

# INSPECTION REPORT

## **ORCHARD PRIMARY SCHOOL**

Holcroft Road, London

LEA area: London Borough of Hackney

Unique reference number: 100234

Headteacher: Ms Pam Cooper

Lead inspector: Mr G S Bignell

Dates of inspection: 7–9 June 2004

Inspection number: 257095

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	441
School address:	Holcroft Road London
Postcode:	E9 7BB
Telephone number:	020 8985 7785
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Paul Farrell
Date of previous inspection:	15 March 1999

## CHARACTERISTICS OF THE SCHOOL

Orchard is a large primary school in the south of the London Borough of Hackney. It has 411 pupils of statutory school age plus 20 full-time and 10 part-time children attending the nursery. The area served by the school is characterised by large housing estates and high levels of deprivation; the proportion of pupils eligible for free school meals has risen to over 62 percent which is well above the national average. The number of pupils who join and leave the school is high as families are allocated temporary accommodation in the area. Pupil mobility currently stands at over 15 percent of the school roll which places the school in the top quarter of schools nationally.

Many children come to the school with attainment which is well below the average baseline. The proportion of pupils with special educational needs (SEN) is almost 30 percent - this figure is well above the national average and consists mainly of boys. There are eight pupils with statements of SEN, which is also above average. The most common area of need is specific learning difficulties, often combined with behavioural needs. The proportion of pupils whose first language is not English is over 64 percent which is very high and 34 languages are spoken by pupils at the school. The largest minority group is Black British/African, with smaller numbers from Bangladeshi, Caribbean and White non-British backgrounds.

The school received a national Achievement Award in 2002. It benefits from being involved in a number of improvement projects including East Hackney Education Action Zone, Excellence in Cities, Behaviour Improvement and Sports Co-ordinator Projects. The school is also a training partner of London Metropolitan University for initial teacher education.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1880	Garry Bignell	Lead inspector	Physical education Religious education Personal, social and health education and citizenship
14214	Gillian Smith	Lay inspector	
21171	Sally Handford	Team inspector	Foundation Stage Science Geography History
23004	Christopher Taylor	Team inspector	Mathematics Information and communication technology Music
30660	David Herbert	Team inspector	English Art and design Design and technology
1963	Sibani Raychaudhuri	Team inspector	English as an additional language Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Orchard Primary School provides a sound education** for its pupils and gives satisfactory value for money. Pupils reach standards which are mainly below national averages, but they make satisfactory progress from low starting points. Teaching is satisfactory overall, though much good teaching takes place. The school is led and managed effectively. There is considerable scope for further improvement.

The school's main strengths and weaknesses are:

- Pupils' personal development, including their relationships and behaviour, is good
- Standards in music are above average throughout the school
- The good group tuition of pupils learning English as an additional language and those with special educational needs enables them to achieve at least as well as other pupils
- The school has a strong commitment to inclusion which supports pupils' learning
- Children make a good start to their learning in the Foundation Stage
- Standards achieved by more able pupils are not as high as they should be
- There is not enough focus on developing pupils' speaking and reading skills
- Some parents do not ensure that their children attend school regularly and this affects their achievement and the learning of others

The school is at least as effective as it was when last inspected and improvements have been made, though the pace of progress has been more marked recently. The school was last inspected in March 1999. At that time, weaknesses were found in provision for Foundation Stage children, low standards in literacy and numeracy, the teaching of information and communication technology (ICT) did not meet requirements and staff development was unsatisfactory. Since the last inspection, standards have risen, though not enough pupils are achieving at the higher levels. Provision in the Foundation Stage has improved and young children now achieve well. The teaching of ICT is much improved and provision is now good, resulting in higher standards. Arrangements for the professional development of teachers and support staff are now satisfactory.

### 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	D	E	D
mathematics	E	D	E	D
science	E	E	E*	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - lowest 5%.*

*Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Achievement is satisfactory overall.** Many children are admitted to the school with low prior attainment, especially in the basic skills. This makes their starting points for learning lower than in most other schools. They do not reach the standards expected nationally by the ages of seven and 11 in English, mathematics and science as too few pupils reach the higher levels. However, they now receive a good start in nursery and reception classes where they are on course to achieve most of the goals children are expected to reach by the age of five. In communication, language and literacy and mathematical development however, children are unlikely to achieve the standard expected.

By the end of Years 2 and 6, pupils' standards in music are above average and their attainment in art and design, history, design and technology, ICT, religious education and physical education are in line with expectations. The 2003 results in English, mathematics and science were worse than in previous years largely due to significant underachievement by girls. This was exceptional and not typical of the overall trend of improvement which has exceeded the national trend over recent years.

As a result of good teaching in small groups for pupils with special educational needs, and for those learning English as an additional language, these pupils make steady progress in most subjects and their achievement is satisfactory. However, the support they receive in classrooms is sometimes less effective. More emphasis is needed on developing pupils' skills in speaking and reading, which in turn, will improve their writing. Those pupils capable of higher attainment are not always stretched enough because teachers do not present them with sufficient levels of challenge.

