

INSPECTION REPORT

MANOR JUNIOR SCHOOL

Barking

LEA area: Barking and Dagenham

Unique reference number: 101192

Headteacher: Mr J E Clark

Lead inspector: Ruth Frith

Dates of inspection: 2 – 4 February 2004

Inspection number: 256836

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	480
School address:	Sandringham Road Barking Essex
Postcode:	IG11 9AG
Telephone number:	020 8270 4641
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs F Spring
Date of previous inspection:	12 October 1998

CHARACTERISTICS OF THE SCHOOL

Manor Junior School is a very large, urban community school which provides for boys and girls aged seven to 11 years. Pupils come from a range of social backgrounds but overall, the socio-economic status of families is average. A lower than average percentage of pupils receives free school meals. When children join the school, overall they show levels of attainment in national tests which are above average. In the last school year, 15.4 per cent of pupils either left or joined the school other than at the usual times. Currently, 65 pupils are identified as having special educational needs, including seven with a statement of special educational needs. Those receiving regular additional support display autistic, social, emotional, behavioural or moderate learning difficulties. Approximately 65 per cent of pupils are from White – British heritage with others in the school representing a range of minority ethnic groups. Currently, 85 pupils are identified as coming from a home where it is believed that English is spoken as an additional language but none are at the early stages of learning English. Over the last two school years, teacher mobility has been very high. Similar to other schools in the area, Manor Junior finds it difficult to recruit teachers. The school received the School Achievement Award in 2001. The school is a partner in the Test Bed Project funded by the Department for Education and Skills, to investigate the effects of new technology in the classroom. It is also involved in the local Education Action Zone activities.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2490	Ruth Frith	Lead inspector	Science English as an additional language
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20063	Gerard Slamon	Team inspector	Mathematics Art and design Design and technology Physical education
18116	Christopher Taylor	Team inspector	Information and communication technology Geography History Religious education
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in subjects	
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	16
PART C: THE QUALITY OF EDUCATION SUBJECTS	18
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Manor Junior School is a good school. It provides a happy and supportive environment where pupils are encouraged to value and respect others. The quality of teaching and learning is good and this helps pupils to achieve well in English and science. The school is less successful in the teaching of mathematics, where pupils achieve satisfactorily overall. The school provides good value for money.

The school's main strengths and weaknesses are:

- In 2003, Year 6 pupils attained above average standards in English and well above average standards in science in the national tests. Standards in mathematics were average and indicate that some pupils were not achieving as well as they could.
- Teaching is generally good which results in most pupils achieving well. This includes pupils with special educational needs who receive good support.
- Pupils' attitudes to school are good and this helps them to sustain well above average rates of attendance.
- Pupils' personal qualities are developed well and this leads to good relationships and behaviour. Insufficient focus has been placed on preparing pupils for life in a culturally diverse society.
- Leadership by the headteacher is good, as is the management of the school. Leadership by subject leaders does not focus sufficiently on raising standards. The information gained from assessing and monitoring pupils is not always used as well as it could be.
- Good systems are in place to ensure that pupils are well cared for and that the school is a safe place in which to learn.
- Links with parents are good as is the information they receive about the school.

The school has shown good improvement since the last inspection and successfully addressed the key issues identified in the last report. There is a continuing focus on raising standards with recognition that these could be higher in English and mathematics. The quality of teaching has improved overall and this has helped to raise standards in English and science. A significant feature of the school's improvement is the planning for each subject as this is helping to develop pupils' learning more systematically.

STANDARDS ACHIEVED

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

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

Due to recent improvements in provision and teaching, pupils are now achieving well in most areas. Currently, there is a more settled staff team, which has a consistent approach to teaching and learning and standards are rising. Pupils in Year 6 are currently working at above average standards in all aspects of English and numeracy and are achieving well. However, their overall standards in mathematics are only average because their skills in applying what they know to solving mathematical problems are not as good as they should be. Pupils achieve well in science because provision, teaching and learning are good. Pupils in Year 6 are likely to maintain the well above average standards the school achieved last year. Pupils are currently achieving well in information and communication technology due to recent new developments and are attaining average standards. Pupils with special educational needs achieve well due to the effective support

provided. Bilingual pupils achieve well, in line with their abilities, similar to their peers. Higher attaining pupils usually achieve well apart from in mathematics where they are not always sufficiently challenged.

Provision to develop pupils' personal qualities, including their spiritual, moral, social and cultural education, is good. Pupils enjoy going to school and attendance is very good. They are encouraged to become involved in their learning and work with others. This results in pupils behaving well, developing good attitudes and becoming aware of the needs of others in school and the wider community.

QUALITY OF EDUCATION

The quality of education provided by the school and the quality of teaching are good overall. New staff are being encouraged to use the knowledge gained from attending courses to develop their practice and the way they teach. Throughout the school, staff insist on good standards of behaviour and engage the attention of pupils well. A good range of teaching methods is used to sustain the pupils' interests, including the good use of information and communication technology. This improves the pupils' learning. In some lessons, particularly mathematics, insufficient use is made of assessment information to match work to the pupils' abilities. Consequently, some pupils are not achieving as well as they could. Learning support assistants make a positive contribution to the pupils' learning and the standards they achieve.

Staff have developed good links with parents and satisfactory links with the community. Staff work particularly well with other schools and colleges. The curriculum is satisfactory overall with particular strengths in the provision for pupils with special educational needs and in the way pupils are prepared for their next stage of learning. Accommodation and resources are good. Staff work hard to ensure that pupils are well cared for and feel supported. Pupils' views are taken into account well through, for example, class discussions and the school council.

LEADERSHIP AND MANAGEMENT

Leadership of the headteacher and senior managers is good and leadership of subject leaders is satisfactory. Governance and management of the school are good. The headteacher and governors have a clear vision of how the school should develop and are fully committed to running a school where all pupils are helped to develop well, both academically and socially. The potential difficulties arising from changes in staffing over the last couple of years have been managed well but this has affected the development of some areas such as mathematics. The school's involvement in local and national initiatives has been managed well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views about the school. They are pleased with the information they receive and how the school seeks their views and takes account of their suggestions. They believe that the school is well led and managed, teaching is good; children work hard and make good progress. The majority of pupils feel they could approach a member of staff if they had a problem, that teachers encourage them to work hard and they are interested in lessons where they learn new things.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics by placing a greater emphasis on pupils applying their mathematical skills to solving problems, and by improving the way teachers assess pupils' standards and use this information to plan appropriate work.
- Improve the role of subject leaders by further encouraging their involvement in developing assessment and raising standards.
- Review the procedures for monitoring and tracking pupils' progress and ensure that the information gained from this is used more productively to identify areas for development.

- Systematically plan activities to promote racial equality further and prepare pupils for life in a multi-cultural society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils generally achieve well which results in them attaining above average standards in English, and well above average standards in science by the time they leave the school. Overall, standards in mathematics are only satisfactory and there are some elements of underachievement.

