

# INSPECTION REPORT

## **MONTEAGLE PRIMARY SCHOOL**

Dagenham

LEA area: London Borough of Barking and Dagenham

Unique reference number: 130340

Headteacher: Richard Epps

Lead inspector: George Derby

Dates of inspection: 6 – 9 October 2003

Inspection number: 256940

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	588
School address:	Burnham Road Dagenham
Postcode:	RM9 4RB
Telephone number:	020 8270 4613
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Tom Peel
Date of previous inspection:	6 November 2001

## CHARACTERISTICS OF THE SCHOOL

Monteagle is a very large primary school drawing its pupils from the local area. Over the past three years the school's roll has changed considerably with a large influx of refugee children, mainly from Kosovo. Just over half of the pupils are of white British origin. The remainder of pupils represent nearly all ethnic groups, including a growing population of black British or black African origin who form the largest ethnic group in the school. Six per cent of pupils are at the early stages of learning English and receive specialist support for three days per week. Nearly half the pupils are entitled to free school meals. The percentage of pupils who enter or leave the school at times other than usual is exceptionally high. Less than a half of the pupils in Year 6 in 2003 were on the roll of the school in 1999, when they were in Year 2. Seventeen per cent joined the school in Year 6. The number of pupils identified with special educational needs (SEN) and the number with Statements of Special Educational Need is above average. Pupils who are not identified as having SEN are monitored closely. There are high numbers of pupils the school is currently concerned about; many of these are likely to need some intervention to support their needs. The school's Nursery takes children who are four years of age during the school year and these are taught on a part-time basis in two groups, one attending for morning sessions and another in the afternoon. The children enter the school with skills, knowledge and understanding well below that of children of a similar age.

The school was placed in special measures in 2000 when pupils did not make sufficient progress, behaviour around the school was poor and teaching was unsatisfactory. It was removed from special measures in 2001 and has constructed a five-year development plan aimed at raising standards and improving quality of education over that period. It is now half way through that plan.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25349	George Derby	Lead inspector	Information and communication technology Foundation Stage
10329	Brian Sampson	Lay inspector	
8560	Margaret Lynch	Team inspector	Mathematics Music Religious education English as an additional language
10099	Sue Lewis	Team inspector	English Geography History Special educational needs
31218	Thomas Allen	Team inspector	Science Art and design Design and technology Personal social and health education Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school** that is very well run. It has an excellent ethos and cares for, and values, every individual pupil very well, even though they might only be in the school a short time. Despite the school's academic standards being low, the pupils' achievements from their starting points are good. Teaching and learning are good overall. Leadership and management are very good and the headteacher very strongly motivates and influences both staff and pupils. The school uses every penny wisely; the very strong way in which it supports pupils' personal growth and disposition to learn, the inspirational leadership, the improving achievement and strong teaching mean that it gives very good value for money.

The school's main strengths and weaknesses are:

- Standards overall are low because of the very high mobility of pupils; however, pupils achieve well in English, mathematics, science and information and communication technology (ICT).
- Because of good assessment and monitoring of pupils' performance, teachers know what pupils need to learn next and the help they need; this is less secure in the Nursery.
- Pupils' attitudes to their work are very good and their behaviour in lessons is excellent. Relationships are very strong and pupils have a great love of learning engendered by the school.
- The support for pupils with special educational needs (SEN) is good; support for pupils with English as an additional language (EAL) is also good.
- There is a very strong commitment to the inclusion of all pupils and this is why most pupils achieve well; boys, girls and those from different ethnic groups achieve equally well.
- Teaching is good; pupils are very well managed and lessons very well organised; occasionally, teaching does not stretch the higher attaining pupils to the same level as other pupils.
- Attendance is still below average, despite the school's considerable efforts to improve it.

The school has improved well since its removal from special measures in 2001. It has been significantly transformed and improvement over the last three years has been rapid. ICT has improved well, although there are still too few computers. Pupils' personal development has been significantly improved through enriched experiences in the school. Co-ordinators' roles have developed adequately. Pupils' achievements have improved across most subjects.

### STANDARDS ACHIEVED

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

*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 achieve well.** Children's achievement is sound in the Nursery and good in Reception, although children are unlikely to reach the standards set for their age. In Years 1 to 6 standards are low, mainly because pupil mobility is very high. However, pupils' achievement in English, mathematics and science is good. Standards in science are nearer what they should be for Year 2 pupils but slightly below for Year 6. The picture is similar in ICT. However, higher attaining pupils need to be challenged to do better throughout the school and more varied teaching methods used to achieve this. Significant numbers of pupils who have SEN and those at the early stages of learning English do well because of the good support they get and the modified work provided. Pupils from all minority ethnic groups achieve equally and boys as equally as girls.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are strongly promoted and developed.** Pupils' personal development is very good overall. The ethos of the school highly supports this. There is a strong commitment to celebration and fostering spiritual values. Pupils are enthusiastic learners. Behaviour in school is excellent and good in the playground. Overall attendance is unsatisfactory because it is below the level of schools nationally. It is slowly improving because of the measures taken by the school. Families who leave the area do not always let the school know, however, and some condone their children's absence.

## **QUALITY OF EDUCATION**

**The school provides good quality education for its pupils.** This is because teaching is **good** and teachers match the work well for the majority of the pupils. They have high expectations of pupils, but some feel constrained by the prescribed teaching programmes and a few rely too heavily on one way of teaching. For instance, there is little ICT used to support learning. Teaching in the Nursery is sound. However, it needs to be improved to give the children a better start and based on a stronger knowledge of their particular needs from the earliest stage. The school's assessment of its pupils is good overall and the information is used well to target help to pupils.

Overall the school offers a balanced and interesting programme of work for its pupils with a good range of activities to enrich their learning. Resources, however, are limited in the library, ICT and physical education and sometimes there are not enough support staff, given the complexity and make-up of some classes. Links with parents are good and there are very strong partnerships with the community and other schools and colleges. The school cares very effectively for its pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are very good;** the leadership of the headteacher is excellent. There is an exceptional vision for improvement and a determination to achieve high standards. The headteacher is an inspirational force in motivating the staff team. The checking on pupils' performance and the monitoring of teaching is strong. Governors are a tremendous support to the school, especially in the way they have 'built bridges' with parents. They challenge and influence the school's work very well.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents value the school's work and like the improvements made. Some still remember what it used to be like and think back to those times. Some older pupils remember the bad behaviour and bullying of the past. However, pupils love school very much and often want to work after lessons.

## **IMPROVEMENTS NEEDED**

In order to raise standards further, the most important things the school should do to improve are:

- continue to raise standards in English, mathematics and science;
- provide different, more creative, and adventurous ways of teaching based on pupils' styles of learning, with work well matched to the needs of all attainment groups in each class;
- ensure that there are sufficient resources available to support teaching, learning and pupils' achievement, and enough time for the senior management team to carry out their roles;
- review ways of obtaining and using information on nursery children when they enter school so that staff better plan, organise and evaluate the children's learning;
- continue to improve pupils' attendance.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

The standards reached by pupils in the current Year 2 are below average. For those pupils in Year 6 standards are well below average. Pupils achieve well across the school because of good teaching and teachers' knowledge of where pupils' strengths and weaknesses lie. Achievement is satisfactory in the Nursery and good in Reception. Achievement in Years 1 to 6 is good.

#### Main strengths and weaknesses

- The school's aspirations are for much higher standards and staff are working hard to improve pupils' attainment; pupils' mobility is a major factor for why standards are low.
- Children in Nursery and Reception achieve well in personal, social and emotional development, but more could be done to collect information on their skills and to act on it in the Nursery.
- Although standards are well below average by the time the pupils leave the school in English and mathematics, and closer to the average in science, they achieve well overall.
- In ICT, standards are approaching the level expected for pupils' ages by Year 6, although still slightly below; they too, achieve well in ICT.
- Pupils with SEN and those with EAL achieve well (and many achieve very well); those pupils who are considered the highest attaining only achieve satisfactorily; there is no significant difference in the attainment of boys and girls.

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

Standards in:	School results	National results
Reading	12.9 (14.4)	15.9 (15.8)
Writing	11.9 (12.0)	14.8 (14.4)
Mathematics	13.1 (14.8)	16.5 (16.5)

*There were 70 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	24.2 (24.1)	26.8 (27.0)
Mathematics	24.0 (24.5)	26.8 (26.7)
Science	27.1 (27.7)	28.6 (28.3)

*There were 81 pupils in the year group. Figures in brackets are for the previous year.*

#### Commentary

1. The school's new motto, '*Do your best, be the best*', sums up the headteacher's vision for further improvement. Encapsulated in this is a realism, however, that standards in the current climate of high pupil mobility may not be as high as other schools and results in a very clear focus on the value the school adds to pupils' academic achievements. Pupils' show good achievement despite many coming from very difficult circumstances and backgrounds. The pupils' personal development is very good, and is supported by the school's excellent ethos of care and concern for all pupils.

