

## **INSPECTION REPORT**

**Grange Primary School**

Plaistow

LEA area: Newham

Unique reference number: 102723

Head teacher: Mrs S. Carter

Lead inspector: Mrs. S. Vale

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> November 2003

Inspection number: 256239

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.

Type of school: Primary  
School category: Community  
Age range of pupils: 3 – 8 years  
Gender of pupils: Mixed  
Number on roll: 137

School address: Suffolk Road  
Plaistow  
London  
Postcode: E13 OHE

Telephone number: 020 7476 5146  
Fax number:

Appropriate authority: The Governing Body  
Name of chair of governors: Mr F. J. Langford

Date of previous inspection: 14/10/2002

## **CHARACTERISTICS OF THE SCHOOL**

The school currently admits children aged 3 to 8. It became a one-form entry primary school in September and is increasing in size so that in three years time it will cater for pupils aged 3 to 11. The majority of pupils live in local authority housing. Approximately 42 per cent of pupils speak English as an additional language. There are sixteen different languages spoken and approximately 32 per cent are at an early stage of learning to speak English. Thirteen per cent of pupils are refugees. One third of pupils leave or join the school at times other than the start of the school year. Children's' attainment on entry to the Nursery is well below that normally found especially in communication, language and literacy. The number of pupils on the register for special educational needs is higher than usually found in most schools. Two have a formal statement of special educational need. 48 per cent of pupils are known to be eligible for free school meals and this is well above the national average. This does not include the thirteen per cent of pupils who are refugees.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                 |                | Subject responsibilities   |
|--------------------------------|-----------------|----------------|--|
| 22476                          | Mrs. S. Vale    | Lead inspector | Art and design, design and technology, music and physical education. English as an additional language                   |
| 9007                           | Mr. R. Salasnik | Lay inspector  |  |
| 23805                          | Mrs. M. Lygoe   | Team inspector | Mathematics, science, the foundation stage   |
| 33008                          | Mr. M. Taylor   | Team inspector | Special educational needs, English, Information and communication technology, geography, history and religious education |

The inspection contractor was:

ICP  
360 Technopark  
Ashley Road  
N17

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](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

|  | Page      |
|--|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>   | <b>6</b>  |
| <br>   |           |
| <b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>                              |           |
| <b>STANDARDS ACHIEVED BY PUPILS</b>  | <b>8</b>  |
| Standards achieved in areas of learning, subjects and courses                          |           |
| Pupils' attitudes, values and other personal qualities                                 |           |
| <b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>                                     | <b>11</b> |
| Teaching and learning  |           |
| The curriculum   |           |
| Care, guidance and support   |           |
| Partnership with parents, other schools and the community                              |           |
| <b>LEADERSHIP AND MANAGEMENT</b>   | <b>16</b> |
| <br>   |           |
| <b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING,<br/>SUBJECTS AND COURSES</b> | <b>18</b> |
| <b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>                                       |           |
| <b>SUBJECTS AND COURSES IN KEY STAGE 1</b>   |           |
| <br>   |           |
| <b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>                               | <b>29</b> |

## PART A: SUMMARY OF THE REPORT

### Overall evaluation

Grange Primary School provides a **satisfactory quality of education** and is an improving school. Children's achievement is satisfactory given their well below average starting point, and they make sound progress. Teaching is satisfactory overall with some good elements, and this, along with good day to day management, has helped to improve standards. The school has exceeded its targets. The school gives satisfactory value for money.

### Main strengths and weaknesses

- Pupils are achieving better than their peers in similar schools. There has been a marked improvement in national test results this year but standards are below average in reading, mathematics and science and well below in writing.
- Teaching has improved significantly since the last inspection, but teachers' expectations of what the brighter pupils can do are not high enough.
- Management is good. The governing body is taking an active part in the development of the school.
- Behaviour is good in the Nursery, Reception and Years 1 and 2. Pupils' behaviour and attitudes to learning are unsatisfactory in Year 3.
- The attendance of a significant number of pupils is poor and punctuality is unsatisfactory
- The provision for spiritual, social, moral and cultural education is good.
- Provision for pupils with special educational needs is good.
- There are good links with the community.

There has been good improvement since the school was last inspected in November 2001. Over the last three years there has been considerable progress in the quality of education, which the school provides. Leadership and management have brought about good improvements in the quality of teaching and learning so that it is now satisfactory with some good elements. All pupils now have access to a broad and balanced curriculum. Provision for information and communication technology has improved and is now satisfactory. Standards in reading, mathematics, science, design and technology and art and design have improved. In the last year there has been a marked increase in standards and the school has exceeded its targets. As a consequence the school no longer has serious weaknesses.

### Standards achieved

| Results in National Curriculum tests at the end of Year 2, compared with: | all schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2001        | 2002 | 2003 | 2003            |
| Reading   | D           | E    | D    | A               |
| Writing   | E           | E    | E    | C               |
| Mathematics   | D           | E    | D    | B               |

Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals

Pupils' achievements are **satisfactory** from Nursery to Year 3. The school's performance is better when compared to schools with pupils from similar backgrounds. Results in reading and mathematics were better in 2003 than in 2002. In writing, three pupils reached the higher Level 3 in writing, for the first time in the history of the school. The trend in the school's improvement is that more children are achieving higher standards. In all other subjects' pupils' attainments are typical of those normally found, except in history in Year 3, they are unsatisfactory. The school set itself challenging targets for the number of pupils to reach the expected Level 2 and was successful in

exceeding them. Pupils with special educational needs, refugees and pupils with English as an additional language have also exceeded their targets.

Pupil's personal development, including their spiritual, moral, social and cultural development is **good**. From Nursery to Year 2, pupils have good attitudes to school and their behaviour is also good. Pupils in Year 3 have more challenging behaviour and the school is developing ways to meet their differing needs and demands. Pupils with poor attendance or who arrive late frequently do not achieve as well as they should,

## **Quality of education**

The quality of education provided by the school is **satisfactory**. This is an improvement since the last inspection. Teaching is **satisfactory** overall with almost half being good. The good lessons are found across the school and in a variety of subjects. The emphasis on the teaching of spoken language ensures that pupils with English as an additional language and those with special educational needs achieve well. Teachers do not always have high enough expectations of pupils' knowledge and understanding or ability in some lessons.

There is a broad and balanced curriculum with some good opportunities for enrichment, through extra curricular activities. The care, welfare and support of pupils is good, including those with special educational needs and those with English as an additional language. There are good links with the community and the school is keen to encourage parental involvement with their children's learning as much as possible. Family learning, the fruit and vegetable cooperative, toy lending library and the after school family play sessions, are all positive initiatives started by the school to increase links with parents and the community.

## **Leadership and management of the school**

Leadership and management are **satisfactory** overall. The leadership of the school is satisfactory and the day to day management is good. Governance is now satisfactory with some good elements. This is a significant improvement since the previous inspection. The head teacher has worked hard to ensure that the school provides a satisfactory standard of education for its pupils. There is now sufficient focus on identifying the areas in need of improvement and in taking effective action. The governing body are working hard in overseeing the building of the new school and in the preparation for the development of Years 3 to 6. Statutory requirements are met, except the approval of the draft race relations policy.

## **Parents' and pupils' views of the school**

Parents who attended the pre inspection meeting and responded to the questionnaire have positive views about the school. Some parents felt that their children could achieve higher standards, and would like to see more challenging homework. Most pupils like school but some say that sometimes the work is too easy and that it is not always sufficiently challenging.