Main strengths and weaknesses

- Pupils achieve well because of the good teaching and their good attitudes to learning.
- Pupils with special educational needs are usually well supported and consequently achieve well.
- Although pupils' standards in numeracy are good, standards in mathematics overall are only satisfactory.
- Standards have risen in most subjects, mainly due to improvements in teaching and learning.

Commentary

1. Attainment in the 2003 national tests for pupils in Year 6 was above average in English, average in mathematics and well above average in science when compared with all schools. These results showed a fall in mathematics standards which the school was anxious to address. When compared with pupils with similar results in the Year 2 national tests, standards were below average in English, well below average in mathematics and average in science. These results in English and mathematics indicated some underachievement although pupils would seem to have achieved satisfactorily in science. Over the last five years, the school's trend of improvement in English, mathematics and science was broadly in line with the national trend. The school did not meet its targets for the percentage of pupils gaining a Level 4 or above in English and mathematics in 2003 but achieved its target for science. It broadly achieved its targets for the percentage reaching Level 5 in English, mathematics and science.

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

Standards in:	School results	National results
English	27.7 (27.7)	26.8 (27.0)
mathematics	26.5 (27.4)	26.8 (26.7)
science	30.1 (29.4)	28.6 (28.3)

There were 120 pupils in the year group. Figures in brackets are for the previous year

2. Evidence from this inspection shows some significant signs of improvement, although there is still some underachievement in mathematics. The high level of teacher mobility in the past has affected the quality of teaching in some classes and also the management and leadership of some subjects. The mobility of pupils has also affected the similar schools comparison to a certain extent. However, information gained from the school indicates that those pupils who spend all their junior education in Manor School do better than those who are not in the school for the four years. This is more marked in the achievement and standards in mathematics than it is in English. Overall, pupils are achieving well in English and science and pupils in Year 6 are currently working at above average levels. Evidence suggests that the good revision programme for science in Year 6 and the consistent good quality of teaching will help to raise

standards higher. It is likely that pupils will reach well above average standards in science by the end of the school year.

3. Standards in numeracy are above average but standards overall in mathematics remain only average. Reasons for this are twofold. First, the programme of work used is effective in developing pupils' understanding of number but not in applying what they know and understand to solving problems. The school is aware of this and has changed provision to focus more on this area in Year 6 but this is not sufficiently addressed further down the school. Second, in some cases, teachers are not assessing pupils effectively enough and using this information to plan work which meets their needs. So, for example, pupils enter the school with standards in the national Year 2 tests which are above average but this is not always taken into account in mathematics. Consequently, some pupils, particularly the higher-attainers are not achieving as well as they could.
4. Throughout the school, pupils are achieving well in information and communication technology due to the recent improvements in teaching and facilities. Insufficient time has passed, however, for these to have fully impacted on the standards pupils attain which remain average. Standards of work seen during the inspection were above average in geography, history, religious education and average in design and technology.
5. No significant difference was noted in the achievement between boys and girls during the inspection although there have been differences in the Year 6 national test results. In 2003, girls did better than boys in English, mathematics and science. Over the last three years, girls did better than boys in English and boys did better than girls in mathematics and science. In mathematics, boys did not do as well as boys nationally. From observation, there was no significant difference in the achievement of pupils from different minority ethnic groups but the way pupils' progress is recorded makes it difficult to track their progress over time.
6. Pupils with special educational needs generally have a positive attitude to learning and are encouraged to work hard. The support they receive is good and helps them to achieve well in most lessons. Information provided by the school shows that most achieve in line with their abilities, although a significant number do not reach the standards expected for their age in the national Year 6 tests. The school is raising staff awareness of the needs of gifted and talented pupils and has created a register identifying their strengths. Provision is developing and helping them to achieve in line with their abilities.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are good and they behave well. The school makes good provision for their personal development. Attendance rates are very good and punctuality is satisfactory.

Main strengths and weaknesses

- Pupils are eager to take part in activities and most are keen to learn.
- The school expects high standards of behaviour and there are very effective procedures to deal with bullying.
- Pupils become increasingly confident and they readily take on responsibilities within the school community.
- The school council and the 'buddy' system have a high profile and pupils feel they have a real voice in the school.
- Pupils are taught to respect each other and relationships are usually harmonious.
- Provision for pupils' spiritual development has improved since the last inspection.
- Pupils learn about a range of religions and countries but little work reflects the multicultural Britain in which they live.

Commentary

7. Staff successfully encourage pupils to attend regularly and parents support the school in this. The higher than average rate of unauthorised absence reflects the firm stance taken by the school in not authorising absences due to holidays. Most pupils arrive on time thus allowing lessons to start promptly. The school's involvement with the Education Action Zone and the additional resources provided help to maintain high levels of attendance.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.7
National data	5.4	National data	0.4

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

8. Most pupils like school and are keen to take part in activities. Nearly all are eager to learn, pay attention in lessons and try hard to finish their work in the given time. The attitudes and behaviour in some lessons, for example, music and dance, are exemplary. Class teachers expect and achieve high standards of behaviour. Minor incidents of silly behaviour are dealt with effectively and little time is lost to learning. Behaviour in the playground is generally good. Systems for dealing with bullying are very effective. Pupils recognise that bullying does sometimes happen, but all said they had someone to approach if they have a problem. They were very confident that any bullying would be dealt with quickly and effectively. Due to the measures taken to maintain high standards of behaviour, there were four fixed period exclusions last year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
312	4	0

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

9. Pupils have a good variety of opportunities for developing a sense of social responsibility. Younger pupils take on roles in the classroom very sensibly. Year 6 pupils show increasing levels of confidence. School prefects help to monitor punctuality and manage movement round the school and through the playground doors. The school council has a high profile and pupils now feel that they have a real voice in the school community. Class representatives approach their job in a very mature way. Each class has an official 'buddy', who can be approached to help sort out playground disputes and will befriend any pupil who wants someone to play with. Year 6 pupils expressed the view that this system had helped them get to know others in their year group and had improved relationships between pupils.
10. Pupils generally respect each other and learn to listen to others' opinions. Teachers set a very good example in the classrooms, giving pupils time to answer and insisting that others listen without interrupting. Contributions to discussions are always valued and teachers direct questions skilfully to include pupils who do not readily volunteer answers.