2. The school's results in the national tests at the end of Year 2 show an improving picture of standards in reading, writing and mathematics since 2000. However, in 2003 standards fell, mainly because of the high numbers of pupils with special educational needs and those with English as an additional language in the classes taking the tests. The school's monitoring shows, that from their starting points, these pupils made good progress overall.
3. Results in national tests at the end of Year 6 show standards have declined over the last two years. The major factor for this is the extremely high levels of pupil mobility the school has encountered over the past two years. The school's data show that, over this time, mobility in Years 3 to 6 has risen significantly and over half of the pupils in Year 6 in 2003 were not present in the school in Year 2, and just under a fifth of the pupils joined the year group after the start of the school year. The area is changing considerably with families, including those with refugee status, moving into the locality while other more established ones move out.
4. National data shows that pupils at the end of Year 6 in 2003 made very good progress in Years 3 to 6. However, this needs to be treated with caution as this data relates only to 80 per cent of the pupils who took the tests. Some may not have been in the country previously and because of the school's very high mobility may not have been in the school but in other schools; the highest percentage of pupils entered the school in Years 5 and 6. Nevertheless, inspection evidence shows that pupils make good progress over their time in Years 3 to 6.
5. The school monitors pupils' progress well and responds positively to their individual needs. It largely knows the areas where they need help and keeps a watchful check on the achievements of the different groups of pupils. The school's data, confirmed by inspection evidence, show that the achievement of the majority of pupils is good. Pupils with SEN are well supported by skilful staff and given work that is well matched to their particular levels. Individual education plans are of good quality and are taken account of well in teachers' planning. This helps the pupils make the best progress they can and to achieve well. The highest attaining pupils achieve satisfactorily. However, they could have work that is more sensitively adjusted to their needs, talents and abilities, to challenge them more rigorously to achieve as well as others.
6. The children entering the school are well supported by caring Nursery staff. The children's personal development is emphasised well and this is why progress is good in this area. Similarly, teachers and assistants in the Reception classes build on the children's experiences in Nursery to very quickly establish well defined rules and expectations of how children should behave and learn. The main reason why children's achievements are good in the Reception class and only sound in the Nursery are the higher expectations and the better match of work for individuals and groups.
7. Once again, close liaison with parents helps relieve anxieties and staff quickly build up a picture of children's skills and talents from information passed on from their previous placement. However, there is sometimes little information received and assessments made in the Nursery, although satisfactory, are not as detailed as they could be to support children's continued progress.
8. Pupils' achievement in English is good. Language and literacy are strongly promoted. The high level of support by staff for reading and speaking has a significantly positive impact on pupils' attitudes to English. Children with English as an additional language do well due to the very strong support for their needs and the expertise of the specialist teacher. Writing is well promoted. Although spelling is taught systematically, activities are not always sufficiently matched to pupils' needs. Spelling for some pupils, therefore, is a problem. Pupils' achievement in mathematics is good because of good teaching. A particular strength is the good quality questioning that makes pupils think carefully about the way they tackle problems to respond quickly in their 'mental' mathematics work. Pupils' achievement in science is good because of very close checking on how pupils are learning. Standards seen on inspection were approaching national expectations, but are still restricted by insufficient opportunities for pupils to engage in practical activities.

9. The school has transformed its provision for ICT since the last inspection. It now provides pupils with good quality teaching and regular access to computers and the pupils achieve well. Pupils' learning is sometimes restricted by too few computers and opportunities to practise their skills in other subjects.

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

The pupils' attitudes to their school are very good; their behaviour during the inspection was excellent in lessons and good around the school. Pupils' personal development is very good and highly promoted by the ethos of the school. Exclusions are low. The opportunities for spiritual, moral, social and cultural development of pupils are good.

### **Main strengths and weaknesses**

- The pupils' relationships with each other are very good; racial harmony is also promoted well.
- The way that the school sets high expectations for pupils' conduct and works to achieve them is very good.
- The way that the school deals effectively with all forms of harassment is very good.
- The principles that enable pupils to distinguish right from wrong are very good.
- Attendance is unsatisfactory.

### **Commentary**

10. The school has improved markedly in this area over the past three years. At the time the school went into special measures, pupils were out of control and they had negative attitudes to work and school. The headteacher's and staff's determination to make the school an interesting place of learning with activities to stimulate pupils has paid off.
11. Attendance remains unsatisfactory, as it was in the last inspection. However, there are good systems and a clear determination to increase attendance figures. The high number of transient pupils means that many pupils who have left the school still remain on the school's register and this affects the overall absence rate. Analysis of figures for pupils who attend the school in the longer term shows a positive picture of attendance. Punctuality is satisfactory and the school continuously strives to improve it. Most parents try hard to ensure the attendance of their children although a few condone their children's absence.

### **Attendance**

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

Authorised absence		Unauthorised absence	
School data	4.2	School data	4.4
National data	5.4	National data	0.5

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

12. The attitude of most pupils is very good and well stimulated by the way that the school encourages them to learn and the very high standard of conduct that is expected of them. The majority show a very good interest in school life and the range of activities provided. There is a real keenness and enthusiasm for learning which has been successfully engendered by the school. This was clear when interviewing a large group of pupils of all ages, who reported that they could not wait for the after-school activities to start again.
13. The energetic and enterprising school council consists of enthusiastic and committed pupils, who are a strong 'voice' for the pupils. They are particularly good at taking responsibility and showing initiative. For example, they were very persuasive in their arguments for improving

the toilets and establishing a memorial garden. Trained ‘buddies’ help extensively with younger children. As pupils progress through the school, much is added to their personal development and personal skills. As a result, they leave the school as very mature individuals very well prepared for secondary school.

14. Behaviour is excellent in lessons and good in the playground. It compares very favourably with that seen at the inspection of November 2001, when the school came out of special measures. The pupils’ freedom from bullying, racism and harassment is satisfactory. The school promotes very good relationships, including racial harmony, and has very good systems to deal effectively with all forms of harassment. An ‘incidents log’ is maintained and any negative events rigorously pursued. Occasionally, pupils have been excluded, in line with the school’s policy, as a way of cooling off and reflecting on their misdemeanours after a serious incident. The number of exclusions is reducing.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	374	6	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	12	1	0
Mixed – White and Black African	11	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	8	0	0
Asian or Asian British – Pakistani	9	0	0
Asian or Asian British – Bangladeshi	9	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	12	0	0
Black or Black British – African	91	0	0
Any other ethnic group	22	0	0

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

15. The opportunities for the spiritual, moral, social and cultural development of pupils are good overall. Self-knowledge and spiritual awareness are good, and these are a positive feature of the provision. The children, over the course of their time in the school, gain considerable respect for the feelings, values and beliefs of others. During the inspection, only a few planned examples to develop spiritual awareness were seen. However, incidental opportunities are numerous through art, ICT and when pupils reflect on what they have learned in lessons and what they could have done better. In a whole-school assembly, much celebration and joy was evident through the musical opportunities provided in song, rhythm and dance. Opportunities for moral development are very good and the school is good at fostering pupils’ social development. The pupils very clearly know right from wrong and are learning well about the responsibilities of living in a community. Culturally, the richness and diversity of pupils is celebrated well, through for instance Divali and Black history. Many visits are made to local places of history and culture. However, given the school’s context, even more could be done to fully exploit the very rich diversity of multi-cultures on its own doorstep.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching is now strong and programmes of work are well established in all areas of the curriculum. The school enriches pupils' experiences well and adds much to their personal development. The very high commitment of the staff to pupils' welfare and to improving standards, and the very good relationships, ensure that pupils, many of whom have come from unsettled backgrounds, develop very positive attitudes to learning and make strong progress. Relationships with parents are much improved and are now good; they value very much what has been achieved with their children and have a growing confidence in the school.

### Teaching and learning

The quality of teaching and learning is good.

### Main strengths and weaknesses

- Teachers' very good relationships with children and their very good management of pupils' behaviour promote very positive attitudes to learning.
- The very good commitment of all teachers to improving standards within the school is demonstrated in the ways in which they reflect on their own teaching and on pupils' learning.
- Teaching is good and often very good for older children, because the teaching is lively, involves pupils very well and the needs of the different groups have usually been thought out.
- In all parts of the school, there is a lack of variety in the teaching methods used and activities planned do not always fully reflect the differing needs of children; this leads to some pupils being insufficiently challenged in lessons.
- Literacy is supported well by teachers in other subjects.
- Although ICT is used to some extent to support learning in other subjects, it is not sufficiently planned for in other subjects.
- Assessment is used well to respond to pupils' individual special educational needs and there is a very strong inclusive atmosphere in all lessons.
- There are missed opportunities for assessment in the Nursery which mean that programmes and teaching are not as informed by children's needs as they could be.