## **Improvements needed**

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

- Raise standards in English, mathematics and science and also raise teachers' expectations of what pupils can achieve.
- Improve pupils' attitudes, behaviour and personal development in Year 3. This is to enable them to become effective role models during the change from an infant's school to full primary school.
- Improve attendance and punctuality.

and, to meet statutory requirements:

- Ensure that the governing body considers and approves the draft race equality policy and monitors its implementation.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

Standards achieved in area of learning subjects and courses

Pupils' achievements are broadly satisfactory in Years 1, 2 and 3. In reading, writing, mathematics, science, geography, music, design and technology and physical education pupils' achievements are satisfactory and good in information and communication technology, history and art. Standards are below average by the end of Year 2 and in Year 3, in reading, writing, mathematics and science. In other subjects standards are as expected. Standards and achievement have improved well since the last inspection. Standards achieved in religious education are in line with the locally agreed syllabus. In the Foundation Stage, pupils achieve well in all the six areas of learning, but many will not meet the goals expected of them by the end of Reception because of the very low standards with which they start school.

#### Main strengths and weaknesses

- Pupils with special educational needs and those with English as an additional language achieve well.
- The results in 2003 national tests for pupils at the end of Year 2 were below average, but show a rise in attainment in reading and mathematics over the previous year. When compared to schools with pupils from similar backgrounds, results were very good in reading, good in mathematics and average in writing.
- Achievement is satisfactory in reading, writing, mathematics and science, and good in information and communication technology.
- Brighter pupils do not reach the higher levels of attainment because teachers do not have high enough expectations of what these pupils can achieve.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading       | 15.1 (14.3)    | 15.7 (15.8)      |
| Writing       | 13.1 (12.1)    | 14.6 (14.4)      |
| Mathematics   | 15.7 (15.2)    | 16.3 (16.5)      |

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

#### Commentary

1. Children start in the Nursery with attainment that is well below those expected for pupils aged three. In particular children do not have well-developed language and communication skills. Children achieve well but many will not achieve the early learning goals set for them at the end of the reception Year. Children make good progress in personal and social development and physical and creative development; this supports their achievements and helps them to learn quickly.
2. The results of the 2003 national tests for pupils in Year 2 show a rise in standards in reading and mathematics, compared to all schools nationally. Standards in writing were better when compared to similar schools, but remained the same when compared to all schools nationally.
3. Current inspection evidence shows that pupils' standards are average in reading, writing, mathematics and science. Standards are improving and the school has done well in exceeding its targets for the number of pupils to reach Level 2 and above in the last year. Standards are improving because teaching and learning are significantly better than at the time of the last inspection and so pupils are learning more. This is a significant improvement since the last inspection.

4. These results show that the improved leadership and management of the school and thoroughness of the monitoring of teaching and learning are having a positive impact on raising standards. Weaknesses in literacy hinder pupils' attainments in writing in other subjects. Pupils have reached satisfactory standards in information and communication technology. This is an improvement since the last inspection.

5. Standards in religious education are as expected in the locally agreed syllabus. Children's learning has benefited from close links with the local community. Standards in art and design, geography, history and physical education are typical of those found nationally for children of this age. It was not possible to judge standards in music.

6. Achievement is good in information and communication technology history and art and design and satisfactory in geography, music, design and technology, physical education and religious education. This is a good improvement since the last inspection, particularly in information and communication technology, which is now used effectively to engage pupils' interest and improve their achievement in other subjects.

7. Some of the more capable pupils do not achieve as much as they could because teachers' expectations are not always high enough. The work they do is the same as that for other pupils and, therefore, does not challenge them sufficiently. In conversation with some older pupils they, too, commented that work was often easy. Parents also commented that they felt their children could achieve more if given greater challenges.

8. The achievement of pupils with special educational needs is good. This is because the support teacher and teaching assistants contribute effectively to pupils' learning. All staff know the targets that these pupils are to reach, and these are reviewed at least termly, so that pupils continue to make good progress. Provision for pupils with special educational needs is good. The number of support staff enables pupils to have good access to the same work as their peers. The work is carefully modified so that individuals and groups of pupils can achieve well from their starting point. For example, in a good history lesson in Year 2, in which pupils visited the local cemetery as part of Remembrance Day, both the special needs support teacher and the classroom assistant, took care to support specific pupils' and ensure they understood the significance of the visit, and what they were expected to learn. Pupils with special educational needs are helped to work with other pupils and are not over-dependent on adults. The achievement of children from different ethnic minority groups including refugee children, and those with English as an additional language are comparable to those of the other children.

### **Pupils' attitudes, values and other personal qualities**

Attendance is poor and punctuality is unsatisfactory. Pupils who do attend frequently have good attitudes to school. Behaviour overall is good. Pupils' spiritual, moral, social and cultural development is good.

### **Main strengths and weaknesses**

- The level of attendance remains well below the national average.
- A significant number of pupils arrive late.
- The school is working hard to improve attendance and punctuality, with some success.
- Pupils display good attitudes in lessons and extra-curricular activities.
- Behaviour of pupils from Nursery through to Year 2 is good in lessons, around the school and in the playground.
- Pupils' personal, social and cultural development is good leading to a respect and understanding for others.

**Attendance in the latest complete reporting year (%)**

| Authorised absence |     |
|--------------------|-----|
| School data        | 7.7 |
| National data      | 5.4 |

| Unauthorised absence |     |
|----------------------|-----|
| School data          | 2.4 |
| National data        | 0.4 |

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

**Ethnic background of pupils**

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

| No of pupils on roll |
|----------------------|
| 51                   |
| 9                    |
| 11                   |
| 6                    |
| 1                    |
| 1                    |
| 8                    |
| 17                   |
| 1                    |
| 14                   |
| 27                   |
| 3                    |

| Number of fixed period exclusions | Number of permanent exclusions |
|-----------------------------------|--------------------------------|
| 0                                 | 0                              |
| 0                                 | 0                              |
| 0                                 | 0                              |
| 0                                 | 0                              |
| 0                                 | 0                              |
| 0                                 | 0                              |
| 0                                 | 0                              |
| 0                                 | 0                              |
| 0                                 | 0                              |
| 0                                 | 0                              |
| 0                                 | 0                              |
| 0                                 | 0                              |

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

**Commentary**

9. Attendance has remained low for a number of years, which significantly affects pupils' learning and impacts on the standards they reach. An analysis of the absence figures for the autumn term, from September until the inspection, show that nearly all absences were due to illnesses. The number of unauthorised absences is falling. The strategies employed by the school and education welfare officer are having an impact so that some pupils who were often absent are now attending school more frequently. Pupils starting at the school do not always attend as often as they should. Too many pupils arrive late to school disrupting other pupils and affecting the learning of all in the class.

10. Most pupils, who do attend, enjoy their lessons, particularly lessons that motivate them to want to learn. For example, they found a history lesson about old toys, fascinating. All pupils show great enthusiasm in the wide-range of extra-curricular activities that are available to them. Pupils treat their surroundings with respect. For example, pupils eating their fruit at break-time put the litter in the litterbins, without being reminded to do so.

11. Pupils' behaviour in all classes from Nursery to Year 2 is good in lessons, in the playground and dining hall. It was noticeable that in some lessons the teachers hardly had to remind pupils to improve their behaviour. Mostly teachers praised pupils for their good behaviour. This means in

these year groups there is a calm working environment in which pupils' can achieve well. In contrast, in Year 3, pupils' behaviour is unsatisfactory. Teachers have high expectations that pupils will behave well and so spend time with individuals or the whole class, discussing appropriate and inappropriate behaviour. Consequentially this slows the pace of learning, the playground behaviour of the oldest pupils was marked by boisterous play that on occasion developed to roughness.