11. Provision for pupils' spiritual development is now good. School assemblies make a strong contribution to this aspect, and pupils are encouraged to reflect on their lives. Teachers match the content very effectively to the different age groups, and deal sensitively with difficult issues. In lessons, teachers encourage pupils to think more deeply about their work, for example the wonder of being involved with developing the railway system which transformed so many lives.
12. Pupils are introduced to a variety of faiths through religious education, and learn about other countries such as India in geography. Cultural development through music is strong, and pupils study a satisfactory range of literature. However, there is little evidence of displays in corridors or halls which reflect the multicultural nature of the school and the local area. Although pupils respect others because the ethos and expectations in the school are good, staff do not systematically plan to promote racial equality or prepare pupils for life in a multi-cultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching is good in most subjects. The curriculum is satisfactory overall with satisfactory opportunities for enrichment. Pupils are well cared for and staff seek, value and act on their views well. Links with parents are good and links with the community satisfactory. Links with other schools and colleges are very good.

Teaching and learning

Teaching and learning are good in most subjects apart from in mathematics where they remain satisfactory. Overall, the way teachers assess pupils' work is satisfactory.

Main strengths and weaknesses

- Teaching and learning are good in most lessons and this helps pupils to achieve well.
- There are indications that the quality of teaching is improving and this was seen in the lessons observed during the inspection.
- The quality of teaching and support for pupils with special educational needs are good.
- Teachers assess pupils' work satisfactorily in most subjects but they do not always use this information effectively to set work of appropriate challenge or track pupils' progress over time.
- Staff have high expectations of good behaviour and this helps to provide a good ethos for learning.
- Teachers use a good range of teaching methods and resources and this maintains the pupils' interests.
- The expertise and support of specialist teachers and teaching assistants are used well and have a significant impact on pupils' learning.

Commentary

13. Teaching throughout the school is generally good and consequently pupils do well in most subjects. Results in the 2003 national tests show that although generally satisfactory there have been some dips in the pupils' learning over time, particularly in mathematics. Evidence from this inspection, however, indicates that pupils are learning more consistently as the quality of teaching improves. The chart below gives an outline of the lessons observed during the inspection and shows that four-fifths of lessons are good or better and nearly a quarter very good or better. This shows a significant improvement since the last inspection and reflects the recent focus by senior management on raising standards through the improvement of teaching. It also reflects more stable staffing than in the past when the school has found it very difficult to recruit and retain teachers.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (5 %)	11 (19 %)	32 (55 %)	10 (17 %)	2 (3 %)	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.

14. Teachers have high expectations of pupils' behaviour and demonstrate this well during lessons, in assemblies and around the school. Pupils respond well because they know what is expected of them and most want to learn. When pupils show signs that they are finding learning difficult, additional support is given and when teachers know that individual pupils can do better, they are encouraged to do so. This is done in a way where most pupils respond well because the relationships between adults and pupils are good.
15. Teachers' subject knowledge and expertise are generally good and enhanced through the good provision of training and support. They use this subject knowledge well to ask and answer questions well as, for example, in a Year 6 science lesson when pupils were keen to learn more about how some of the internal organs of the body functioned. Staff confidence and expertise in the use of the new resources provided through the Test Bed Project have also developed well. This has widened the range of teaching methods used which, in turn, enhances pupils' learning because their concentration is maintained. The school uses staff well to set pupils in Year 6 so that they can be taught in smaller groups with pupils of similar ability. This is particularly effective for the lower-attainers and those with special educational needs but because the curriculum has not been fully developed to cover all areas of mathematics well, the impact of this is lessened. The expertise of teaching assistants is used well to support pupils and this helps them to achieve. The expertise of a music teacher is also beginning to bring about significant improvements and new resources such as the recording suite raise the profile of the subject.
16. The school has improved some of its work with higher-attainers, for example, in science. Here, they are receiving a good curriculum with tasks that encourage them to use their scientific knowledge and understanding to develop investigations, record their findings and analyse their results. In these cases, tasks are challenging and pupils achieve well. However, in mathematics, the tasks are not always well matched to the pupils' abilities due to weaknesses in assessing pupils' knowledge and understanding. Consequently, some pupils underachieve, particularly in applying what they know to solving mathematical problems. The way information is gathered and recorded also makes it difficult to assess quickly how pupils are achieving so that their progress can be tracked well over time.
17. Teaching for pupils with special educational needs is good overall, enabling them to achieve well and to have full access to the curriculum. Teachers and support assistants are fully aware of individual needs. The support given by teaching assistants is usually good and sometimes very good. Pupils who find it difficult to concentrate are kept on task, key vocabulary and concepts are repeated and explained, and pupils are encouraged to try hard in every lesson. Occasionally pupils find resource books too difficult, for example in history, and there is scope for teachers to offer easier texts.

The curriculum

The planned curriculum offers pupils a satisfactory range of learning opportunities, which are enhanced by the provision for pupils with special educational needs. Opportunities for enrichment are satisfactory overall and the accommodation and resources are good.

Main strengths and weaknesses

- Good improvements have been made to curriculum planning since the last inspection and there is a good range of resources to support the curriculum.
- Pupils do not have sufficient opportunities to develop their problem solving skills in mathematics.
- Pupils are very well prepared socially and emotionally for the next stage of their education.
- Too little use is made of information and communication technology across the curriculum.
- Too little time is given to the teaching of music.

Commentary

18. As part of its drive to raise standards, the school has strengthened its curriculum planning since the time of the last inspection when the curriculum was unsatisfactory. Planning now meets statutory requirements to teach all subjects of the National Curriculum and religious education. As a result, standards have risen in subjects such as religious education, writing, numeracy, science, geography and physical education. Setting, in mathematics in Year 6, helps ensure that the curriculum meets the needs of pupils at different stages of learning. Planning in English and mathematics is based on local education authority guidance which helps to ensure consistency through the school. The main weaknesses in provision are that there is too little emphasis on developing investigative skills in mathematics, or on using information and communication technology to support learning across a range of subjects. Although the information and communication technology curriculum has been very successfully improved since the last inspection and skills are well taught in lessons in the suite, teachers have yet to fully realise the contribution the subject can make to pupils' learning in other subjects.
19. The daily acts of collective worship are thoughtfully planned and there is effective guidance to ensure that these meet statutory requirements. Pupils are well prepared socially and emotionally for secondary school. All subjects, except for music, are allocated a proper amount of time. There is a good programme for pupils' personal, social, and health education, which is enhanced by the school's concern for pupils' well-being through the school day. The governors are reviewing the sex education programme with good advice from the local education authority. Teachers and the community police officer make pupils aware of the dangers of drug and alcohol misuse. Although the school has a strong commitment to educational inclusion, some pupils are withdrawn from class lessons to attend music tuition. The school needs to consider this so that pupils do not regularly miss the same class lesson.
20. There are good curricular links with the secondary school to which most pupils transfer. For example, teachers from the secondary school come into the school to take Year 6 pupils for some science and physical education lessons. Transfer arrangements are well organised to help ensure there is little disruption to pupils' learning. Trips and visits, including residential trips for pupils in Year 5 and Year 6, are well used to support the curriculum as well as pupils' social and cultural development.
21. Despite the high turnover of teaching staff in recent years, the headteacher has paid good attention to the recruitment and retention of good quality teachers. As a result, there is a good match between the teaching staff and the needs of the curriculum. Support staff are generally well experienced and show commitment to their work. Although classrooms are rather cramped, the indoor accommodation, including specialist teaching rooms is good. The outdoor accommodation is satisfactory. The playground slopes and is cracked making it unsuitable for games' lessons. There is a good range of resources to support the curriculum.
22. The provision for pupils with special educational needs is good. Links with the infant school are well established, and pupils giving cause for concern are carefully monitored. Individual education plans (IEPs) are good. Targets are clear and measurable and progress is frequently checked. IEPs are reviewed regularly and the support is well organised.