### Commentary

16. Teachers and support staff show a very high commitment to the pupils and readily seek advice and guidance on how their teaching can improve. The headteacher's support and rigorous monitoring has led to improved and more consistent teaching across the school. Teachers, themselves, recognise a need to refine their planning so that it more closely reflects the needs of different pupils in order to raise levels of attainment.

### Summary of teaching observed during the inspection in 76 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (1%)	10 (12%)	30 (38%)	34 (48%)	1 (1%)	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.*

17. Lessons are well planned overall and the local education authority's (LEA's) schemes for English and mathematics are used to good effect for planning lessons. Lesson objectives are clear and pupils know what they are going to do and learn. Pupils with special educational needs are well catered for and support staff often work with such pupils on adapted planning and activities that meet their needs well. In class, and during withdrawal sessions, they make a very strong contribution to the pupils' learning. However, specific planning for higher attaining pupils is not always in place and, although teachers pitch questions and activities in such a way to challenge the pupils, this is not always as accurate as it could be because it is not always formally planned.

18. Teaching is generally lively and interests and engages pupils so well that they become totally engrossed in their work, often wanting to carry this on during break and lunchtime. It is particularly strong in Years 5 and 6 because of the teachers' expertise, the high level of challenge set for pupils and the careful way the activities are matched to their needs.
19. Some inexperienced teachers and others new to the school rely too heavily on the local education authority's planning for English and mathematics. While this has its strengths, it means that some staff do not sufficiently adapt the planning or teach it in a way that could lift pupils' attainment even further. This 'safe' teaching meets the needs of the middle attaining pupils in the classes, but does not always sufficiently 'reach' those at either ends of the learning continuum, especially the higher attaining pupils. Some staff feel the prescribed programmes limit their creativity.
20. Teaching and support staff have very strong relationships with the pupils and manage them very well. They have very high standards of behaviour and, because of the care and concern shown for pupils, pupils respond very positively in lessons. Often it is possible to 'hear a pin drop' when pupils are working.
21. The school promotes pupils' literacy skills very well in other subjects. Numeracy is supported satisfactorily, but the use of ICT is limited, although improving. Use of the Internet is the main way in which pupils use ICT in other subjects and some very good practice was seen during the inspection.
22. Weaker features of teaching are the inadequate provision of resources to help the pupils effectively learn and the presentation of complex ideas that were above the pupils' level. These weaknesses are the result of inexperience and are not generally typical of the teaching in the rest of school.
23. The school has made considerable improvement in the way in which it monitors pupils' progress in subjects and in other aspects of their development, and this is helping to raise standards in relation to achievement and teaching. The school monitors the progress of pupils in English and mathematics particularly well, and the information gained is used effectively to identify pupils who may need extra support, to set class, group and individual targets and to inform teaching plans. Occasionally, this information does not lead to different work for different groups of pupils to do in lessons, when this would be appropriate. In other subjects, there are appropriate assessments linked to the work pupils have done, but these need to be more tightly tied into National Curriculum levels, so that there is a clearer picture of a child's progress in the subject over time. Pupils are generally involved well in their own learning and encouraged to think about how they might improve their work, but in some classes more could be done in this area. The school has clear policies in place for the marking of pupils' work and pupils are given strong encouragement and praise so that they try to improve. However, the marking in pupils' books does not sufficiently help pupils to focus on areas for improvement.
24. The good quality individual education plans for pupils with special educational needs are used very well by the school to support learning and teachers' planning, and parents and children are involved appropriately in these. These are very well informed by the Annual Review process and ensure that pupils are given the help that they need. Some excellent, more detailed assessments are carried out by staff and the inclusion manager, which are shared with parents and outside agencies. These lead to effective support programmes being put into place for pupils whether for managing behaviour or to support a specific learning need.
25. Although much time is spent by Nursery staff visiting homes and collecting basic information about social and health needs prior to joining the school, little information is collected about children's development, or the strengths and weaknesses in their skills. This is a significant, missed opportunity to help children get off to a flying start in all areas of learning. By gaining such information on children at a very early stage, staff could better match work to their needs in order to help them to achieve more than they do.

## The curriculum

The breadth of the curriculum is satisfactory. The school makes good provision for personal social and health education and for pupils with special educational needs. It ensures that all pupils are fully included in the life of the school and have their needs well met. The curriculum covers all subjects of the National Curriculum and meets statutory requirements. The quality and quantity of accommodation and resources, including staffing, are satisfactory overall.

## Main strengths and weaknesses

- Opportunities for enrichment through extra-curricular activities and the large number of visits and visitors to the school enrich the overall provision.
- Resource limitations adversely affect some areas of the curriculum.
- There are good procedures for the transfer of pupils to each stage of their education with some areas for development in the Foundation Stage.
- Despite some shortfall in resource in a few subjects, a full staff complement has been maintained despite the difficulties of recruitment in the area.
- Innovative practices are being developed to further enrich the curriculum.

## Commentary

26. The school provides good support for learning outside the school day including extra curricular-activities. Regular homework is set for pupils in the core subjects and parents are informed of topics being taught each term. Pupils in Year 6 attend a residential course in Wales which contributes to their knowledge and understanding of many subjects of the curriculum especially geography, science and history, as well as making significant contributions to their personal development. Visitors to the school provide many opportunities for pupils to appreciate the value of education through the experience of others.
27. Although resources are satisfactory overall and very well managed there are shortcomings in some subjects. There has been a legacy of under-resourcing that has had a considerable detrimental affect on the school's provision over past years. This is now being addressed very well, however. The lack of provision of large apparatus reduces the ability of the school to develop a full range of pupils' gymnastics skills in physical education. The limited number of computers and the small size of the computer suite, restrict the use of computers by pupils. Library facilities are somewhat limited in the number of up-to-date books available and in its organisation. Nevertheless, the innovative way in which the playground has been arranged and the provision of equipment for outside use have created a very good environment in which the pupils feel a sense of well being.
28. The school has been successful in ensuring a full complement of staff in an area where schools often face considerable difficulties. Recruitment and retention of staff have been of high priority. Many staff have stayed loyal to the school through its difficulties and the headteacher has worked hard to bring in new staff, often from other countries. Overall, there is a reasonable balance of those who are well experienced and those who are new to teaching in England and who have had little time teaching. Support for new staff is good. Their performance is monitored well and they are carefully guided.
29. The preparation of pupils and their transfer to each new stage of education is generally well managed by the school. The curriculum is fully integrated to ensure progression at every stage. The school operates as one community. There is close liaison between all staff in planning and exchange of ideas. Older pupils act as mentors for the younger children. However, there are weaknesses in the transfer of information from Nursery to Reception and from Reception to Year 1.

30. The school is receptive to new ideas in education. It is, at present, involved in 'dialogic teaching', a method aimed at improving communication between teachers and pupils. Local businesses send representatives into school on a regular basis to hear pupils read and to form links with the world of work. The link with Eastbury Secondary school providing opportunities for woodwork, trampoline and design and technology classes adds significantly to curriculum enhancement.

### **Care, guidance and support**

The care, welfare and safety of pupils are very good. There is good involvement of pupils in decisions about the school and their views are valued and effective action taken.

### **Main strengths and weaknesses**

- The school takes very good care of its pupils.
- Procedures to ensure pupils work in a healthy and safe environment are very good.
- The school knows its pupils well and gives them good support overall, monitoring their progress and personal development well.

### **Commentary**

31. The school's named child protection person is well trained and ensures that all staff have been adequately briefed. Another member of staff is also trained. There is very good liaison with the local authorities. Looked after children are the responsibility of one specific governor and their welfare is monitored well.
32. The school's named health and safety person and a responsible governor, complete regular and effective checks on the large site. All relevant risk assessments are raised for this and other eventualities, such as pupil visits out of school, and are good for pupils with particular special educational needs. All equipment is tested regularly and fire exercises are held every term; all escape routes are accessible and well marked. Accident and medicine procedures are well defined, show great care towards the individual and are efficient. The school has a comfortable medical room and several trained first aid persons. Good use is made of outside professional support, such as the police, the school nurse, counselling service and various therapists. Lunches are cooked, served and consumed in very hygienic conditions. The school abides by the Borough Internet Policy. Although, on the pupil questionnaire, quite a high percentage of children indicated that they were not sure about having a good and trusting relationship with at least one adult in the school, this was not evident from actually talking to pupils or from observation. Trusting relationships were very evident.
33. The school monitors pupils' progress well, through a variety of ways (including personal targets) and for those with special educational needs through their well written individual education plans (IEPs). Extra help, focused on aspects of pupils' IEP targets, is well provided for through high quality assistant support. The quality of personal support for pupils with English as an additional language is very good and provided by staff with a high degree of expertise. A careful watch is kept on pupils' progress and that of different groups to ensure pupils maximise their potential. Progress in pupils' personal development is checked more informally through the responses made in PSHE lessons. Nevertheless, the staff know their pupils well and give well targeted support.
34. The school has good induction arrangements. Parents are invited in with their children and can remain with them, for a time, when their children initially start nursery or main-school. All parents are given a starting booklet. The care the school has is evident in the personal relationships formed with parents and the strong personal links made as soon as they enter the school.