12. Throughout the school, during the inspection relationships were mostly good between the different groups, boys and girls, older and younger pupils, as well as across the different ethnic groups. It is a mark of the overall good behaviour in the school that there were no pupil exclusions in the last recorded year. Good behaviour and work is rewarded publicly through means of certificates and the Golden Book. Year 3 pupils are rewarded with team points and golden time where they can choose what they want to do for a short while at the end of the week.

13. Spiritual development is good. Assemblies and lessons give pupils opportunities to reflect about the wonder of the wider world and about themselves in a context appropriate to their age and understanding. Work on the festival of Diwali and a visit to local church, enabled pupils to gain an insight into the ways in which different faiths celebrate and worship. Pupils visiting the war memorials in the local cemetery were able to write down the names of civilian casualties of the war who had the same surnames as themselves giving them a link they could focus their thoughts on. One young pupil was moved to tears as they laid a poppy on the memorial stones, it was a moving moment for everyone present.

14. Pupils clearly know the differences between right and wrong and their moral development is good.. They know what is expected of them and how their good behaviour will lead to rewards whilst unacceptable behaviour will result in sanctions. They are aware of the school and class rules. Teachers and classroom assistants have high expectations of their pupils' behaviour and attitudes and most pupils respond positively to this approach.

15. Social development is good. Pupils integrate well with each other, working and playing naturally together, boys and girls and different ethnic backgrounds. Pupils are given opportunities to work together in pairs and larger groups. In classes, pupils have a variety of responsibilities that enable them to learn about helping others and increase their self-confidence.

16. Pupils' appreciation of their own and others' cultural traditions are good. They display interest in the past and give equal validity to different cultures. The wealth of cultural backgrounds amongst teachers and classroom assistants is a very important factor in this, as pupils can obtain information about different first-hand traditions from adults that they know, trust and see regularly.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory quality of education. The quality of teaching is satisfactory overall with almost half being good. There is a broad and balanced curriculum, with a good range of opportunities to enrich children's learning. Its provision for children's care, welfare, health and safety, and the partnership with parents is satisfactory. and the links with the local community are good. Weaknesses include teachers expectations of what pupils can achieve and work that is insufficiently challenging.

### **Teaching and learning**

The quality of teaching is satisfactory overall. Approximately half of all teaching seen was good. This is a significant improvement since the previous inspection. The good teaching was observed throughout the school, and through a variety of subjects. Teaching in Reception is frequently of a good standard. As a result of improving teaching, pupils' learning is also better, and this is reflected in the results they achieved in last year's standard assessment tests. Assessment overall is good.

### **Main strengths and weaknesses**

- Approximately half of teaching seen was good.
- Teaching in Reception was consistently good.
- Good subject knowledge and sound planning.
- Good use of teaching assistants.
- Good assessment procedures.
- Good procedures for tracking the progress of individual pupils.
- Not all teachers have high enough expectations of what pupils can achieve, and therefore learning is not always as successful as it should be.

***Summary of teaching observed during the inspection in 34 lessons***

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0         | 1 (3%)    | 16 (47%) | 16 (47%)     | 1 (3%)         | 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.

**Commentary**

17. Since the last inspection there have been a number of changes in the teaching staff. Examination of pupils' work and discussions held during the inspection show that the quality of teaching has improved during the last two years. The head teacher has been monitoring teaching and learning more rigorously drawing on help from outside the school.

18. Teaching and learning are satisfactory overall with some good elements. The quality of teaching and pupils' achievements have improved because teachers:

- have a sound grasp of the subjects they teach;
- use a good range of teaching strategies to engage pupils' interest and sustain their enthusiasm, so that attitudes and behaviour are good especially in the Nursery to Year 2;
- use questioning and written assessments to assess what pupils know and what they need to do next;
- work effectively with support teachers and teaching assistants who make a good contribution to pupils' learning;
- provide well for pupils with special educational needs, refugee pupils, and those with English as an additional language, so that they make good progress;
- plan the teaching of phonics in most lessons and provide good opportunities for pupils to improve speaking and listening skills.

19. There is good teamwork between all the staff. They take time to plan effectively, so that when pupils are supported in class intervention is effective in helping pupils to learn and meet the targets on their individual education plans. In a good Year 2 English lesson, the support teacher used role-play with a group of pupils to develop their speaking and listening skills and knowledge of initial letter sounds. As a result, these pupils, in particular those with limited language skills, made good progress and enjoyed their success. Teachers ensure that pupils with special educational needs contribute well to class discussions. They are effective in finding different ways to help individuals. Information and communication technology is used well to help pupils learn. As a consequence of the effective good teaching, attitudes and behaviour are also good and pupils' interest is sustained. Assessment is thorough, and used effectively to monitor the progress of pupils.

20. Examination of pupils' previous work and of teachers' planning shows that not enough work is always provided to extend pupils' learning. This means that brighter pupils and those in Year 3 are not sufficiently challenged and this has an effect upon the overall standards in the school. Some teachers do not have high enough expectations of what pupils can achieve and therefore learning is

not as successful as it should be. As a result, pupils are often set the same tasks in lessons. In a number of lessons, very few pupils were working on tasks that enabled them to reach higher standards. As the school grows to become a primary school, pupils currently in Year 3, will remain the oldest pupils for several years. They need to be challenged to do as well as they can so that they develop real skills in how to learn and become effective role models.

## The curriculum

The curriculum is satisfactory for all year groups. There are good links between subjects that make learning relevant for the pupils. Staffing, accommodation and resources are satisfactory

## Main strengths and weaknesses

- The enrichment of the curriculum through visits and through after-school activities is good.
- Teachers provide a good range of practical experiences in the Foundation Stage.
- Provision to ensure equal opportunities is good.
- The Reception class does not have access to the outdoor area at present whilst the building works are going on, and this limits their use of outdoor activities.
- There is a good number of support staff who make a valuable contribution to pupils' learning.
- provide a broad and balanced curriculum, allocating a satisfactory amount of time for each subject so that pupils enjoy lessons and complete a reasonable amount of work;

## Commentary

21. The curriculum in the Nursery and Reception classes is satisfactory overall. Children learn from a range of practical experiences, and the provision to develop their personal and social skills is good.

22. The curriculum in Years 1 to 3 meets statutory requirements and provides satisfactorily for pupils personal, social and health education. Effective links are made between subjects, and this makes learning meaningful to the pupils. The school is using the current building programme as a valuable stimulus and resource for learning. Links between history, geography and art and design are very effective. Literacy is promoted well in all relevant subjects and pupils are given regular opportunities to write at length. The recent strong focus on giving time to developing pupils' writing skills has had a positive impact on standards. Numeracy skills are promoted adequately in other subjects. Pupils are prepared well for each stage of their education and links between classes, in this small school, are well established. The development of the curriculum for Years 3 to 6 has started satisfactorily, and pupils in Year 3 are following a Key Stage 2 curriculum.

23. The curriculum is enhanced by a variety of visits. Some of these are quite imaginative, for example Year 2's history walk to the cemetery on Remembrance Day. A range of after school activities offered during the year includes a science club, and street dance club. This supports pupils' learning. This provision is better than in many schools for pupils of this age. Support for learning outside the school day is good, and many initiatives such as the after school play club for all members of the family encourage parents to come into school to work with their children.