Care, guidance and support

The systems to ensure the care, welfare, health and safety of pupils are good. Pupils' access to well-informed support and guidance is satisfactory overall. The school pays good attention to seeking pupils' views and acting on them.

Main strengths and weaknesses

- Pupils turn readily to adults in school for personal support.
- Staff are committed to helping protect pupils from harm or injury.
- The school does not make the best use of all the information it has to support and guide pupils towards the next steps in their learning.
- The school actively seeks to involve the pupils in initiatives aimed at school improvement.

Commentary

23. The school has established good, trusting and caring relationships between pupils and adults. Parents say their children feel 'safe and important' in school. Pupils say that teachers always have time to listen; that they have good opportunities to talk to them and put forward suggestions. Pupils have a good insight into the principles of democracy. They elect school councillors to instigate change for the better by taking forward their suggestions to the headteacher. They develop a good sense of equality and justice in their dealings with the school and with each other, helping them work and play together well.
24. The procedures for ensuring the health, safety and general well-being of pupils are good and have improved since the last inspection. Pupils' personal development is monitored closely. The school uses a good range of strategies to curb bullying, anti-social behaviour and low self-esteem, sometimes with the help of outside agencies. Child protection procedures are good. They are likely to ensure that concerns are identified and brought to the attention of the appropriate authorities at an early stage. The school acts quickly in establishing facts and caring for those affected.
25. Good attention is given to issues highlighted by rigorous and regular risk assessments. Staff and governors work together to minimise the likelihood of accidents occurring in school or on off-site visits. The provision of first-aid is good. Three qualified first-aiders update their training on a regular basis. Their availability, efficiency and in-house expertise help minimise the amount of time pupils are away from the classroom.
26. The school meals service is rightly viewed as an important part in the school's package of care for pupils. Pupils eat more adventurously and gain very good social skills by mixing with other children, and invited adults, in a safe and friendly educational environment.
27. Systematic assessment procedures help staff track pupils' academic progress but the data is not used sufficiently well enough to set targets for improvement for all pupils. Pupils are not involved in setting their own targets and this limits their ability to know the next steps they should take in their learning. Those capable of higher attainment are sometimes given extra work of the same kind, rather than being guided into tasks aimed at helping them achieve the next level of knowledge, skills or understanding. However, the procedures for the identification and assessment of pupils with special educational needs are good and enable the school to identify those pupils who need extra support at an early stage. Support for these pupils is good. Staff have a clear understanding of individual needs and progress is closely monitored. There are good links with most outside agencies, as well as with the infant and secondary schools.

Partnership with parents, other schools and the community

The school has good links with parents and other schools.

Main strengths and weaknesses

- Information is good overall, with a particularly good website and style of newsletter but reports to parents on their children's progress are not very clear.
- The school is proactive in seeking parents' views and this helps them to feel involved.
- The headteacher and staff are approachable and accessible to parents.
- Transfer arrangements to secondary school work well.

Commentary

28. Since the last inspection, the school has found better ways to reach out to parents, to inform them and involve them in its work. As a result, parents have a good understanding of how the school operates. They are confident that it is a good school, run well. Friendly staff promote constructive dialogue by passing on information, answering queries or dealing with concerns usually well before they escalate into problems. Effective liaison with parents, particularly those whose children need extra support, underpins the good teaching in school.
29. The website has established itself as a very good way of sharing school policies and key facts with parents. Newsletters are punchy, witty and lay emphasis on the important issues of the day. Most parents respond positively to the style and content. In the month before the inspection, a group of ten parents gave over eighty hours of voluntary support to the school. Parents find novel ways of encouraging people in the community to raise funds for the school. Organised theatre trips and walks around London are popular amongst governors, staff and parents. Good attention is given to finding out what parents think and what concerns them. The school makes good use of the responses to judge the effectiveness of its work.
30. A high percentage of parents attend consultation evenings to learn how their children are getting on. They are satisfied with the verbal feedback they receive. However, most written reports do not give a clear enough picture of how well pupils are doing and what they need to do next in order to improve.
31. The Education Action Zone brings many benefits to the school, including staff training, funding for special initiatives and a co-ordinated programme of links with other schools. Plans are well on the way to help pupils and their families access a wider range of learning opportunities at home through the use of ICT. The school takes advantage of the good partnership it has with neighbouring schools to help pupils transfer smoothly from one key stage to another.
32. A mild criticism from a small minority of parents who made their views known to the inspection team was that pupils were not encouraged to eat healthily at school. Inspectors found the criticism largely unjustified. A wide range of nutritious foods is offered to pupils at low cost. However, taking into account the size and location of the school, they did agree with the parents that the range of out-of-school activities was limited but satisfactory overall.
33. The school keeps parents whose children have special educational needs fully informed of their progress. Parents are able to discuss IEPs and to review their children's progress when they meet class teachers. Pupils with special educational needs are given very good support when they transfer to secondary school. The schools liaise very effectively to ensure a smooth transition. In some cases this involves accompanying pupils on additional visits to the secondary school.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good in most areas. The leadership of the headteacher and other senior managers is good, as is the management of the school. The leadership of subject managers is generally satisfactory although there are some weaknesses. The governance of the school is good.

Main strengths and weaknesses

- Leadership and management by the headteacher and other senior managers have been good in bringing about significant improvements since the last inspection.
- Some aspects of the role of subject manager are not fully developed.
- The governance of the school is good and appropriately involved in shaping its future direction.
- The school has developed its procedures for monitoring pupils' attainment and progress but the use of this is not yet fully effective in bringing about improvements.

