provision for pupils' spiritual, moral, social and cultural development is **good**.

Commentary

102. Pupils' personal development is given high priority by the school and the provision for their moral, social and cultural development is good. The school provision for pupils' spiritual development is satisfactory. Pupils have a growing awareness of their own culture and are gaining an understanding of other faiths and other cultural traditions.
103. The school has a clear moral code that is promoted consistently. Members of staff provide good role models, reinforcing pupils' growing awareness of right and wrong through implementation of the school's behaviour policy. Class rules are devised at the beginning of the school year and displayed clearly in the classroom. Good behaviour is rewarded at the end of the week by "Golden Time" when pupils are allowed a choice of activities. A weekly Celebration Assembly is used to recognise and celebrate pupils' achievements. In one assembly, a Year 5 class was given a certificate and congratulated for full attendance during the previous week. The use of "circle time" in the PSHE curriculum is used positively to provide opportunities for pupils to reflect upon and discuss moral and social issues. In a Year 6 "circle time" lesson when the importance of rules in a community were discussed, pupils understood the need to treat others as you would like to be treated. Pupils who have behavioural difficulties are well supported in class by well trained teaching assistants.
104. Provision for pupils' social development is good. The vast majority of parents feel that the school helps their children to mature and to become responsible. Pupils help with tasks in the classroom and there are opportunities for some pupils to take part in the School Council. Older pupils are given further responsibility as members of the Playground Squad. They support pupils who are having difficulties during break-times. The school offers a wide range of extra-curricular activities, which enables pupils to work together. Social skills are also developed on school trips both local and residential.
105. Provision for pupils' cultural development is good. Opportunities are provided within the school's curriculum for pupils to study their own culture and to gain an understanding of other people's beliefs and cultures. In geography, contrasts are made between the way people live in the children's locality and the way of life in St Lucia. In work seen from an ICT lesson Year 6 pupils produced a multimedia presentation contrasting life in Ghana with life in Barking & Dagenham. Visits to museums and art galleries further enhance pupils' cultural development by enabling them to see examples of work that are valued by society.
106. The school's provision for developing pupils' self-knowledge and spiritual awareness is satisfactory. The religious education curriculum contributes to pupils' spiritual development. Through study of the world's major religions, pupils reflect on their own beliefs and the beliefs of others. Pupils' spiritual development is also promoted in other lessons. In a Year 5 science lesson, the teacher created a sense of wonder when a wave was produced that travelled along a slinky spring held by two pupils. Well planned assemblies provide time for quiet reflection. Pupils are invited to explore values and beliefs and reflect on their own experiences. Music is used effectively to create a calm and reflective atmosphere at the beginning and end of assemblies.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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