24. The school is committed to offering equal opportunities to all pupils. There is good provision for pupils with special educational needs and they have full access to the curriculum. Provision for pupils who are learning English as an additional language is satisfactory. Activities are generally suitably varied to cater for most pupils across the ability range, but are not always challenging enough for the brightest pupils. The number of support staff enables pupils to have good access to the same work as their peers. The work is carefully modified so that individual and groups of pupils can achieve well from their starting point. For example, in a good history lesson in Year 2, both the special needs support teacher and the classroom assistant, took care to support specific pupils' and ensure they understood the significance of the visit, and what they were expected to learn. Pupils

with special educational needs are helped to work with other pupils and are not over-dependent on adults. Support for refugee pupils is also good as they are integrated well into every day activities.

25. The accommodation is satisfactory. The classrooms are cheerful and pleasant with good displays. The school is in the middle of a major building programme as it expands to become a primary school. The staff and pupils are coping with the inconvenience and noise with good humour. At present, the hall houses the computer suite and the library as well as many resources. These are all due to be accommodated in the new building. Other improvements include plans to provide the Reception class with a suitable outdoor learning area and to improve provision for the disabled. Resources for learning are satisfactory, and are well organised. A good number of support staff work very effectively with the teachers and have a positive impact on the quality of learning in many lessons.

## **Care, guidance and support**

The care, welfare, health and safety of pupils are appropriate. The provision of support, advice and guidance for pupils is satisfactory. The involvement of pupils in the school's work and development is also satisfactory.

## **Main strengths and weaknesses**

- Statutory requirements for health and safety, including child protection, are in place.
- The school is a safe and secure environment with the buildings in sound condition and kept clean by staff and pupils.
- Induction of new pupils is done well in the Nursery and also when individual older children join throughout the school year.
- Teachers know their pupils and give sound advice and guidance.
- Pupils views about the school are rarely sought

## **Commentary**

26. Satisfactory child protection procedures mean that the care welfare, health and safety of pupils are appropriate. The head teacher is the Child Protection Officer and has close involvement with outside agencies when necessary. There is an appropriate health and safety policy. Amongst the staff there are several trained first-aiders and there is always one on duty at break times.

27. Regular health and safety assessments are carried out by means of a walk around the school site each term by the head teacher and site manager and action taken promptly. The existing buildings are in sound condition whilst the construction site for the new building is appropriately blocked off. The remaining playground is in satisfactory condition.

28. Good support and guidance are given to pupils both in lessons and assemblies. Pupils say that staff are approachable and that they can talk to them. Pupils have individual targets and these are written in their books, which means that pupils know what they need to aim for. This has a positive effect on raising standards and the pupils' achievements.

29. Induction arrangements for the Nursery are good. They involve interviews in the school, visits to the Nursery with children's first sessions being in small groups, together with their parents, so that they become accustomed to their new surroundings. After the initial sessions how long parents stay depends on the needs of their child. During the inspection, children were quite happy for their parents to see them in and settled down and then leave. There is also good support for pupils joining at later ages and stages during the school year, including the induction of refugee children. For example, the school information booklet is available in many languages. Parents know about this as there is a display of all these booklets by the front entrance. Teaching assistants provide good support in the classroom and during the break and dinnertime. They work well with teachers and contribute to the calm caring ethos, where each child is treated as an individual.

30. There is no school council for pupils to contribute to developments in a formal way. Pupils were asked for their views about the new building and a lot of work is being done on this exciting project. Whilst teachers give pupils tasks to complete in class, there are whole school responsibilities. These are missed opportunities, to enhance the personal development of pupils in Year 3

31. Care, guidance and support for pupils with special educational needs are good. This is a feature of the school's team approach to supporting pupils with special educational needs. All staff are involved in regular discussions to monitor the progress of pupils. Targets for pupils' personal development are included in their individual education plans. Teaching assistants voluntarily attend training so that they can contribute more effectively to the support and guidance offered to pupils. Relationships between adults and pupils with special educational needs are good. Good use is made of outside agencies, for example, the local authority behaviour support team. The school has identified the need to involve pupils more systematically in the review of their individual education plans. There are good procedures for the induction of refugee pupils and those who arrive at the school with English as an additional language.

### **Partnership with parents, other schools and the community**

Links with parents are satisfactory. Links with the community are good. Extended services and links with other schools are both satisfactory.

### **Main strengths and weaknesses**

- Information to parents on their child's standards and progress as well as information on the curriculum is of a good quality.
- Most parents are happy with the school. The school is trying to involve parents as much as possible, in their children's education.
- The school hosts a number of community ventures and additional projects are planned;

### **Commentary**

32. Annual reports to parents about their child's progress are unique to each child and state clearly what they can do and achieve in different subjects. Reports are detailed and informative, especially in English, mathematics and science. They also record the child's general progress, behaviour and attitudes. Individual targets for improvement and achievement identify those to be addressed at school or at home. This is extremely helpful as a focus for future development and creates a positive learning partnership between home and school. Whilst some reports had a space for parental comments not all did. This is a missed opportunity for gaining parental opinion.

Information about the curriculum for each class for the forthcoming half term is contained in the useful half-termly newsletter.

33. The school occasionally consults parents about their opinions, for example on the school's sex education policy, but there is little regular consultation on other issues. When they are consulted, not many parents respond. Parental participation at open evenings and concerts is good. The school has appropriate systems for dealing with complaints.

34. The school hosts a very successful weekly fruit and vegetable cooperative which is run by parent volunteers. It allows parents, staff and people living nearby to buy these fresh foods at reasonable prices and encourages healthy eating. It also helps create links between staff, parents and others in the community that are not directly about education. There are also a number of other such ventures introduced by the family support worker. These include the recently started mother and toddlers group. Initially for mothers with an older child already in the school, it is planned to extend it soon to also include those with only pre-school toddlers. There is also a programme of helping pupils buy their own books. Parent volunteers regularly sell book stamps enabling pupils to

save up in order to be able to buy at the termly book fair, also run by parents. A 'Friends of Grange' group has also recently been started, the name deliberately chosen so that anyone from the school or local community can be involved. This aspect of the school is very successful and they are looking to create and develop similar ventures in the future. The school also runs courses for parents. These cover parenting skills as well as specific aspects of the curriculum, to enable parents to help their children and to be involved as much as possible in their children's education.

35. Parents of pupils with special educational needs are invited to the termly review of pupils' targets in their individual education plans, but do not always attend. When they do, or make comment on the pupils' learning targets, these are recorded on the individual education plans. This makes a valuable contribution to pupils' achievements. Liaison with other agencies is satisfactory. Parents of refugee children are encouraged along with all parents to join in the family play sessions.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. Leadership is satisfactory. Management is good. Governance of the school has greatly improved since the last inspection and is now satisfactory.

### **Main strengths and weaknesses**

- Leadership of the school is satisfactory and shows good improvement since the last inspection.
- Day to day management of the school is good.
- The governing body is more knowledgeable about the strengths and weaknesses of the school. It is making a significant contribution to the development of the school as it increases in size,
- The newly formed senior management team has developed positive monitoring strategies to improve the quality of education.
- The governing body has not yet approved a race equality policy.

36. At the last inspection there were some significant weaknesses in the leadership, management and governance of the school. These have now been addressed and the school is no longer judged to have serious weaknesses. The headteacher now has a clearer vision of what is needed for the school to improve and for the implications of the addition of Key Stage 2 to the school. This is sound leadership. The headteacher with the support of the deputy headteacher has implemented many strategies and changes since the last inspection and these sound initiatives are having a positive effect on not only raising attainment but also in the general learning environment of the school. A start has been made to creating an effective team that is much more aware of the need to raise standards and committed to running an inclusive school. This is a solid start that is now beginning to drive up standards.