Commentary

34. The headteacher demonstrates a strong sense of purpose with a clear focus on developing teaching and learning in order to raise standards. Other senior managers whose roles are clear and appropriate are ably supporting him. Provision for special educational needs is managed well by one of the deputy headteachers as are the pastoral aspects of the school. The other deputy headteacher has developed the curriculum well since the last inspection and effectively supports new staff. The work of these three members of staff has been instrumental in managing and developing the school during a period of high staff mobility. The development of a team of professionals with a shared sense of responsibility and focus on raising standards is evident through the good quality of teaching seen during the inspection. Firmer structures are now in place, for example in relation to planning, and this helps to lessen the impact of teachers leaving the school and supports the teaching of new teachers.
35. The management and leadership of subjects have also been affected by the frequent changes in staff and the subject leaders' role is not fully developed because of this. Some of their work has been undertaken by senior managers in the past but the school now recognises the need to develop further their monitoring roles with a greater focus on the raising of standards. Also, the large amount of data collected by the school is not put to the most effective use and needs to be shared with appropriate staff. This information needs to be more readily accessible, for example, in relation to monitoring attainment and progress of boys and girls, minority ethnic groupings and those pupils speaking English as an additional language and in areas where pupils are not achieving as well as they should be.
36. The governing body supports and challenges the school well. Governors are well informed and show a good understanding of the strengths and weaknesses of the school. They fulfil their statutory responsibilities well and have a clear understanding of current developments. Together with senior managers, governors have been keen to become involved with local and national initiatives in order to improve the quality of education and performance of the school. Work with the Education Action Zone has been well managed and has helped to maintain very good levels of attendance and liaison with other schools and colleges. Although the school has only been involved in the Test Bed project since September, early indications are that the introduction of this has been well managed too. Staff have developed confidence with the use of additional technologies and this is helping to improve the quality of their teaching and the pupils' learning.
37. Overall, the school manages its finances well although this process is complicated by the funding through additional initiatives and the inability of the school to get clear and up-to-date information from the local education authority finance department. The school is in the process of making significant developments to the school building and has reserved sufficient funds to cover these expenses. Projections for the end of the current financial year (2003/4) indicate

that the school will have appropriate reserves (£18,000) and is spending its resources in line with the developments highlighted through its school improvement planning process. These include the rebuilding of toilets and works to up-grade one of the halls. When the temporary nature of the funding through additional initiatives is taken into account, the school is now judged to be providing good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,158,128
Total expenditure	1,153,160
Expenditure per pupil	2402

Balances (£)	
Balance from previous year	73,723
Balance carried forward to the next	78,691

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Good improvement has been made since the last inspection. Pupils now make good progress and achieve well because teaching is good.
- Writing is taught well and pupils learn to write for a wide range of purposes.
- Pupils read competently because reading strategies are systematically taught.
- There are many planned opportunities for pupils to develop confident skills in speaking and listening.
- Self-assessment is very effective in Year 6 and pupils know what they have to do to improve.
- Systems for monitoring and analysing progress do not give a clear picture of the performance of individuals and different groups of pupils.

Commentary

38. Standards are above average in all aspects of English. Pupils enter the school with above average results in the Year 2 national tests in reading and writing. In the 2003 national tests in Year 6, pupils achieved above average standards. Pupils who spend the full four years in the school tend to do better than those who enter after Year 3. Pupils' work often shows good achievement over time.
39. The overall quality of teaching is good and results in good learning in most lessons. Teachers generally have very good relationships with their classes so that the pupils work hard and concentrate on their work. Time is rarely wasted and behaviour is often very good. Lessons usually move at a brisk pace, and pupils are interested in what they are being taught. In an unsatisfactory lesson, by contrast, the pace was slow, the delivery uncertain and pupils were not clear about what they were doing. Teachers have good knowledge of the subject. Almost all teachers explain new work very clearly so that pupils understand what they have to do. Teachers' expectations are generally high, and work is often thoroughly marked. A scrutiny of pupils' books reveals some variations between teachers in terms of what is expected. Occasionally, learning is slower where teachers accept careless presentation and repeated errors. Pupils with special educational needs are given good support which helps them to achieve well. Similarly, bilingual pupils achieve well.
40. Teachers plan frequent opportunities for pupils to write in a range of styles and in all relevant subjects. Pupils learn to recognise the features of different forms of writing, and they are taught to plan their written work carefully. Year 6 pupils showed an increasingly good understanding of journalistic writing as they prepared to write a 'newspaper' article. In general, pupils' work is very neat and well presented, and teachers expect high standards. Punctuation and spelling are increasingly accurate. A few pupils struggle to write neatly, and some are given good additional help and guidance.
41. Most pupils read well. Teachers focus effectively on teaching research skills so that the pupils learn how to use reference books confidently. Skills such as inference and deduction are taught very well. A Year 5 lesson on reading comprehension was particularly effective because the teacher intervened skilfully to discuss the questions. Pupils answered thoughtfully and referred to the text as they answered. They began to identify the themes in an African folk tale, and to compare these with a story they had read earlier in the year.

42. Teachers generally encourage speaking and listening skills very effectively. Pupils throughout the school listen attentively because teachers present work in an interesting way. In many lessons pupils take part in brief discussions with 'talking partners'. The pupils learn to answer at length and are often encouraged to explain their ideas. Teachers' questioning skills are good. They are skilful at ensuring that all pupils are included by carefully directing their questions. The teachers are good role models for spoken English, and encourage pupils to answer clearly. Grammatical errors are corrected sensitively. Pupils' efforts are always valued, and pupils with special needs are fully included.
43. Teachers set individual targets for pupils, although systems vary across the school, and targets have a higher profile in some classes than in others. In Year 6, pupils undertake a form of weekly self-assessment, which the teacher later checks. This is very effective in helping them understand what is expected from them in each piece of work.
44. The school gathers a large volume of assessment information but has yet to develop a manageable system for analysing this. Although individual progress can be tracked, not enough is done to monitor and compare the progress of different groups of pupils. As a result the school's ability to detect areas of strength and of concern are limited. Leadership and management are satisfactory overall and the weakness identified above has been included on the English action plan. This shows that the school is aware of the areas in which it needs to improve.

Language and literacy across the curriculum

45. Pupils have many good planned opportunities to use their skills in all relevant subjects. Written work in science, history, geography and religious education is neat and well presented. Reference skills are taught well. Pupils benefit from using the large and well-organised library, as well as retrieving information from the Internet.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- There is a strong focus on developing pupils' numeracy skills which results in them achieving above average standards.
- There is insufficient emphasis on using and applying mathematics and this affects the overall standards which pupils achieve.
- Setting arrangements in Year 6 are effective in helping to raise standards.
- Assessment is not used well enough to plan work for pupils of different abilities.

Commentary

46. Inspection evidence shows that standards attained by pupils currently in Year 6 are in line with those expected for their age. However, standards in numeracy are above those expected and pupils achieve well in this aspect of the subject. The school's curriculum does not focus well enough on the skills required to devise and use strategies for problem solving within mathematics and in practical circumstances, and pupils underachieve in this respect. The results of last year's national tests were average when compared to all schools nationally but were below average when compared to all similar schools. As well as the deficiency in the curriculum already mentioned, pupils have experienced disruptions to learning caused by the recent high level of staff changes and the significant number of pupils who join the school other than the normal time. Information provided by the school shows that those pupils who entered the school in Year 3 achieve better than those who join at other times.