35. The school appreciates the involvement of its pupils through seeking, valuing and acting on their views and this is good. Apart from the school council and the pupil questionnaire previous to this inspection, children with special educational needs are starting to give their views concerning their own individual education plans and at Annual Reviews.

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

Links with parents are good, whilst those with the community and other schools and colleges are very good.

### **Main strengths and weaknesses**

- Communication with parents is generally good and they are positive about the school.
- The school benefits greatly from its very strong local links.
- Reports do not always contain sufficient information.
- The school does all it can to improve attendance.

### **Commentary**

36. The school has good links with its parents and these have improved significantly since the previous inspection. It clearly has an 'open door' policy that it strongly promotes. Most parents express very positive views about the school. However, a significant minority commented on bullying and harassment, the fact that they were not well informed about their child's progress, that there was insufficient and appropriate homework and that parents' views were not sought. The inspection agrees with the positive views. Although a small amount of bullying and harassment does still exist from time to time, in the main, the school has cut incidents dramatically since the previous inspection. The inspection supports concerns about the quality of information on pupils' progress and homework, but feels that the school does try to take parents' views into account. Of parents actually spoken to, many praised the school's good complaints procedure. Of particular mention is the governor's Friday 'clinic' where parents can seek advice and air any grievances.
37. The school provides its parents with good information. The prospectus and governors' report comply with all statutory requirements. However, although the pupils' academic reports are clear and usually say what a child can do, they do not report on personal and social education nor yet give realistic targets for the child. Parent meetings are held regularly and a welcome booklet is provided in 13 languages. Parents with English as an additional language are also provided with appropriate interpreters.
38. Parents are satisfactorily involved in their children's education both in school and at home. This represents a considerable improvement in relationships over the past three years. There has been considerable mistrust about the school's work in the past and strained relationships. Staff and governors have successfully worked hard to improve. Several parents are supportive and come in and help with reading, art, sport and visits out. All parents are provided with a list of the next term's work and many help on projects and topics. Parents appreciate the home/school communication diaries. The school appreciates its very energetic parent teachers' association, which has raised money towards essential resources.
39. The school has very good links with its community and other schools and colleges. It is an active member of the local Education Action Zone (which has supported improvement in ICT provision). It also benefits from links with a national sports firm and fast food outlet, the latter of which provides staff to help children with reading. The local vicar comes in and takes assemblies and the children support several charities which helps their understanding of the world around them and how they can think about others. The school works closely with five other primary schools and a special school at joint projects and shared staff training days. Work experience students are welcomed from local secondary schools, whilst the school has a good, caring mechanism for the transfer of its own pupils to their next phase of education. Through a strong development programme with a local provider of teachers, various student teachers from local universities are supported well in developing their teaching skills.

## LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher's inspirational leadership has led to rapid improvement over the past three years and has brought to the school a high degree of order and high expectations for pupils. The governors support the school very well.

### Main strengths and weaknesses

- There is an exceptional vision for further improvement and planning to match; the school's mission for every pupil to 'do your best, be the best' shows the high commitment of the school.
- Teamwork and morale are high and the work of the senior management team is very good.
- The leadership of SEN and EAL are very good; there is a very strong commitment to inclusion especially through the very effective work of the inclusion manager.
- The governors' knowledge of the school, and the support and challenge they offer, are very strong.
- Leadership and management are good in many subjects, although some co-ordinators, mainly those new to their roles, have not fully developed their monitoring role.

### Commentary

40. The headteacher has made a considerable difference to this school. Morale is now high and teamwork very strong. The school is now a vibrant learning environment built on a foundation of very good relationships between staff and pupils, and an excellent commitment to high achievement and inclusion. There is a clear recognition of the considerable difficulties and complexities the school still faces. Staff rise to the challenge because they want to get things right for children. Senior staff inspire pupils and other staff with their exceptionally high level of determination and enthusiasm. Staff teamwork is exceptionally strong and the senior management team complement each other's skills very well. Their responsibilities are clearly defined and they undertake them to the fullest of their ability. The headteacher is very aware that the very high mobility of pupils in the school is a significant barrier to raising standards. Nevertheless, his sights are still very high.
41. The school very rigorously checks that the impact of its work is effective. The school's data for those pupils that stay in the school for any length of time shows good added value. Despite the local difficulties with staffing, the headteacher has worked very hard to build a strong staff team (training many overseas teachers during the process) and to maintain a full complement in the face of considerable difficulties. The school has worked hard to overcome this potential barrier to pupils' learning through the work of the very effective senior management team. Through senior staff's efforts, teaching quality has improved and, despite the major staffing changes over the last few years, new staff have been coached well to become effective teachers.
42. Planning for school improvement is excellent. The plan is highly detailed, thorough and exceptionally evaluative, readily leading to adjustments in practice as needed. Clear priorities are discussed and full collaboration takes place to ensure that the right things are being focused upon. The targets and actions are reviewed regularly and modifications made as necessary. This makes for very smooth planning because the progress towards targets is monitored continuously.
43. Management is very good and the school's documentation to support and guide practice, especially of new teachers, is excellent. All necessary policies including a race equality policy are in place. Guidance is reviewed regularly and evaluated for its impact thoroughly. Everyone is clear about their responsibilities as co-ordinators and how to carry these out. Some new staff have not yet undertaken their full role, especially with regard to monitoring. There is a clear enthusiasm to do this and determination to further improve subject provision.

44. Governors considerably support the leadership and management of the school. The governing body is very effective and governors have a highly detailed knowledge of the school's work, although there is still reliance on the headteacher for some information. Governors see it as central to their role to support, but also to be a 'critical' friend. They are determined, alongside the headteacher, to make the provision even better and are 'active' in the school's work. They are regular visitors to the school and there is a rota for those who run the governors' 'clinic' each week. This is valued by parents and has been set up in order to forge stronger links with parents and the community. This is certainly paying off.
45. Even though financial management is very good and governors check that 'every penny counts', there are considerable strains on what is already an overstretched budget. There is little flexibility in spending currently because of demands resulting from the past problems. Although a relatively small surplus has been identified at the end of the last financial year, this is due to monies allocated for work on the building which has not yet been completed. In reality, any surplus is typically very small; a small deficit has been projected for the current financial year. Some subject areas are low on resources because little spending took place. There is limited additional funding to meet the needs of an ever changing school roll and senior staff have little release time to undertake their duties, as a result. There is sometimes insufficient support in classes.
46. The very strong leadership and management of the provision for SEN is one of the major reasons why these pupils' needs are so well met. Support for pupils with special educational needs is led by a highly committed and expert teacher, the inclusion manager, who audits practice and monitors the pupils' progress very carefully. Planning for development of the provision is very strong and insightful. Leadership and management of EAL are very good. The school, with its ethos of mutual respect, includes and celebrates an ever changing, diversity of pupils with significant numbers from ethnic minority groups. The post of inclusion manager, held by an assistant headteacher, reflects the increased need for a senior manager to oversee issues of need, ethnic diversity and transient populations. This work is undertaken very successfully in conjunction with a dedicated specialist part-time teacher who supports pupils with English as an additional language. However, she is considerably overstretched at times in the work that has to be done in this ever-changing school population. The numbers of pupils for whom English is an additional language continue to increase. There is a significant funding issue as the school is under-resourced in this respect.

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

Income and expenditure (£)	
Total income	1,526,596
Total expenditure	1,558,272
Expenditure per pupil	2,753.13

Balances (£)	
Balance from previous year	43,804
Balance carried forward to the next	57,514

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

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

Provision for children in the Foundation Stage is **satisfactory** overall. It is good with some very good aspects in the Reception classes. Provision in the Nursery is satisfactory.

The quality of teaching and the curriculum is satisfactory in the Nursery. Children could do better if activities were based on a better knowledge of the strengths and weaknesses of their development, such as that which could be gained from visits home and discussions with parents. There is little evidence to suggest that children specifically plan, carry out and review what they have learnt in an organised and supported way which could help make them more independent and more focused in their learning. A strength of the teaching is the clear identification of the difficulties that some children have with language and learning. There is a well-planned curriculum in the Reception classes, coupled with good creative teaching. This helps children to learn quickly and make good progress. Teachers plan a variety of activities that aid pupils' development and target their individual needs well.

There is spacious accommodation in the Nursery but cramped accommodation in the Reception class and little space to create areas for pupils to work independently. Outdoor accommodation and opportunities are satisfactory in both parts of the Foundation Stage.

The school has been unsuccessful in appointing a key member of staff to lead the Foundation Stage. This is currently managed by a staff group, co-ordinated by a Reception teacher and overseen by an assistant headteacher. Although leadership and management are satisfactory overall, there is some lack of direction in ensuring that the Foundation Stage is cohesive and ensures smooth transfer (especially of information) to Year 1.

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

The provision for personal, social and emotional development is **good** in both Nursery and Reception.