37. The head teacher regularly monitors teaching and learning in lessons. The information gained, through both formal and informal observations, has enabled the school to determine how the curriculum and teaching and learning in the school should be developed. This in turn has ensured a significant improvement in the quality of teaching and learning throughout the school. There is now an effective senior management team that is supporting the head teacher well, especially, in the development of the new curriculum for Years 3 to 6.

38. The day to day management of the school is good. The head teacher undertakes rigorous self-evaluation and uses the findings effectively in moving the school forward. There are regular reviews of performance data and appropriate action taken by the senior management team to ensure that the information found is fully acted upon. For, example, the school identified the need to improve pupils' writing, therefore they have given greater emphasis to this within the literacy sessions. This in turn has resulted in staff being more aware of pupils' learning and is raising standards. There is a real commitment by both staff and governors to the school. The head teacher

and senior management team along with the family support worker, work hard to overcome barriers to pupils' learning such as large numbers of pupil absences and high pupil mobility. They have developed strategies such as family play sessions, a toy lending library and a fruit and vegetable cooperative for the local community to involve the parents more.

39. Leadership of special educational needs is good and this is an improvement since the last inspection. The special educational needs provision is led jointly by the head teacher and special educational needs coordinator. This ensures the area of special educational needs has a high priority and reflects the school's aspiration to be a fully inclusive school. The development of well-informed, effective teamwork is a strength in relation to provision for pupils with special educational needs, and results in good achievement. The management of special educational needs is also good. The quality of provision and the impact this has on the achievement of pupils is monitored systematically. For example, the school analyses the results of pupils with special educational needs in national tests at age seven to see if provision is having an impact on the standards they achieve.. Teaching assistants are well deployed and receive appropriate training. Resources are deployed effectively to the benefit of pupils.

40. The governing body has overcome the criticisms of the last inspection. They now have a much better understanding of the strengths and the weaknesses of the school. They are critical friends. challenging and yet at the same time supporting the management team. They are supportive and are fully involved the development of the school, the new building work and creation of the new curriculum for Years 3 to 6. Statutory requirements are met, except the approval of the draft race relations policy.

41. The principles of best value are used to ensure that the school now compares itself to other schools and questions decisions it makes whilst striving to improve pupils' attainment.

## **Financial information**

### ***Financial information for the year April 2002 to March 2003***

| Income and expenditure (£) |          |
|----------------------------|----------|
| Total income               | 598,374  |
| Total expenditure          | 576,382  |
| Expenditure per pupil      | 3,410.91 |

| Balances (£)                        |        |
|-------------------------------------|--------|
| Balance from previous year          | 12,787 |
| Balance carried forward to the next | 34,779 |

42. The large carry forward is to help to furnish the new school, and support development as the school grows into a primary school.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

#### **Provision for children in the Nursery and the Reception class is satisfactory.**

43. The school has made satisfactory improvement since the last full inspection. When children enter the Nursery, their overall level of attainment is well below average. Skills in spoken English language are often very low. Overall achievement is satisfactory by the end of the Foundation Stage. Children with special educational needs achieve satisfactorily overall, but those with specific support achieve well. The achievement of children with English as an additional language is also satisfactory. Provision for bi-lingual learners has improved and staff focus on developing children's confidence in speaking. Teaching and learning are carefully planned. Teachers provide a good range of activities to develop children's learning and there are frequently more good lessons in the Reception class. Assessment procedures are satisfactory. The Nursery nurse and teaching assistants make a good contribution to children's learning in the Nursery, and in the Reception class their contribution is very good. The head teacher as the foundation stage coordinator provides satisfactory leadership.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Teaching in the Reception class is good and children achieve well.
- Behaviour is often very good.
- Staff have consistently high expectations of children's behaviour and what they can achieve
- Children develop positive attitudes to learning.
- Provision for Reception children to develop confidence and independence in outdoor activities is unsatisfactory.

#### **Commentary**

44. Children are on course to meet the early learning goals. They work well on their own and in groups. Teachers are effective in helping children to understand right and wrong, to take turns and to share. Behaviour is often very good. Staff in both classes have a calm and consistent approach. Children are developing good attitudes to learning and concentrate for an extended period of time on activities. In the Nursery, there are good opportunities for children to exercise independence in selecting activities. This is less evident in the very small Reception class, where much of the day is very structured with a high level of adult support. Reception children do not have satisfactory opportunities to choose to work outside. This is a temporary situation whilst the new building is being built. It means that children are limited in their choice of what they can do outside and are unable to use the larger apparatus. Children begin to develop respect for their own and other cultures through practical experiences such as dressing up and tasting different foods.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy is **satisfactory**.

### **Main strengths and weaknesses**

- Children's language skills are well below those normally found when they enter the Nursery.
- Although they make satisfactory progress few are likely to meet the early learning goals at the end of the Reception Year.
- Staff work hard to develop children's speaking skills.
- Children with English as an additional language are given good support and often achieve well in acquiring basic speaking skills.
- Children make a good start in developing early reading skills in the Reception class

### **Commentary**

45. Children enter the Nursery with low levels of language development. Achievement is satisfactory, with some children achieving well in reading and others in the early stages of learning to speak English. Teaching is satisfactory. Staff in both classes focus on developing children's speaking skills. They introduce and emphasise new vocabulary and encourage children to talk. Children begin to initiate conversations with each other and to make comments about their activities. A number of children do not speak clearly enough and have been identified as needing specialist support. Children listen well to stories. They enjoy sharing books with adults and independently with other children. Reception class children are making a good start on learning to read. Higher attainers recognise some common words and link letters to sounds. Teaching in this aspect is good. Children are slow to develop writing skills. Nursery staff provide satisfactory activities for the early stages of writing, but more could be expected of the older children, perhaps writing their names. In the Reception class few are able to write any words independently and letter formation is weak.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Activities are interesting and varied.
- Higher attaining children in the Reception class could be given more challenging activities.

### **Commentary**

46. Children come into Nursery with well below average skills. Many are unlikely to meet the early learning goals, although teaching is satisfactory overall. Achievement by most groups of children is satisfactory. Teachers plan a suitable range of activities, which involve children in counting and in recognising numbers. They encourage children to understand and use mathematical language. Children in the Reception class count in unison to ten with help, although many find it hard to write their numbers. They recognise some two-dimensional shapes, such as square and circle.. Activities in the Reception class are not always varied enough to challenge those children who are potential high attainers, and these children could achieve more.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Teachers plan an interesting variety of activities to widen children's experiences.
- There are few opportunities in the Reception class for children to initiate their own learning.

### **Commentary**

47. Teaching is satisfactory, and the range of planned activities is chosen carefully to extend children's knowledge. Children from all backgrounds enter the Nursery with very limited experience and they are likely to fall short of achieving all the early learning goals in this aspect. Achievement is satisfactory. Teachers' planning and photographic evidence shows that activities are always suitably varied and interesting. There is a good emphasis on developing children's vocabulary. Valuable first-hand experiences, such as stroking the visiting guinea pigs and dogs, give children a real understanding of the awe and wonder of living things. There are suitable opportunities for children in both classes to use the computers. Learning about different cultures and countries is developed well in the Reception class. Children showed very positive attitudes towards dressing in different costumes and tasting a variety of foods from other countries. Activities in the very small Reception class are very adult-directed and children do not have enough opportunities to use their initiative.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **satisfactory**.