47. A thorough analysis of pupils' work and lesson observations show teaching and learning to be satisfactory overall. Although teaching was good or better in eight of the 13 lessons seen, there is still too much satisfactory teaching to allow pupils to make consistently good progress as they move from class to class. Four satisfactory and one unsatisfactory lesson were seen. These five lessons were not well structured or interesting as pupils spent too long sitting listening to the teacher and not enough time working independently. Consequently, pupils lost interest and the pace of learning slowed.
48. Pupils benefit from regular mental mathematics sessions at the beginning of lessons, and they generally make good progress. Teachers use a good range of resources such as white boards, number cards and counting sticks, to allow all pupils to offer answers, checking each answer quickly. In the most successful lessons, teachers ensure that all pupils are fully involved during whole class sessions. In some classes, however, pupils are not given enough time to consider their answers and only those who volunteer are asked to give answers. When teaching is good or better, teachers use carefully targeted questions to challenge all pupils, encouraging the reticent to play a full part.
49. Work in pupils' books and in lessons shows that data handling and shape, space and measure are regularly taught. For example, during the inspection pupils in Year 3 were successfully identifying shapes with two or more lines of symmetry, and higher attaining pupils in Year 6 were gaining a good understanding of mode, median and range. Most pupils, by the end of the lesson, identified mode as a measure of average and range as a measure of spread, and employed both to describe data sets. Completed work shows that by the end of Year 6, most pupils can identify different types of triangles, while higher attaining pupils measure angles to the nearest degree.
50. Setting in Year 6 provides well for pupils with special educational needs. However, in some other classes, too little attention is paid to their needs when the class teachers do not prepare work or questions so that they are fully included in all parts of lessons. Pupils with English as an additional language are generally well included and make the same progress as other pupils of similar ability. There was no evidence during the inspection of a difference in the attainment of boys and girls.
51. Little use was seen of assessment during the inspection. Work is not carefully enough planned for different groups of pupils. Marking is inconsistent and does not often indicate to pupils how they can improve. Individual targets are not set to tell pupils what they need to do to improve. Leadership and management are satisfactory overall although a regular pattern of monitoring by the joint co-ordinators is not established to identify areas of weakness and to identify and share good practice.

Mathematics across the curriculum

52. Mathematics is not well represented in displays round the school. However, work in pupils' books shows good opportunities for pupils to apply their measuring and data handling skills in science, design and technology and geography. Recent improvements in information and communication technology allow pupils to use computers to refine and employ their knowledge of data handling to produce a range of graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There has been significant improvement since the last inspection which has helped to raise standards.

- The good quality teaching and learning helps pupils to achieve well.
- There is a greater focus on the investigative nature of science and this is helping to maintain pupils' interests and develop their good attitudes to learning.
- Coverage of the science curriculum is good overall although pupils do not regularly use information and communication technology in science.
- The recording and use of information gained from assessing pupils' learning lacks rigour and makes it more difficult to identify the rate of progress for individual pupils.

Commentary

53. In the 2003 National Curriculum tests, pupils in Year 6 attained well above average standards in science which shows that they achieved well. Evidence gained from observing lessons, talking with pupils and looking at their work indicates that pupils are continuing to achieve well and those in the current Year 6 are likely to attain similar standards to last year. This indicates a significant improvement since the last inspection when pupils attained average standards and progress was unsatisfactory. Much of this improvement is related to developments in curriculum planning where pupils cover the full curriculum well with a good focus on revision in Year 6. Also, the work is now set to meet the needs of pupils of all abilities unlike in the previous inspection when sometimes work was pitched at the wrong level. Higher-attainers are particularly well challenged and this is reflected in the high percentage of pupils who attained a level higher than that expected for their age in the National Curriculum tests.
54. Overall, the quality of teaching is good which helps pupils to learn well in lessons. However, because the information gained from assessing what pupils know and understand is not always recorded in a systematic way, it is sometimes difficult to quickly see how individual pupils are progressing over time. A particular strength of the teaching is the consistent high expectations which teachers have of pupils' work and behaviour. The latter create a good ethos for learning where pupils are encouraged to think scientifically. This helps them to concentrate because they are interested in what they are doing. Pupils in Year 6 said that they enjoyed science, particularly when the lessons are practical and they are helped to develop tests and investigations. The teachers' use of new technology also helps to maintain pupils' interests and develop their understanding as, for example, in a Year 3 lesson when pictures of teeth were projected onto a large screen. This helped pupils to understand the different names of teeth and their functions, as determined by their shape. Similarly, pupils in a Year 6 class were helped to understand how blood moves around the body by looking at projections of the circulatory system. This resulted in them achieving well and understanding the functions of veins, arteries and capillaries by the end of this revision lesson which consolidated and extended previous learning. Although teachers use information and communication technology well, little evidence of pupils' use was found so opportunities were lost, for example, to develop pupils' computer skills through data handling and recording their findings.
55. The teachers' high expectations of work can be seen through observing lessons and looking at pupils' books. From Year 3, guidance is given to pupils on how to develop investigations and follow the process of scientific enquiry so that by Year 6, pupils have a good understanding of how to present their work. Overall, the quality of presentation and clarity of understanding is of a good standard. During lessons, teachers have a clear understanding of what they want pupils to learn because they have planned well, and ensure that pupils are clear about what they will be doing and learning. Pupils respond well to this as they know what is expected of them and are confident to 'have a go'. The teacher's high expectations in a Year 6 class were firmly established at the start of the lesson and her good questioning developed pupils' thinking well. Because she was aware of the range in pupils' abilities, she differentiated her questioning so all were involved and working at an appropriately challenging level. Pupils were keen to participate and show what they knew and understood. Consequently they achieved well.

56. Leadership and management of the subject have been good since the last inspection and instrumental in the raising of standards. The curriculum has recently been reviewed and new resources purchased to aid teaching. Similarly, assessment practice has been developed so that near to the end of each topic of work teachers can identify what pupils know and understand, and any aspects that need to be explained further. Some monitoring of teaching and learning has taken place and the results of this helped to pin point areas for improvement. This has improved teaching overall as teachers' confidence has developed following training and support.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been a good improvement in resources and staff expertise.
- Teachers use the technology well for teaching and this enhances pupils' learning.
- Procedures for assessing progress in the subject are not yet established.
- Pupils do not use information and communication technologies enough in other subjects.