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

- Children mostly settle into their new classes happily; they become especially confident in routines in the Reception class.
- Children in the Reception class persevere with activities well and show an interest and desire to learn and explore.

#### **Commentary**

47. Reception staff have high expectations of the children and quickly plan activities based on information received from Nursery or other locations, although this can be limited. They provide a secure and stimulating environment. They are very sensitive to the children's needs and provide good interesting approaches that help the children to become involved in activities. Routines are quickly learned by the children such as the 'rule' for going to the toilet and the need to take turns. However, not all children find the latter easy and can squabble when it is someone else's turn, for instance, to ride a bike. Most children who enter the Nursery form close relationships with staff. Routines and expectations of behaviour are firmly established, although, at times, children wander from area to area finding it difficult to settle at anything.
48. The early contact staff have with families builds productive relationships so that children show a growing willingness to respond to staff. Children in the Nursery are not encouraged enough to take on responsibilities, although this is well established in Reception. Children in the

Reception classes are very keen to work and become engrossed. However, in both classes pupils could take on more responsibility for planning and evaluating the activities they take part in. By the end of the Foundation Stage, the majority of children do not reach the Early Learning Goals, although some come close to these. Progress is good overall because of good teaching and the children achieve well overall.

## COMMUNICATION, LANGUAGE AND LITERACY

The provision for the development of communication language and literacy is **sound** in the Nursery and **good** in Reception.

### Main strengths and weaknesses

- Reception children make good progress in their communication skills, especially in their social interactions with each other.
- Reception children have a positive attitude to reading and work with sounds and take a real interest in looking at books.
- Much work has to be done in the Nursery to encourage reluctant communicators; however, through the routines that are established, the children do gain confidence, they understand how talk can get them what they want and that making marks conveys meaning.
- More opportunities for promoting language formally and informally in a targeted way are needed in the Nursery.

### Commentary

49. Adults in the Nursery are skilled in encouraging children to take part in activities. They encourage discussion about what children are doing and in building up their range of vocabulary. Activities in large groups also help children to develop the confidence to speak. Story time is enjoyed by all and the use of books such as the 'Spot' series enables the children to develop an interest in print and pictures. Opportunities to develop children's ideas are sometimes missed as time for this is short. Activity areas allow children to make marks, although many children find it difficult to maintain interest in a task for any length of time. Teaching in the Nursery and achievement overall are satisfactory.
50. Good teaching in the Reception classes enables the children to learn effectively. They achieve well because of this. Stories are read very expressively in Reception and engage the children well, although some still find it hard to listen. Careful questioning checks out whether they have understood and staff readily model language patterns so that children's own use of language develops more accuracy. Some children are easily distracted by the noise from the outside play area adjacent to the classes, but many are beginning, especially when provided with a challenge, to think carefully. Familiarity with letter sounds is developed progressively over the year. Reception children are beginning to develop ideas about the sounds at the beginning of words and some form recognisable letters. A wide range of interesting activities, such as using shaving foam to trace, inspires and motivates them. This also leads to 'chat' among the children and the sharing of ideas. By the end of the Foundation Stage, the majority are unlikely to attain the Early Learning Goals, however.

## MATHEMATICAL DEVELOPMENT

The provision for the mathematical development is **satisfactory** in the Nursery and **good** overall in the Reception class.

### Main strengths and weaknesses

- Planning for wider mathematical activities in the Nursery lacks detail and structure, although children have opportunities to undertake 'basic' number work.
- Early number skills are integrated into many activities in Reception classes.

## Commentary

51. An effective range of ways of teaching number, shape and data handling in the Reception classes ensures that children match, sort and count objects to five accurately. Activities linked to the story or theme of the week motivates children well. Counting small items such as 'care bears' focuses their concentration well. In the Nursery, children lack sufficient practice in ordering and reading numbers. Although children undertake a wide range of counting activities adequately, they are uncertain about recording numbers for themselves and mathematical understanding is narrow. Pupils make sound progress overall; achievement is good in Reception where teaching is good and satisfactory in the Nursery. The children are unable to reach the Early Learning Goals by the end of Reception.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the children's knowledge and understanding of the world is **good** in the Reception classes and **satisfactory** in the Nursery.

### Main strengths and weaknesses

- Children experience a variety of activities that helps to expand their view of the world.
- The early development of information and communication technology skills in the Reception class promotes pupils' use of computers well.

## Commentary

52. In both Nursery and Reception classes role-play activities enable children to learn about the world around them. In the Nursery, they assemble meals from the range of plastic 'food' and express their likes and dislikes. Stories identify the role of characters and the activities and work they undertake. The children roll and squeeze 'playdoh' and make shapes with a cutter, although only a narrow range of materials is used. Children talk about where they live and their immediate family, although for many their expression is very limited. They begin to notice patterns when playing with beads. Most enjoy the experiences of sand and water, although this is merely exploration and few observations are made, or encouraged, of pattern or change. Children show awareness of tape recorders and can play their favourite story tape, when it is the correct way around in the player. Teaching in the Nursery is sound and children achievements are satisfactory.
53. Children explore the features of natural and man-made objects in the Reception classes and tackle some challenging work expressing their observations verbally, in 'writing' and through paint. This leads well into the science activities they will later undertake in Year 1. They know that before they paint they need an apron and through helpful guidance from support staff begin to develop an idea of shape and form in their drawing. The use of computers is strongly promoted in Reception, and although children do use them in Nursery, they often struggle using a mouse because it is too big for their hands. Teaching in Reception is good as is children's achievement. Children are keen to 'paint' using palettes and shapes in Reception, although some programs have too much detail for pupils to cope with. The frequent opportunities to use computers help children develop good levels of skill and confidence. Overall, in the Foundation Stage, the children make sound progress, but the majority are unlikely to reach the Early Learning Goals by the end of Reception.

## PHYSICAL DEVELOPMENT

The provision for physical development is **satisfactory**, provision for outdoor play is sound.

### Main strengths and weaknesses

- The arrangements for outdoor play in both Nursery and Reception provide well for gross motor skills.
- Throughout the Foundation Stage, children have good access to large play equipment, although there are fewer opportunities for children in Reception.

### Commentary

54. A separate play area in both Nursery and Reception encourages active play in a secure environment and the more spacious accommodation for the Nursery enables access for large play equipment. Manipulative skills are developed in the Nursery through frequent 'making' activities. Teaching is satisfactory in the Nursery. In the Reception classes, where teaching is good overall, children use a range of tools and select which are appropriate to the task. Many are confident at riding wheeled toys and can steer and pedal in a co-ordinated fashion. However, many find it difficult to take turns, share equipment or play with a partner. By the end of the Foundation Stage many are near to reaching the Early Learning Goals, but overall are still below the level expected for their age.

## CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

### Main strengths and weaknesses

- Children engage in role-play for real-life and imaginative situations.
- Throughout the Foundation Stage they explore a wide range of media that supports their ideas and creativity well.

### Commentary

55. Planning indicates that children have frequent opportunities to explore for themselves and that skills are taught on a regular basis. Adults are willing to join in role-play and give prompts to move the activity along. The outdoor play area in the Nursery includes resources for imaginative play such as the 'house' area and roadway. Staff encourage children to sing tunefully, but the youngest are not yet ready to perform. The majority are unlikely to reach the Early Learning Goals by the end of the Foundation Stage. Teaching is satisfactory overall and children's achievements sound.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Standards overall are below those expected, but pupils' achieve well from their starting points and particularly in speaking and listening and reading.
- Language and literacy skills are strongly and consistently promoted within English and in other subjects.
- Almost all teachers and support staff use questioning and comments very well to extend children's thinking and language skills.

- The very supportive ethos in English lessons means that pupils' attitude to reading and writing, and their determination to improve, are very good.
- Pupils with SEN are provided for very well with work appropriate to their needs; however, the way in which the scheme of work is followed means that some higher and lower attainers are not challenged sufficiently.
- Teaching and learning in English are good overall and, in Years 5 and 6, they are particularly strong.
- Pupils with EAL make very good progress in their English work because of the strong partnership with the specialist teacher.
- Extended writing is well promoted, but achievement in spelling is unsatisfactory.