### **Main strengths and weaknesses**

- The outside area offers Nursery children good opportunities to develop their physical movement.
- Teaching is good in formal physical education lessons for the Reception class.
- Children's hand control develops slowly.
- Reception children do not have access to the outdoor area during lesson time.

### **Commentary**

48. Children are on course to meet the early learning goals in some aspects of this area. Children's hand control is not as well developed as other skills, and this is evident in their writing. Teachers do provide a suitable variety of small equipment and activities in both classes to develop children's coordination, but there is scope for more. Nursery children benefit from regular access to the outdoor area, where they gain confidence in balancing, climbing, jumping and using large wheeled toys. Although the Reception children use the area during lunchtimes, there is no opportunity for them to explore and experiment freely during lesson time. This is unsatisfactory. Older children in the Nursery and the Reception children have formal physical education sessions. Teaching in the Reception class is good, and children move confidently, responding well to music. Achievement overall is satisfactory.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Teaching is good overall.
- Children achieve well.

- Reception children respond well to music.

### **Commentary**

49. Many children are on course to reach most of the early learning goals in this area and achievement is good. Although relatively little direct teaching was observed, children have access to a good range of experiences. Teachers provide good opportunities to explore colour and texture and to work with a variety of materials. In the Nursery, children have good opportunities to work independently as well as with adults. For example, they selected materials with care as they made "firework" pictures. Reception children enjoy music. They use a variety of percussion instruments well. All can play with control, making loud and quiet sounds as required. They enjoy moving to music and do so expressively. They enjoy hearing familiar songs, but nearly half do not join in the words, relying on adults to do the singing. There are suitable opportunities for imaginative role-play in both classes. This play is often linked well with familiar stories and books, and this helps children to develop their spoken language and acquisition of English.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **English**

Provision in English is satisfactory

#### **Main strengths and weaknesses**

- Improvement since the previous inspection is good.
- Standards are below average in reading and writing by age seven, and in English in Year 3.
- Teaching is satisfactory.
- Achievement in reading and writing, is good in Years 1 and 2 and satisfactory in Year 3,
- Pupils with special educational needs make good progress and achieve well.
- Leadership of the subject is good.
- Some brighter pupils do not achieve as much as they can because the tasks they are set do not challenge them enough.
- There are weaknesses in writing, particularly spelling and punctuation.

### **Commentary**

50. Standards are improving in reading and writing, but at age seven, and in Year 3, fall short of national expectations. The results of the 2003 national tests for pupils aged seven show a rise in standards so that when compared to similar schools, standards are well above average in reading, and average in writing. The improvement in standards is a result of the improvement in teaching, which is consistently satisfactory and frequently good. This is a significant improvement since the last inspection, when teaching was unsatisfactory.

51. When teaching and learning was good, it was characterised by good planning, with clear objectives and lively explanations that moved along at a brisk pace to sustain pupils' interest and enthusiasm. For example in a good Year 1 lesson, the teacher built on good work on initial letter sounds to introduce an enlarged version of the Goldilocks story. The teacher reads this with enthusiasm and expression. Probing questions assess and extend pupils' comprehension of the text so that learning is good. In a good Year 2 lesson pupils receive focused, effective support from support teachers and teaching assistants, all of whom have good subject knowledge. Games and role-play activities are used well to satisfactorily develop pupils' speaking and listening skills. Teaching is less effective for brighter pupils when the tasks set in independent work are the same as those for other pupils, and therefore do not challenge them enough.

52. The teaching of writing is satisfactory so that pupils make sound progress. Inspection evidence shows that the allocation of time for 'extended writing' is bringing about improvements in

standards. However, there remain weaknesses in spelling and punctuation. There are too few dictionaries in Years 1 and 2 for pupils to use to check their spellings and the meanings of words. Handwriting is taught satisfactorily and pupils make steady progress as they move through the school. The teaching and learning of reading is satisfactory across the school. There is a satisfactory range of fiction and non-fiction books in classrooms and in the library, which is currently situated in the main hall. Each class has a good selection of enlarged texts with supporting resources. These are used well by teachers and teaching assistants to help pupils learn, particularly pupils with special educational needs and those for whom English is a second language, who make good progress and achieve well.

53. Speaking and listening is taught well across the school so that pupils achieve satisfactorily from a low start. Teachers take care to direct questions to specific pupils to encourage them to speak and make good use of games and story props to stimulate ideas and language. There are satisfactory opportunities for pupils to consolidate their learning using information and communication technology. Formal termly writing assessments and assessment in lessons is used well to evaluate what pupils know and understand and to set individual targets for improvement. Marking is satisfactory, but does not always give pupils a clear indication of what they need to do next to improve.

54. Medium term planning is drawn satisfactorily from the National Literacy Strategy. Leadership of the subject is good. The subject leader has a detailed understanding of strengths and weaknesses in pupil achievement and takes action to bring about improvement in their learning. An example is the coordination of the training of teaching assistants to deliver the Additional Literacy Support for pupils in Year 3. There are good procedures to monitor planning and the quality of teaching and learning, which identify what teachers can do to improve achievement. Improvement in the quality of provision since the previous inspection is good.

### **Language and literacy across the curriculum**

55. Pupils have satisfactory opportunities to speak, read and write in other subjects such as history and religious education. Weaknesses in speaking and writing sometimes slow the progress pupils make in other areas of the curriculum. The 'mapping' of the curriculum across subjects is good, so that for example, letter writing in English is linked to e-mailing in information and communication technology.

### **English as an Additional language**

Provision for pupils with English as an additional language is **satisfactory**.

### **Main strengths and weaknesses**

- The school ensures that there is equality of opportunity for all.
- Teachers work hard so that children with English as an additional language are well supported in their literacy and particularly in their spoken and writing development.
- Individual targets are being set for the achievement of minority ethnic pupils.

56. The achievement of pupils with English as an additional language is satisfactory, with some good elements. School evaluation shows no evidence of under achievement in relation to ethnic background. Just under half the pupils come from family backgrounds where English is not spoken.

57. In the Nursery and the Reception class, the stimulating learning environment helps pupils make good progress in speaking and listening. The well planned activities encourage pupils to talk with each other and to other adults through lots of different practical activities, for example when playing with a range of imaginative role-play activities and talking through what they are doing. These allow pupils to make good progress in the learning of English. This is reflected throughout the school amongst older pupils. For example, in a Year 1 history lesson about old and new toys children are

encouraged to speak and to talk about the differences which they notice. This really supports their learning of how to speak English.

58. Working with partners and in small groups is well established in the classrooms throughout the school. Where specific, targeted support is given for bilingual pupils they make good progress and achieve to the best of their ability. Support is given by a trained learning support assistant who is specifically targeting pupils who are new to learning of English. Good support has also been given by the local education authority in training all teachers to incorporate the needs of bilingual pupils in their planning.

59. On their arrival at the school, pupils' level of English is assessed and appropriate support is given to ensure that they are able to access the curriculum.

## MATHEMATICS

Provision for mathematics is **satisfactory**.

### Main strengths and weaknesses

- Standards by the age of seven have improved since the last inspection.
- Teachers emphasise the correct use of mathematical language.
- Support staff give a very good level of support in lessons.
- Brighter pupils in Year 2 are not always challenged in their work.

### Commentary

60. Pupils enter Year 1 with below average attainment in mathematics. They make steady progress in Years 1 to 3. Achievement is satisfactory as a result of systematic teaching. Standards have improved since the last full inspection, although they are still below the national average. Results in the most recent national tests compare favourably with similar schools and the school met its targets this year. School assessment records show that almost all pupils now progress at the expected rate.