Commentary

57. The last inspection found that standards in information and communication technology at the end of Year 6 were in line with national expectations but progress varied from lesson to lesson. Standards are still average and pupils learn well in lessons. Because of the introduction of new equipment and problems with getting it all to work well, pupils have not had sufficient time to develop their skills to a higher level. A broad programme of study is in place and this is impacting right across the school. New projection facilities and digital overhead projectors have been installed in all classrooms as a part of the Test Bed Project. These allow full classes to be taught more easily because teachers' demonstrations can be easily seen on the large screens. Teachers use this equipment well across the curriculum to teach most subjects.
58. By the end of Year 6, most pupils manipulate a control program to set up systems where equipment such as televisions, computers and lights can be controlled remotely. They navigate a word processing program independently, modifying and editing text as they wish. They enter data into a database and search for information. They know how to access information from the Internet. They can use a spreadsheet to draw graphs and to calculate lists of numbers. Because the computers are all installed in computer rooms, opportunities to practise skills or to use them within other subjects are limited. The school has plans to address this in the near future. However, there were some occasions in numeracy and literacy lessons where pupils were able to use the digital projectors to demonstrate their work and this developed their confidence and skills.
59. In those lessons using ICT, pupils learn well because good teaching ensures that they progress as fast as they can. Staff training has been undertaken and this is helping to raise confidence levels. Teachers have good relationships with their pupils, know the programs they are teaching well and use good teaching strategies. In one good lesson, pupils were learning to investigate a range of devices and to control what they did. They enjoyed this a great deal and were learning very well from it. Pupils with special educational needs achieve well because they are well supported. However, there were no specific planned opportunities observed to help overcome their difficulties by using the technology. Bilingual pupils achieve well and there were no significant differences noted between the attainment or achievement of girls and boys.

60. There is an appropriate scheme of work and subject policy to support teachers' planning. A capable subject leader has been appointed who has a vision for the subject. However, he had only been in place for a short while at the time of the inspection, and his impact is restricted because of this. He is in the process of introducing an assessment system for the subject. He has not had the chance to monitor lessons formally. During the inspection, he was running a workshop for the special educational needs support assistants where they were becoming familiar with a range of applications. The subject leader gives advice and support to colleagues and helps to keep the school abreast of new developments. The school is well resourced in this area and has a good range of software to deliver the curriculum, however, it is not all used yet. Because of the many changes in staffing, not all teachers are yet confident with the subject.

Information and communication technology across the curriculum

61. Although teachers use information and communication technology across the curriculum to present lessons, the pupils have few opportunities to use the technology themselves in lessons such as literacy or numeracy. However, it was used for handling data in lessons linked to maths and science. Some aspects of the technology were also used in music, with performances being recorded. This was effective in helping to raise standards.

The Test Bed Project

62. At the time of the inspection, the Test Bed project was still being established but the combination of new equipment, training for staff and effective support was having a beneficial effect. There had not been sufficient time for this to impact on pupils' skills in the subject. However, the teachers were realising the potential of the new equipment, with most using the digital projection facilities well, and some extending their skills to teaching with presentation packages.

HUMANITIES

Inspectors observed two geography lessons, two history lessons and four religious education lessons. They also looked at pupils' work and teachers' planning.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Teachers use technology well to enhance their teaching and the pupils' learning.
- Skills in English and mathematics are effectively developed through the teaching and learning of geography.
- High quality questioning contributes to pupils' learning.
- There is no formal system for assessing progress.

Commentary

63. Standards in geography are good across the school. The school has made very good progress in development of the subject since the last inspection, where standards were below average. Pupils achieve well in the subject and make good progress across the school. Pupils with special educational needs and with English as an additional language receive appropriate support in classes so they, too, achieve well.
64. The quality of teaching was good in one lesson and excellent in the other. The teachers plan well; have good relationships with their pupils and teach in an interesting way. Where teaching

was excellent, the teacher had a great enthusiasm for the subject, questioned pupils in a challenging way, and used the pupils' own knowledge to aid teaching. Because of the high quality of the teaching, the pupils enjoy the subject and learn well. Work in books indicates that learning seen is good overall; in particular, mapping skills are developed well. Knowledge and understanding are also developed well, for example, when pupils in Year 6 were looking at the causes and effects of earthquakes and volcanoes on life in different parts of the world. Also, in Year 4, pupils were comparing life in Barking to life in rural areas of India. They had looked at how wealth and climate affected the populations. Work in geography contributes to learning in other subjects, particularly English and mathematics, for example, through the development of speaking, listening and writing.

65. There is a good range of resources for delivery of the subject, including pictures, maps, books, posters and computer based reference materials. These help to maintain the pupils' interests. There is some use of ICT by teachers to help learning in the subject, but few opportunities for pupils to undertake their own research. Although subject leadership and management are satisfactory overall, there is currently no formal, whole-school assessment system in place and this makes it difficult to track pupils' progress over time.

Example of outstanding practice

A Year 6 geography lesson about earthquakes and volcanoes.

The teacher started by questioning the pupils as to what they already knew. One child already had in depth technical knowledge of this area, and the teacher allowed him to explain to the rest of the class what he knew. She then interpreted this so that all could understand it at their own level. Others then volunteered further information, one child knew about tsunamis and explained how they were caused; another knew that Pompeii had been buried by a volcanic eruption and the class discussed this. The children became quite engrossed in the subject, and the teacher prompted them and encouraged further ideas. She then developed this to demonstrate how continental drift caused earthquakes and volcanoes, using her hands to model the movements of land masses. Pictures were displayed on the digital projector to show where these phenomena were most prevalent and how a volcano was created. The intensity of her enthusiasm, the high quality of her relationships with the pupils and her effective use of both simple demonstrations and digital technology combined to create a rich learning atmosphere. These demonstrations and discussions were to be followed by a film about the great earthquake in San Francisco. The children learned a great deal from this lesson.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teaching and learning in those lessons seen were good.
- Paired discussion is used well in some lessons to develop pupils' speaking and listening as well as their historical knowledge and understanding.
- The blocking of timetable time limits time for pupils' development in the subject.
- There is no formal system for assessing progress.

Commentary

66. Standards in history are above average in some years. The school has made good progress in development of the subject since the last inspection when insufficient evidence was available to make a judgement on standards. The quality of teaching and learning seen was good overall. This means that children maintain interest and enjoy the lessons. However, no lessons were seen with pupils in Years 3, 4 and 6. Pupils achieve well in history. Pupils with special educational needs and with English as an additional language receive appropriate support in classes and this helps them to achieve similar to their peers. In one class, the pupils were learning about the development of the railways and their impact on life in England. From

this, they were learning about the use and nature of historical evidence. A good range of teaching methods maintained pupils' interests and enhanced their learning. Because the subject is blocked in the timetable, there was limited work in some classes. Although the quality of much of the work seen in books was good, this blocking disrupts the continuity of learning in the subject.

67. There is a good range of resources for teaching history, including pictures, books, posters and computer based reference materials. There is some use of ICT by teachers to help learning in the subject, but few opportunities for pupils to undertake their own research. Currently, there is no formal assessment system in place which makes it difficult to track the rate of pupils' progress and achievement over time. This is a weakness in the otherwise satisfactory leadership and management. Work in history contributes to learning in other subjects, particularly English, for example, through the use of 'talking partners' when pupils put forward their ideas.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching is good.
- There is a good range of resources which are used well to support pupils' learning.
- There is no formal system for assessing progress.