### Commentary

56. Many pupils enter Year 1 with low, or very low, standards in speaking and listening and early literacy skills, despite the strong support for such skills in the Reception class. Many others enter the school later and need support because English is not their first language or they have special educational needs. Some have little confidence in their own ability. In all year groups, the school is highly successful in 'turning around' pupils' attitudes to their English so that they 'have a go' and 'do their best'. Pupils in Years 1 and 2 also make very good strides in their speaking and listening skills. They speak with more confidence, listen well to each other and know a range of English terms such as *author*, and *illustrator*. They discuss their English work with enthusiasm. The highest attainers in Year 2 read simple texts fluently and with expression, and have skills similar to other children of their age in writing. Other pupils have made good and sometimes very good progress from their very low starting points because of the good and systematic teaching that they receive. Teachers' understanding of their pupils' literacy levels is strong, although occasionally the work follows the set lessons from the local education authority's scheme too closely and is not adapted specifically enough for the needs of all children within the class, especially the higher attainers.
57. By Year 6, those pupils who have been in Monteagle throughout their education have made very good progress from their starting points in all aspects of their English work. The highest attainers present their viewpoints competently, whether in writing or in a class discussion. Most still have English skills lower than those of others of their age and overall are well below average. All pupils, however, have made at least good progress in their speaking, listening and reading skills since their entry to the school. In Years 5 and 6, very skilful teaching means that, even if some pupils' basic skills are limited, they are very well included in lessons and challenged effectively to do better. Almost all teachers use questions and good humour to challenge pupils and to extend their understanding. This supports the involvement of all pupils and particularly those with EAL and SEN. These pupils are very well provided for through the joint working with specialists. However, the limited amount of time available from the EAL teacher for some classes means that a few pupils could do better. Some pupils still have language needs for which they do not currently have support.
58. There is a strong focus at present on children's writing skills, because the school has rightly identified that standards in writing need to be further raised. In particular, many children in the school have weak spelling skills for their age. Currently, progress throughout the school in writing is sound and there are some very good recent innovations to its work. Teachers are particularly successful in getting all children to write with enthusiasm and have developed extended writing in other subjects such as history and religious education well. This new approach has not fully affected improvement in standards as yet. Handwriting skills are systematically promoted and pupils have good opportunities to write for a range of different purposes. However, there is a need for a more flexible interpretation of the local education authority's scheme so that different planned activities are provided for a wider range of different groups. For example, although there is a spelling scheme in place that is used by teachers consistently, it is not sensitive enough to the needs of the lowest attainers in the school. Many pupils enter the school late and some have limited language skills or prior literacy skills, and there needs to be more adaptation to their needs. The school has

recognised the need to review its approach to phonics (knowledge of letter sounds and groups) and has recently implemented a new approach to this. Similarly, in spelling it is exploring ways of using ICT to provide different ways of supporting pupils' understanding of spelling rules.

59. Leadership and management are good and the enthusiastic and highly committed co-ordinator leads a dedicated English 'team' with staff representatives from all key stages. Their work has raised the profile of English and improved pupils' achievements. They plan, monitor and evaluate provision, to ensure that pupils can make the best progress they can.

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

60. There is very good support for literacy in all aspects for the school's work. In subjects such as history, geography and religious education, pupils are given systematic opportunities to use extended writing and there is careful attention to the ways of supporting this. In other subjects they are encouraged to record their findings as independently as possible. There is very good use of praise and encouragement for independent and collaborative work, and reading is very well supported through the use of text books and Internet opportunities, such as in the history/ ICT work related to life in World War II. Speaking and listening is generally also very well supported, and most teachers question and comment very sensitively on what pupils have to say. This extends their language skills well. However, occasionally there are missed opportunities for pupils to offer reasons and explanations rather than the teacher explaining or recapping on something pupils have covered earlier. In some subjects, classrooms teachers do not routinely write up key subject terms and words that would help pupils with their spelling and help them to remember what they mean.

## **MATHEMATICS**

Provision for mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Clear objectives are usually displayed and always discussed with the class; this and the clarity of teachers' instructions, mean that pupils are always aware of what they should do and learn.
- Teaching strategies and activities are appropriate to the purpose of the lesson, and staff assess the progress of pupils well and keep all of them involved; occasionally, colouring activities in Years 1 and 2 use valuable time needed for pupils' learning to little mathematical purpose.
- Teachers use questioning and discussion well to prompt, probe, and promote mathematical understanding.
- Teachers' relationships with pupils are very good and the management of pupils' behaviour is very good.
- Effective arrangements are in place for the inclusion of pupils. The use of teaching assistants to support the learning of pupils with special educational needs and the learning of pupils for whom English is an additional language is very good.
- There is too little use of ICT to support learning.

### **Commentary**

61. Standards in mathematics for pupils in Year 2 and Year 6 are well below average, but show a small but steady improvement since the last inspection. Pupils, including those for whom English is an additional language and pupils with special educational needs, make good progress from a low base line as a result of strong teaching.
62. Results in the 2003 national tests show that the standards pupils achieved were below those achieved by pupils in similar schools. However, the turnover of pupils is considerable and, while standards are lower than those of similar schools, the school's detailed analysis of

pupils' results and its 'value added data' show improved results for pupils in Year 2 and greatly improved results at the end of Year 6 from the time when pupils' started in the school. Overall, pupils achieve well.

63. The teaching and learning of mathematics is good. During the inspection it ranged from satisfactory to very good. Good attention is given to pupils who need extra help to learn. Small groups of pupils are directed well, and mathematical ideas are explained very clearly. Teachers and support staff have an excellent rapport with pupils. In the better lessons seen, the pace was brisk and staff made appropriate demands and ensured that time was well used by pupils. Staff have high expectations of pupils' work and provide opportunity for them to reflect on how their work has improved from the previous week. Where teaching was less strong, although satisfactory overall, weaknesses included a slow pace and mundane activities that lacked variety. In addition, insufficient use was made of the plenary session to consolidate learning.
64. The leadership and management of mathematics are satisfactory and plans are in place to contribute to further improvement of standards in pupils' work. A team of teachers who share a common purpose and make a contribution to school goals and values has recently undertaken a new style of team management of the subject. Competent and committed, in a climate of mutual respect, they ensure that the school's aims and policies are reflected in their work. However, they are realistic to acknowledge that the comings and goings of many pupils who do not have English as a first language have greatly increased and they will require even more sensitive and specialised teaching if standards are to be further improved.
65. The use of ICT to support mathematics learning is limited. Plans are in place to ensure pupils' entitlement to the development of ICT in mathematics through data handling and processing, along with the use of logo (programmed sequences of events) and other control applications.
66. The school is committed to following a specific mathematics programme adopted by the local education authority - Improving Primary Mathematics (IPM). This focuses on the systematic development of mental methods of computation and covers all the requirements of the National Curriculum. Lessons are based on published materials and are designed to make a separation between written activities and the oral parts of lessons. Planning is based on published materials and teachers sometimes follow these too rigidly and do not sufficiently adapt them for the very wide range of needs of pupils in classes. This results in insufficient challenge for higher attaining pupils. Occasionally, ways of teaching are also too narrow because of this and limit pupils' opportunities.
67. The marking of pupils' work does not always relate to the objectives of lessons or indicate what pupils need to do to further improve.
68. The school's management team recognises that from the school's analysis of pupils' performance there are no obvious differences in the achievement seen in the results of girls and boys. The school sets targets for every pupil and monitors teachers' planning and all outcomes of pupils' work. This is good practice. The school appropriately uses the Qualifications and Curriculum Authority's published optional end of year and end of key stage tasks and tests to monitor pupil achievement and set value added targets through which pupils' progress can be monitored.

### **Mathematics across the curriculum**

69. The teaching of mathematics makes a good contribution to the promotion of listening and speaking across the curriculum. Mathematics is used adequately to support pupils' learning in other subjects such as science, design and technology and information and communication technology, and for reinforcing their understanding of mathematical ideas.

## SCIENCE

Provision for science is **good**.

### Main strengths and weaknesses

- There is a very clear, detailed scheme of work.
- Teachers are very enthusiastic about the subjects and pupils are keen to learn.
- Teaching is good overall.
- Pupils' achievement by the end of Year 6 is good.
- Science is a strength in Years 3 to 6.
- Pupils are not always given enough practical science opportunities.
- Insufficient use is made of the local environment by the older pupils.