61. Pupils with English as an additional language make satisfactory progress. Teachers use practical resources effectively to illustrate teaching points. This helps all pupils, and particularly bilingual learners at the early stages of learning English, to understand new topics. There is good support for pupils with special educational needs. Their progress within lessons is often good.

62. The quality of teaching is satisfactory in all year groups. Lessons are well planned and follow the structure recommended in the National Numeracy Strategy. Teaching methods are matched well to the needs of the pupils. Activities during the first part of the lesson are frequently varied to capture the interest of pupils, many of whom find it hard to concentrate for long. This is particularly the case in Year 3. It is evident from pupils' answers that strategies for mental calculation have been thoroughly taught.

63. The teaching assistants and learning support staff make a significant contribution to learning. They are well prepared, and work very effectively with pupils during group activities.

64. Teachers are careful to emphasise the correct use of mathematical vocabulary. Pupils are given time to explain their ideas, though younger ones often need help in phrasing their answers. Year 1 pupils, for example, needed help in explaining how they knew whether there were "enough" straws to go with a set of cups. Direct teaching is clear and at times lively. Teachers build well on pupils' own ideas and interests. They give pupils confidence by valuing answers and suggestions. Activities are explained clearly, and are carefully prepared. Where pupils encounter difficulties, teachers and support staff are quick to intervene.

65. Work is varied to cater for the different levels of ability within each class, and there is good challenge for those capable of higher attainment in Years 1 and 3. Expectations for these pupils are not always high enough in Year 2. Written work in Year 3 is often untidy, and many pupils do not use the squared paper to help them set their work out correctly and so work accurately.

66. Leadership of mathematics is good. The school has developed good systems for monitoring teaching, learning and individual progress. Assessment procedures are satisfactory. Local authority guidance has been used effectively to improve teaching and subject management. Progress since the last full inspection is good.

### **Mathematics across the curriculum**

67. There are satisfactory opportunities for pupils to use their mathematical skills across the curriculum especially in science and in art.

## **SCIENCE**

Provision for science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have improved since the last full inspection.
- Learning is firmly based on practical experiences.
- The school makes good use of specialist advice.
- Uncooperative behaviour limits learning in Year 3.
- Brighter pupils are not challenged to reach higher standards.

### **Commentary**

68. Standards in science have risen although they are still below average. Teacher assessments in 2003 show Year 2 pupils attaining good standards compared with similar schools. The school has focused with some success on improving teacher's confidence in teaching science. Achievement is satisfactory. Bi-lingual pupils and those with special educational needs also achieve satisfactorily, because they receive a good level of support.

69. Lessons are securely based on practical activities ensuring that all pupils are clear about what is being taught. This benefits all pupils, but particularly those at the early stages of learning English as an additional language. Classroom displays in Years 1 and 2 usefully reinforce pupils' learning.

70. The quality of teaching in Years 1 and 2 is satisfactory overall. Pupils are encouraged to record their work in drawing and writing, although in Year 1 literacy skills are weak. By Year 2, recording skills have improved significantly. Work on electricity shows that pupils use a variety of methods of recording including charts and diagrams. The pupils show a secure understanding of how to make a simple circuit. Links with literacy work are good. Year 2 pupils' work well in small groups, and benefit from a high level of adult support. Teaching at this stage is interesting and pupils enjoy the practical tasks. In one lesson, most pupils successfully sorted materials according to their properties, sometimes with a high level of adult guidance. Higher attainers/brighter/more able? showed a good understanding choosing criteria such as wood and plastic.

71. In the one lesson observed in Year 3, unsatisfactory behaviour by groups of pupils prevented others from learning. Examples of pupils' work indicate that other lessons this term have been more productive. The task planned for the class was not varied enough to cater for the wide ability range, and potential higher attainers were given appropriate work.

72. Pupils use their numeracy skills, where relevant, to count and to produce charts.

73. At present the school has no subject co-ordinator. The subject is being led effectively by a local authority advisory teacher, who visits the school regularly to monitor and support teaching and learning. Assessment procedures are satisfactory. Improvement since the last full inspection is good.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

### Main strengths and weaknesses

- There has been good improvement since the previous inspection.
- Standards have improved to satisfactory levels by the age of seven and in Year 3.
- Information and communication technology makes an effective contribution to pupils' achievement in other subjects.
- Resources have improved since the previous inspection and are now satisfactory.
- Teachers' subject knowledge has improved and is now satisfactory.
- Pupils make good use of timetabled lessons in the information and communication technology, suite.
- A sound scheme of work is in place that meets the requirements of the national curriculum.
- Some more able pupils do not make enough progress in information and communication technology, because the tasks set do not challenge them enough, and there are not sufficient opportunities for them to talk about what they have done and develop their ideas.

### Commentary

74. At the last inspection, standards of attainment in information and communication technology were below national expectations. This is no longer the case. Standards have risen significantly since the last inspection and are satisfactory at age seven and in Year 3. Achievement in information and communication technology, is good because it is used well by pupils to support their learning in other subjects.

75. Pupils in Year 1 and Year 2 have improved their keyboard skills, so that they are now satisfactory. They are able to log on using individual passwords, enter, save and retrieve their work. Pupils in Year 1 use a graphics programme and add text to create plates of food. They talk freely about this work, explaining the choices they have made. In a sound Year 2 lesson, pupils accessed and added to a simple database, responding confidently to screen messages and instructions. In a good Year 3 lesson, the teacher made effective use of the electronic whiteboard to model the functions of the keyboard and mouse so that pupils could make good use of a 'painting' programme in work on symmetrical patterns.

76. Teaching and learning have improved since the last inspection and are now satisfactory. Teachers have improved their subject knowledge and this has led to a more effectively planned curriculum. Teachers' and teaching assistants' subject knowledge is satisfactory, explanations are clear, and the use of technical vocabulary is accurate. As a result, pupils know what they have to do, and what to do if they need help. Consequently pupils enjoy lessons and attitudes and behaviour are good. Learning is satisfactory overall. Teaching assistants are deployed effectively to support pupils learning. Planning for the learning of pupils with special educational needs is good so they achieve well. Pupils for whom English is an additional language achieve well. Some pupils who have good information and communication technology, skills do not make as much progress as they could, because the tasks set for them do not challenge them enough, and expectations for these pupils are too low. Pupils make satisfactory use of the information and communication technology, suite, which is temporarily located in the school hall; resources are satisfactory overall.

77. Assessment accurately identifies the different levels of knowledge and skills within a class. For example, at the start of a good Year 3 lesson the teacher checks that pupils understand the key

vocabulary they will be using, and uses carefully directed questioning to assess what pupils have remembered from a previous lesson.

78. Leadership and management of information and communication technology are satisfactory. Effective use has been made of the local education authority and other partners to provide training and technical support to promote satisfactory teaching and learning. A sound policy and scheme of work are in place supported by model lesson plans, which are of good quality. Some monitoring of lesson planning has taken place. There is a satisfactory action plan to promote further improvements in provision.

### **Information and communication technology across the curriculum**

79. Information and communication technology is used well by pupils to support their learning across the curriculum. This is because the learning in information and communication technology is planned alongside what is being taught in other subjects. For example, in Year 2 pupils use a graphics programme to represent diagrammatically the work they have been doing in science on switches. Pupils in Year 1 and Year 2 talk confidently about how word processing their work helps them to remember how to spell common words.

## **HUMANITIES**

80. In humanities, work was sampled in history and geography, with only two lessons seen in history and one in geography. It is, therefore, not possible to form an overall judgment about provision in these subjects. There is every indication from pupils' work that standards are broadly average.