Commentary

68. Standards of attainment seen during the inspection were above average. Provision has improved significantly since the last inspection, when progress was found to be unsatisfactory. A new locally agreed syllabus is in the process of being implemented, and this is having a positive effect on learning. The work observed in books was generally of a good standard. In the lessons seen, standards varied from satisfactory to good. Skills in English are developed well, particularly the use of discussion.
69. Teaching is good overall, with one very good lesson being seen. Lessons are well planned and the teachers have good relationships with their pupils. They use the new ICT systems when appropriate, which help to maintain the pupils' interests and concentration. Because of the good teaching, pupils learn well, enjoy their lessons and make good progress across the school. In one very good lesson, the pupils were learning about the Jewish Shabbat and the teacher compared this with other rituals in the Catholic and Jewish faiths. A particular good feature was when the pupils gained some sense of the pride that individuals had in their particular faiths and beliefs. Where teaching is less strong, the pace of the lesson is slower and the pupils are not well engaged in the subject.
70. Resources for the subject are good, including books, posters and pictures and the use of these enhances teaching. Some teachers lack confidence with the subject, but training is available. This helps to raise the overall quality of teaching. Leadership and management are satisfactory overall but there have been no opportunities for the subject leader to monitor lessons formally and there is no formal assessment system in place. Consequently, it is difficult to get a clear understanding of how individual pupils achieve over time.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. Two lessons were seen in art and design and three each in **design and technology**, **music** and **physical education**. It was not possible to make overall judgements on provision or standards in these subjects.

72. Although only two lessons in Year 5 were seen in **art and design**, it is evident from work on display and in pupils' sketchbooks that provision has improved since the last inspection. There is a good emphasis on developing skills and techniques. Work shows that all pupils are fully included in lessons, and that pupils enjoy an interesting range of activities in this subject.
73. Standards of the work seen in **design and technology** are in line with those expected at the end of Year 6. The quality of teaching and learning is good. This reflects very good improvement since the last inspection when the progress pupils made in the subject was unsatisfactory. Teachers have good knowledge of the subject, plan their lessons well and enable pupils to make good progress in developing their skills of designing, making and evaluating. There is a strong emphasis on pupils carefully designing before making, with a proper focus on the aesthetic qualities of their finished products. In the Year 6 lesson, for example, pupils worked hard when designing promotional packages for pizzas. They readily evaluated their designs as they developed and made improvements to refine their work. Pupils, in a Year 4 lesson, showed good designing skills which they applied effectively when designing a racing vehicle for a seven-year-old child. Teachers give pupils good opportunities for independent decision making in their work. Pupils enjoy the practical nature of the tasks, behave well in lessons and appreciate each other's efforts. Planning and work on display show that food technology is well represented.
74. The school has a strong tradition of **music** and pupils benefit from being taught by a music specialist. Although outline planning indicates that the required curriculum can be covered, current timetable organisation has significant shortcomings. Pupils are taught music in alternate half terms. Units of work are planned to cover six weeks, with lessons lasting only forty minutes. These lessons are very short, particularly since instruments have to be brought to the classrooms for each session. Where units of work require pupils to use a wide variety of instruments, the time available to compose, rehearse and perform their work is very limited.
75. The quality of teaching observed was very good because of the teacher's excellent organisational skills. The pace of teaching is very good. The pupils respond very well to the teacher's high expectations, very good behaviour management and effective use of praise. Pupils are keen to learn, try hard and progress is very good. New work is explained extremely clearly, with careful attention to including those with special needs while extending the most able. Class teachers work alongside the music specialist, giving valuable support. Pupils in Year 5 achieved good standards as they worked with recorders and composed rondos.
76. Resources are good, and the new recording studio is an exciting feature rarely available to pupils in primary schools. Many pupils benefit from the very good range of instrumental tuition, and a large number enjoy the twice-weekly choir after school.

Example of outstanding practice

A Year 5 class music lesson taught by the music specialist.

Pace, high expectations and expert subject knowledge ensured that learning was excellent in this lesson. At the start of the session, a brisk recap ensured that pupils remembered work covered in previous weeks. Pupils could distinguish quite confidently between verse and chorus, and ternary forms of music compositions. Crystal clear step by step teaching ensured that pupils quickly understood the rondo form as they helped compose a simple tune. Pupils achieved very well as they played their simple composition in unison on recorders. The teacher encouraged and praised, while at the same time paying attention to good posture and correct hand position. Individual practice followed, and pupils responded sensibly working with concentration and control. The class teacher gave valuable support throughout the lesson, and helped a pupil with special educational needs have full access to the activity. During the lesson, small groups of pupils went to the recording studio with a third teacher to record their work. This excellent and exciting resource allowed pupils to perform as musicians and to contribute to a whole-class recording.

77. Provision in the aspects of **physical education** seen is good. Lessons in outdoor and adventurous activities and dance were seen during the inspection. The Year 6 dance lesson shows that pupils attain standards above those expected in this aspect of the subject. Records show that standards in swimming are also above expectations because all pupils go swimming at some time during the year and the quality of instruction is good. Teachers report that Year 5 and Year 6 pupils achieve well in outdoor and adventurous activities during their annual residential trip. The curriculum is enriched through a satisfactory range of extra-curricular sports clubs. Good improvements have been made since the last inspection when the curriculum was not fully in place and pupils were making unsatisfactory progress. The curriculum is now fully in place and the subject leader gives very good advice to teachers. Teachers ensure that boys and girls of all abilities and backgrounds are fully included in lessons. The overall quality of teaching and learning was good. Teachers managed behaviour well so that all pupils could work safely together.

Example of outstanding practice

A Year 6 lesson in which pupils were refining and performing a combined dance routine.

The excellent teaching based on a very high level of expertise resulted in outstanding progress. As a result of the high expectations and excellent relationships, boys and girls worked sensibly together to produce high quality performances. These high quality relationships resulted in a fast pace to work and learning. Excellent use was made of pupil and class teacher demonstrations as stimuli for improvement. Information and communication technology was also effectively used to show pupils good quality movements and actions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. Provision for personal, social and health education is good overall. There is a carefully planned programme which is currently taught over a period of six weeks in each term. This programme includes a drug awareness programme and sex education. The governors are currently reviewing provision for sex education. Some good teaching was observed and pupils are encouraged to express their ideas and opinions and to think about important issues. In Year 4, a teacher handled the issue of bullying very sensitively. Pupils showed a good understanding of what constitutes bullying, and what they should do if they are bullied. Aspects of health education are also covered in science and physical education.
79. Personal and social education is also implicit in most class lessons. Teachers encourage pupils to express their views, to listen to others and to take responsibility. The school council has introduced pupils to the concept of democracy, and they feel that they have a voice in managing the school. This helps to develop their understanding of citizenship which is also good.

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	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
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	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
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	4
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
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).