### Commentary

70. Standards for pupils at the end of Year 6 in national tests in 2002 were below average when compared with schools nationally. The results of pupils attaining the expected level for their age (Level 4) and above in the 2003 Year 6 tests were the same as in 2002, although there was a slight fall in those who attained the higher level. Standards were well below average overall. However, from the work seen the standards of the majority of pupils are now approaching the levels which are expected for their ages, but higher attaining pupils are not always sufficiently challenged in order to achieve the higher levels in national tests. Overall, the achievement of pupils is good based on their prior attainment. High pupil mobility and the above average percentage of pupils who are learning English as an additional language are factors that militate against higher standards. Nevertheless, good progress is being sustained. The standards attained by the end of Year 2, as assessed by teachers in 2002 were well below the national average, although compared with similar schools these were average. However, in the work seen during the inspection, standards are close to national expectations. There is no significant difference between different groups of pupils with the exception that higher attaining pupils could do better if work was better matched to their needs. Improvement since the last inspection has been good.
71. Throughout the school pupils receive a good foundation in all aspects of science. This is especially strong in Years 1 and 2. As pupils move through the school they build effectively on what is learnt previously as, for example, in Year 5 testing the absorbency of different materials and in Year 6 distinguishing between insulators and conductors.
72. The quality of teaching and learning is good overall. Teachers are very enthusiastic about the subject and make it interesting for the pupils. As a result, the pupils are keen to learn and make good efforts to complete their work. The work is generally well planned, but insufficient attention is given to more challenging work for the most able pupils. Good support is given by class teachers to pupils with special educational needs and those with English as an additional language. Consequently, they too make good progress. Sometimes, insufficient assistance is provided in classes where help is needed, because there are not enough staff. Teachers mark the work conscientiously giving pupils ideas of how to improve. Good questioning and inclusion of all pupils ensure thorough understanding before moving to the next stage of learning. The good atmosphere for learning contributes to the very good ethos of the school.
73. The leadership and management of the subject are good. There is a clear vision for the subject. The curriculum is well organised and enhanced by a range of visits to museums and places of interest. Good practice, such as the incubation of chicken eggs in Year 3, adds considerable interest and excitement to the subject. A wildlife area is being developed and greater use made of the school environment for science education. Having made good progress over the past three years developing the subject, there is now a recognition of and focus on increasing the number of experiments and investigations. The monitoring of all aspects is satisfactory and the quantity and quality of resources are good.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

### Main strengths and weaknesses

- Pupils' respond to using computers with enthusiasm; despite some limitations in the accommodation, they remain very well focused on the activities they undertake.
- Teachers' knowledge of what they are teaching is good overall and exceptionally good when the co-ordinators teach lessons.
- Although the skills, knowledge and understanding of pupils in Year 6 is slightly below what it should be, pupils are now making progress at a fast rate and are achieving well.
- The subject is enthusiastically co-ordinated by two staff whose skills and responsibilities complement each other well; overall the subject is well led and managed.
- Computers are not sufficiently used to support learning in other subjects, although opportunities are increasing.
- Despite a considerable increase, there are too few computers for the number of pupils in the school.

### Commentary

74. There has been significant improvement in the provision since the last inspection. Pupils' standards in ICT are rapidly rising. They are still slightly below what they should be by Year 6, but because of systematic and knowledgeable teaching and a programme of work which builds well on what pupils have learned previously, the pupils make good progress and achieve well from their starting points. In graphics and word processing work the pupils' skills are in line for their age and pupils in Year 6 were seen confidently designing sequences of pages using a wide range of techniques.
75. The school's ICT resources have increased enormously, giving pupils greater access to computers to practise their skills; however, resources are still below the level of what they should be. Considerable investment, representing the school's high level of commitment to ICT, has already been made, but senior managers recognise that more needs to be allocated in order to reach the targets set for the size of the school.
76. The knowledge, skills and understanding of the younger pupils is such that their attainment is closely approaching what it should be by the end of Year 2 and in Year 3. Pupils particularly in Year 3, showed a real talent for manipulating graphics on the screen, when designing a poster for a road safety campaign. This is partly due to the considerable challenge set for them, but also due to the expert guidance given by their teacher.
77. Pupils are enthusiastic learners and work very co-operatively with each other, trying very hard to reach the challenges inspired by their teachers. Sometimes, the noise level of the class rises, but this is due to discussion about the work the pupils are undertaking and is a measure of their enthusiasm and application. The room designated for the ICT suite in the junior school is quite small and pupils share the machines. Ventilation is poor and computers screens are too high for the younger pupils in Year 2. Nevertheless, the pupils persevere because they want to please and they want to succeed.
78. The quality of teaching is good overall and staff have responded positively to the demand to teach ICT as a separate subject. It is sound in Years 1 and 2 and good in Years 3 to 6 mainly because there is a stronger subject knowledge and computer resources. In Years 3 to 6, the teachers provide good quality demonstrations so that pupils can model their responses on the teachers. They have access to a multimedia projector and large screen unlike the teaching resources in the Foundation and Year 1 provision, based in the school library. Here, teachers have access to a large TV screen, but are not used to teaching in this way and sometimes revert to using a small screen, which pupils cannot easily see. In addition, with only three

computers in the library and one in each classroom, the opportunities they have to master skills over a week are limited. Nevertheless, teachers provide as much opportunity as they can, although what they learn in ICT as a skill does not always lend itself to what is going on in the themes and topics in Foundation Stage and Year 1. Closer planning is needed.

79. The subject is well led and managed and planning for development is thorough. Co-ordinators roles are clear and they are determined to ensure the provision is successful. The main weaknesses relate to the lack of funding to develop the subject in the long term. Much thought has gone into planning the pupils' work and how to maximise their opportunities in ICT lessons. Teaching is monitored well through the general cycle of checks by one of the subject leaders who is also a member of the core leadership group. Support and guidance to staff is provided as a result.

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

80. Computers are beginning to be used to support pupils' learning in other subjects, such as through the use of the Internet in history. Overall this is limited.

## **HUMANITIES**

There was not enough evidence to report on geography as no teaching could be seen during the inspection. This subject, therefore, has been sampled. History and religious education are reported in full.

### **Geography**

81. No lessons in geography were observed during the inspection and, therefore, no judgement on the quality of teaching can be made. History and geography are taught alternately in modules by teachers and, for most classes, the focus was on history. However, in the history and religious education lessons seen elements of geography were reinforced very well. Scrutiny of pupils' work and discussions with pupils confirm that they make at least satisfactory progress in geography, although standards are below average in comparison with other pupils of their age.
82. Pupils in Year 2 know that England, Scotland and Wales are different countries and can make simple comparisons between Dagenham and a town in Mexico. They are keen to explain their maps of the school and use terms such as right and left appropriately. By Year 6 pupils have made strong progress in their understanding of features of the environment and environmental issues, as well in their ability to identify a range of countries. The extended writing project in geography supports pupils' literacy skills very well and there is good use of the Internet to help pupils develop their research skills, as well as their geographical understanding. Older pupils talk enthusiastically about their work and say they enjoy their geography lessons. They use a range of geography terms appropriately, when they talk about rivers and countries that they have studied.
83. There has been a good improvement in the provision for geography over the last three years and since the last inspection. Learning experiences are now planned thoroughly. Pupils' progress has begun to be assessed and monitored in relation to work studied. However, this requires further development so that pupils' progress over time is monitored more clearly and related to National Curriculum levels. Language and literacy skills are well supported in geography, through researching topics and the use of the Internet. Geography and history work is linked in a planned way very well by teachers and this strengthens pupils' understanding.
84. Geography is well led and managed. The co-ordinator is enthusiastic and committed to the subject and understands clearly what now needs to be done. The subject has developed well since the last inspection.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- Standards are below those expected, but pupils' achieve well from their starting points.
- Teaching and learning are good throughout the school.
- Language and literacy and ICT skills are very well promoted within history, through researching topics and the use of the Internet.
- Pupils with SEN and EAL are provided for very well, with work appropriate to their needs.
- More practical resources and artefacts are needed to support the learning of all groups.
- Assessment and monitoring of pupils' understanding and progress in history have improved, but needs to be more closely and regularly tied into National Curriculum assessments.

### Commentary

85. There has been a good improvement in provision for history since the last inspection, both in the way in which progress is monitored and in the aspects of history that are planned. . Planning across the school is good. Most pupils have very low starting points when they enter the school, but are strongly motivated by the simple comparisons they make between past lives and today. By Year 6, they know a number of facts about the history of Britain, kings and queens and differences between past and current civilisations. They enjoy their work in relation to Britain during World War II and are beginning to think about how people might have felt when their lives were disrupted and not simply about the events or differences.
86. Pupils make good progress in history throughout the school because of the good teaching and they 'catch' the enthusiasm of their teachers. Their attitudes and behaviour in history and their relationships with their teachers are very good. For the older pupils, the planned use of ICT and the extended writing lessons work very well and mean that they are increasingly independent in their ability to find out things for themselves and to present their views. The teachers' very good knowledge of the needs of pupils with SEN means that they are very well included in history lessons; work is usually adapted to their needs or teaching support is carefully targeted to ensure that they have every opportunity to present their views. However, too few resources are available for history. There are insufficient historical artefacts and resources other than books so that lower attainers in particular are provided with relevant learning opportunities.
87. Good progress has been made in the ways in which teachers record pupils' progress in history through end of module assessments, but this now needs to be even more closely and more regularly tied in to National Curriculum assessments, so that standards and progress in the subject are even more closely monitored.
88. The subject is well led and managed. The co-ordinator has a clear view of what is now needed to move the subject forward and oversees planning and pupils' work effectively.

## Religious education

Provision in religious education is **good** and it is well planned in accordance with the LEA's agreed syllabus for religious education.

### Main strengths and weaknesses

- Religious education is well managed and the role of the co-ordinator appropriately includes monitoring and scrutiny of work.
- Good guidance and evaluative processes are in place.

- Whilst still teaching religious education as a distinct subject, the school has developed its provision for spiritual, moral, social and cultural education very effectively through it.
- Monitoring of teaching enables teachers to be given targets to aid further development. There has been a good improvement in teaching and learning since the last inspection.
- Appropriate visits are planned and visitors are invited into school; this makes a strong contribution to pupils' wider understanding of religion.
- Extended writing is well supported through religious education. Occasionally, however, this means that the actual subject focus is lost.