81. In a good Year 1 **history** lesson, pupils were fascinated as they felt, looked at and talked about old toys. The pupils' learning was good because it built carefully on previous homework when pupils talked to parents and grandparents about toys they had played with themselves as children. The use of real toys helped pupils' learning, because it stimulated their interest and encouraged them to make observations about what they were seeing. In a good Year 2 history lesson, the teacher used good subject knowledge and careful explanation and questioning, to prepare pupils for a visit to the local cemetery. The learning was good because the first hand experience of the visit, helped pupils to understand the purpose of a memorial stone and why they had brought poppies to place there on Remembrance Day. In both these lessons achievement was good because the quality of the teaching and the use of first hand experiences ensured that pupils made good progress.

82. In a satisfactory Year 2 **geography** lesson most pupils could describe the features of physical and human geography. Most pupils made satisfactory progress in the lesson. Some more able pupils made less progress because there was insufficient time for them to move beyond the simple activity of sorting pictures of the human and physical landscape into sets.

83. Coverage of the curriculum in geography and history is satisfactory. Medium term plans and model lessons are in place and have been used satisfactorily to promote teaching and learning. A sound range of books, pictures and artefacts are available. Leadership of the subject is satisfactory.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

84. Only two lessons in art and design were observed. No lessons were seen in design and technology or music. It is therefore not possible to make a firm judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average.

85. The quality of teaching observed an **art and design** lesson seen in Year 1 taken by the Year 2 teacher was good. The enthusiasm of the teacher, and the good way in which the lesson was

planned to include the development of literacy skills as well as art, enhanced pupils' learning. For example, in their study of materials, pupils were encouraged to develop their vocabulary in describing what the material was like. The pupils volunteered words such as 'stretchy and strong'. This really supports pupils who are learning English as an additional language as well, and is good attainment. The examination of pupils' work shows the quality of teaching to be at least satisfactory with some good examples, throughout the school. There are particularly good examples of pupils' paintings, drawings and three-dimensional models in clay of the building works around the school. These are of a good standard. There were good cross curricular links in the art lesson seen in Year 3 where pupils work in art reflected work which they were doing in mathematics.

86. Pupils work to a satisfactory standard in a variety of media, including, paint, pencil, pastels, charcoal and crayons, throughout the rest of the school. They study and re-create painting in the style of a wide variety of modern and classical artists, and are developing a good knowledge of the different styles of different artists.

87. Due to the timetable arrangements no lessons were observed in **design and technology**. At this early time in the school year there is little design and technology work to look at, but evidence shows pupils' work to be in line with national expectations. Pupils in Year 3 make moving monsters using pneumatics, they plan, design and build their models well. In Year 2 pupils have studied and made replicas of the building works of their new school and show good observational skills in making their models out of clay.

88. It is not possible to make secure judgments on the standards achieved in **music** or to comment on the teaching or learning in music as due to timetable arrangements there were no lessons taking place during the time of the inspection. Music was time tabled for later in the week. Singing, which was heard in assembly, was of a satisfactory standard. Children sang with obvious enjoyment and showed that they knew the words to a number of hymns and popular songs.

## **Physical Education**

The provision for physical education is **satisfactory**

### **Main strengths and weaknesses**

- Pupils are enthusiastic and display a sound attitude to physical education.
- A range of extra curricular activities such as street dancing is giving pupils more opportunities to develop their physical skills.
- The school makes the best use of limited outdoor space, due to the building of the new school.
- Pupil's do not evaluate their work to improve their performance..

### **Commentary**

89. Standards by the end of Year 2 and at the beginning of Year 3 are average. This is the same as standards seen at the last inspection. Pupils' progress is satisfactory.

90. Teaching was satisfactory in the two lessons seen. Lessons were well planned and effectively managed. This meant that pupils were quickly on task and no time was wasted. Teachers ensured that pupils warmed up in both lessons. There were missed opportunities to allow pupils to really develop their own skills because teachers spent too much time explaining and giving out instructions.

91. Pupils work hard when they are given the opportunity to work physically and display a good attitude during lessons. They respond positively and work well together when organising equipment. In a Year 2 gymnastics lesson, they showed good body control balancing on different parts of their body.

92. Leadership and management in the subject are satisfactory. Documentation is in place, which supports teachers in their planning. The school makes good use of limited outside space during lesson time and by providing a range of extra curricular activities including street dancing.

### **Religious education**

Provision in religious education is **satisfactory**.

#### **Main strengths and weaknesses**

- There has been good improvement in provision since the last inspection.
- The locally agreed syllabus for religious education, 'Explaining beliefs and celebrating diversity' is well used to promote satisfactory teaching and learning.
- Most pupils talk with confidence about their understanding of their own and others' religions.
- For some pupils, weaknesses in speaking and questioning skills limit progress.

#### **Commentary**

93. The quality of teaching and learning is satisfactory. As a result, pupils achieve satisfactory standards and have full access to the locally agreed syllabus. This shows good improvement since the last inspection where it was deemed unsatisfactory.

94. Planning is detailed and makes effective use of the scheme of work and model lesson plans. Consequently, pupils make satisfactory progress from one year to the next. Sound use is made of a satisfactory range of books, photographs and other artefacts to engage pupils' interest and improve their speaking and questioning skills. For example, in a satisfactory Year 1 lesson, in which pupils learnt about the birth of Jesus, the teacher prepared a range of 'gifts' and asked pupils which one they would choose for a baby and why. This helped their learning, because for some pupils, weaknesses in speaking and questioning skills limit the progress they make. In Year 2 pupils learnt about the importance of rules in religious life and wrote their own 'Golden Rules' for the class. Pupils in year 3 produced satisfactory re-counts of the story of Rama and Sita and investigated the idea of 'light' and its significance in different religions. Leadership of the subject is satisfactory.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

95. The school has adequate arrangements in place to ensure that pupils gain a satisfactory understanding of healthy life styles. Sex and drug education are taught at appropriate levels for pupils ages. Other personal and social topics are discussed in classes and in assemblies.

## Part D; Summary of the main inspection judgments

|  |          |
|--|----------|
| <b>The overall effectiveness of the school</b>                       | <b>4</b> |
| 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                               | 4        |
| <b>Overall standards achieved</b>                                    | <b>5</b> |
| Pupils' achievement  | 4        |
| <b>Pupils' attitudes, values and other personal qualities</b>        | <b>3</b> |
| Attendance   | 6        |
| Attitudes  | 3        |
| Behaviour, including the extent of exclusions                        | 3        |
| Pupils' spiritual, moral, social and cultural development            | 3        |
| <b>The quality of education provided by the school</b>               | <b>4</b> |
| The quality of teaching  | 4        |
| How well pupils learn  | 4        |
| The quality of assessment  | 3        |
| How well the curriculum meets pupils needs                           | 4        |
| Enrichment of the curriculum, including out-of-school activities     | 3        |
| Accommodation and resources  | 4        |
| Pupils' care, welfare, health and safety                             | 4        |
| Support, advice and guidance for pupils                              | 4        |
| How well the school seeks and acts on pupils' views                  | 4        |
| The effectiveness of the school's links with parents                 | 4        |
| The quality of the school's links with the community                 | 3        |
| The school's links with other schools and colleges                   | 4        |
| <b>The leadership and management of the school</b>                   | <b>4</b> |
| The governance of the school   | 4        |
| The leadership of the head teacher                                   | 4        |
| The leadership of other key staff                                    | 4        |
| 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).