### **Commentary**

89. Standards in religious education are in line with what they should be for pupils' ages by the end of Year 2 and Year 6. The teaching in religious education is good and pupils make good progress because of this and achieve well. The significant strengths of teaching are an excellent climate for learning where the teachers have very high expectations. Pupils rise to this and try their hardest. The teaching is constantly challenging and activities are well matched to all pupils' abilities. Some pupils sometimes use ICT well in their written work. In a Year 5 lesson, the teacher promoted learning and reflection on The Qur'an. As a result of good teaching, pupils were able to understand the richness and diversity of the Islamic religion. Similarly in a lesson in Year 2, the teacher discussed and shared a wonderful collection of fruits as she taught about gratitude for the harvest. The diversity of fruits mirrored the population of the school.
90. Religious education makes a strong contribution to pupils' broader learning, although occasionally opportunities to elicit from pupils aspects of their own religious and cultural experiences are lost, as teachers, rather than pupils, give explanations. Some strong support for literacy is provided. However, sometimes this leads to a greater focus on literacy than religious education in lessons, and sometimes opportunities for pupils to evaluate their writing for themselves are missed.
91. The leadership and management of religious education are good. There is a good understanding as to how the subject needs to develop, based on monitoring of pupils' work, teaching and planning. The use of religious education lessons to promote pupils' wider understanding of the world and themselves is strong, but it is recognised that further work is needed to fully integrate this into work in literacy and personal, social and health education.

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

There was not enough evidence to report on art and design, design and technology, and music in full. Design and technology was not taught at the time of the inspection, although it is at other times throughout the year. Only one lesson could be seen in art and design and only one was seen in music. These subjects, therefore, have been sampled. It is not possible to make overall judgements about teaching, learning and the pupils' achievement. Physical education is reported in full.

#### **Art and design, design and technology and music**

The school strongly links features of art, music and dance to provide an 'integrated' approach to pupils' creative and aesthetic opportunities and understanding. The main features are:

- Pupils enjoy the practical aspects of design and technology.
- There is a strong commitment to singing and dance linked to work in art (and music).
- Art education is enhanced by visits to art galleries.
- Detailed schemes of work are in place for the subjects.
- Outside agencies such as the East End Dance Company and Ebony Steel Band provide workshops in the school which support these subjects and others in this area of learning.

## Commentary

92. The curriculum in the creative, aesthetic practical and physical subjects makes a very significant contribution to pupils' education and personal development. The use of visitors to organise workshops in art, music and dance is much appreciated by pupils and provides many opportunities for individual learning and personal development. These occasions have resulted in displays and performances by pupils for a wider audience in assemblies and Christmas celebrations. Design and technology has shown good improvement within the past three years and the pupils express their enjoyment of making a range of articles. Evidence from assemblies indicates that the pupils are developing creativity, aesthetic appreciation of music, songs and poetry as well as rhythmic movement derived from dance.
93. Pupils' achievement in music is sound and their standards are approaching those of pupils of similar ages. The planning for the subject, based on the LEA scheme, supports teachers' knowledge well and provides non-specialists with a good basis from which to teach. However, some staff still lack confidence and need further training and support.
94. Throughout the school pupils show their great love of music and singing, such as performing to live and recorded music, as well as gaining considerable pleasure from their participation in drama and music activities.
95. Although no overall judgement can be made on the quality of teaching in music, the teaching and learning in the Year 5 lesson was good. In this lesson, pupils could understand and correctly use musical terms and language - *beat*, *pulse*, and *metre*, "the way we group beats". Pupils were able to recognise and explore the way sounds are combined and used expressively. They sang in tune and could recognise how different musical instruments are combined.
96. A growing number of peripatetic teachers visit weekly to support pupils' instrumental tuition; further external support is offered through visiting music groups, for example, a steel band and the Borough Choir half-termly project. The scheme of work 'Lively Music', recommended by the LEA, is now in place and supports pupils' progress effectively; teachers' planning has been audited by the LEA and the school feels it has received good advice. A basic selection of resources is available for all year groups, together with a small selection of tuned instruments, which are shared. The school has an appropriate collection of CDs and DVDs.
97. Music is led well and managed soundly. There is a good vision for the future development of the subject but this has to take place in the context of the school's other priorities. The co-ordinator appreciates the support she has received from the leadership team and is inspired to make music a full and dynamic part of school life. Monitoring and the recording of pupils' progress have yet to be developed. There is acknowledgment that the talents of the most able pupils in music need recognising and planning for, but this has not yet been undertaken.

## Physical education

Provision for physical education is **satisfactory** overall.

### Main strengths and weaknesses

- Dance education is well developed.
- A comprehensive programme for swimming ensures that the pupils achieve the standards expected.
- All elements of the curriculum are included in the programme of study.
- The lack of large apparatus reduces the progress pupils make in gymnastics.
- Resources for outdoor games are good.

## Commentary

98. Standards in physical education for younger pupils are above the expectations for their age, especially in dance. The pupils confidently maintain rhythm when dancing to music, keeping in step with the range of movements performed. In Year 4 pupils have regular swimming lessons and in Year 5, these continue in the summer providing the opportunity for additional practice. Consequently, all pupils meet or exceed the required standard by the time they leave school. There is a lack of apparatus normally found in the hall for gymnastics and this limits progress in this aspect of physical education. Overall, pupils' standards by Year 6 are in line with expectations, except for gymnastics where they are below. Discussion with the headteacher and members of the governing body report lack of finance to purchase such expensive resources but regard this as a priority to be addressed. The resources for outdoor games are good and the school provides equipment for use at lunch times.
99. The quality of teaching is good overall. Teachers are very enthusiastic and transmit this to the pupils. They work very effectively in pairs mainly in mixed gender and evaluate each other's performance. They show appreciation and give praise for work well done. The teachers use good performance as demonstration that enables the pupils to develop self-esteem and others to make improvements. The very good relationships between teachers and pupils help to make lessons enjoyable and well organised.
100. Management of the subject is good. Coaching in football and cricket is provided by outside agencies and extra-curricular activities include good range of sporting activities for both boys and girls. The use of outside agencies is good. During the week of the inspection the Ebony Steel Band Company provided workshops for the pupils in music and dance. These extra-curricular activities add significantly to the quality of education provided by the school.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal, social and health education is **good**.

### Main strengths and weaknesses

- The teaching is good overall.
- Pupils' achievements are good; they are keen and well motivated to learn and behave well.
- There is a well organised scheme of work and lessons for all classes are timetabled on a weekly basis.
- The subject is led and managed well by a member of the senior management team and the subject is given full recognition as part of the curriculum.
- Good use is made of outside agencies to enhance the subject.
- The 'health and safety fair' held in the summer term contributed significantly to pupils' personal skills and learning.
- The subject strongly promotes pupils' personal development and attitudes; activities outside lessons have been effective in improving pupils' attendance and attitude to school.

## Commentary

101. The well thought out scheme of work covers many aspects of personal and social development. By the end of Year 2 pupils have engaged in the formulation of rules and learnt to co-operate with others and share. They learn to appreciate cultural diversity and show regard for people who help us. In a lesson observed, for example, pupils in Year 1 learnt how to consider others when they had to opportunity to share the use of a toy car within the class by choosing who should have a turn next. Pupils in Year 6 discussed the feelings of pupils excluded from a debate about the pupils' use of mobile phones at school. The fact that they were not allowed to vote emphasised the need for fairness, inclusion and participation in the democratic process. The school council provides good opportunities for pupils to share in the organisation of the school and this helps to foster the spirit of community contributing to the very good ethos of the school.

102. Contributions from outside agencies include visits, for example, from road safety organisations and the fire brigade to alert the pupils to the need to follow rules for their own safety. These also support well their understanding of citizenship. The local police visit to inform pupils on drugs awareness, pupils in Years 5 and 6 receive appropriate sex education, elements of which are covered throughout the science curriculum. Pupils are encouraged to take responsibility and undertake this very well, for example, when pupils in Years 5 and 6 look after Year 1 and Reception pupils in the playground. The provision of a breakfast club has been effective in improving the attendance and attitude of pupils to school. The governors' 'clinic' provides considerable opportunity for parents and children to discuss issues of concern and foster a feeling of belonging.
103. The quality of teaching is good. The very good relationships between teachers and pupils help pupils to develop socially and the teachers provide good role models for them. A variety of ideas and ways of teaching are used to enable pupils to develop different coping strategies. Role-play and simulations help pupils to show respect for the feelings of others and understand the impact of their actions on others. Lessons are well planned with clear objectives to achieve a desired goal.
104. The leadership and management of the subject are good. The co-ordinator maintains good links with external agencies which contribute positively to the programme. The subject has a high profile in the curriculum and activities are enjoyed and valued by pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>6</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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