Pupils' attitudes to school and their behaviour are good. They respond well to the clear expectations set by adults at the school, including the '*Golden Rules*'. Attendance is unsatisfactory, though there has been improvement since the last inspection. **Pupils' personal development, including their spiritual, moral, social and cultural development, is good.** They work well together and show respect for each other. Assemblies and lessons promote school values and there are good opportunities for pupils to gain insights into other cultures through art, music and religious education.

## QUALITY OF EDUCATION

**The quality of education provided by the school is satisfactory. Teaching is satisfactory overall and results in sound learning.** There is some good teaching in all years, including the Foundation Stage. Teaching has improved since the previous inspection. This accounts for the steady improvement in pupils' achievement. The curriculum is satisfactory overall. Opportunities for enrichment are good, particularly in music and ICT. Several curriculum projects with other schools involving sport and languages extend pupils' learning. Accommodation and resources are adequate. However, some resources in the nursery and reception areas are in need of renewing and updating. Care, guidance and support for pupils are satisfactory with some good features. The school continues to benefit from strong links with the community.

## LEADERSHIP AND MANAGEMENT

**Overall, leadership and management of the school are satisfactory.** There is a vision for the school which is shared by staff and governors. It is centred around raising pupils' achievement. A programme of self-review is planned for introduction over the next three years. Management is satisfactory with clear procedures and effective deployment of staff. School routines are well established. The governing body carries out its responsibilities conscientiously.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils express high levels of satisfaction with the school. Parents particularly appreciate the achievement of their children, the fair treatment they receive and the general ethos of the school. Inspectors agree with the positive views expressed. Pupils generally enjoy coming to school and like the rewards that the school provides for hard work and good behaviour. More could be done to seek and act upon pupils' views of the school.

## IMPROVEMENTS NEEDED

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

- Raise pupils' standards of attainment, especially in English, mathematics and science by increasing the level of challenge presented to pupils capable of higher attainment
- Improve the teaching of speaking and listening skills and the development of pupils' understanding of what they read, with a particular focus on those learning English as an additional language when they are working in whole-class lessons
- Continue to work with parents to ensure better attendance

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Standards in the core subjects of English, mathematics and science are below average when pupils leave the school, but achievement is satisfactory overall, given the low starting points of many pupils. Across all subjects, most pupils make satisfactory and sometimes good progress in their learning.

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

- Children get a good start in the Foundation Stage and achieve well
- Standards in music are above average throughout the school and they are average in subjects other than English, mathematics and science – this represents satisfactory achievement
- Pupils' skills in speaking, reading and writing are not developed enough
- Too few pupils are achieving at the higher levels of the national curriculum

#### **Commentary**

1. There has been a steady trend of improvement in standards in Years 2 and 6 over the past five years. However, results in the 2003 national tests were worse overall than in previous years. This was mainly due to low standards reached by girls in Year 6, a significant number of whom were new to the school that year. Taken as a whole, the progress made by pupils tested in Year 2 and again in Year 6 is satisfactory. The school's own analysis confirms that the longer individual pupils are at the school, the better their achievement when they leave.
2. Many children begin their time in the Foundation Stage with attainment which is well below the average baseline. Those who are admitted in later years also come with low prior attainment and often a disrupted experience of education. This makes their starting points for learning lower than in most schools. The school concentrates its efforts on those pupils who are in most need of support, encouragement and a stable learning environment. Because of the good start given to the youngest children, they are now on course to achieve most of what is expected by the age of five. Pupils who stay at the school maintain at least a satisfactory level of progress through to Year 6. By the time they leave the school, pupils are on average just over two terms behind the nationally expected standards in the core subjects.
3. Pupils from ethnic minority groups and those learning English as an additional language (EAL) make steady progress, particularly when taught in small groups by EAL teachers and achieve at least as well as other pupils. They respond well to the support given and participate well in group activities. There are no significant variations in the achievements of pupils from different ethnic groups. However, some fluent EAL pupils achieve better than pupils who speak English only. For example, nearly 16 percent of pupils with EAL achieved the higher Level 5 in English in Year 6 tests in 2003, whereas no English native speakers did. Pupils with special educational needs also make satisfactory progress in their learning and achieve as well as can be expected.
4. In 2003, the school did not achieve the targets it set in English or in mathematics, although targets for previous years have been exceeded. Targets for 2004 and 2005 are challenging and, if achieved, will represent a significant improvement on current performance. The school leadership team shows a strong determination to raise standards further by developing staff expertise and maintaining the focus on teaching and learning. Achievement in ICT is good.



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

Standards in:	School results	National results
Reading	13.2 (14.3)	15.7 (15.8)
Writing	11.4 (13.2)	14.6 (14.4)
Mathematics	15.5 (14.8)	16.3 (16.5)

*There were 58 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	23.6 (26.4)	26.8 (27.0)
Mathematics	24.2 (25.7)	26.8 (26.7)
Science	24.6 (27.0)	28.6 (28.3)

*There were 58 pupils in the year group. Figures in brackets are for the previous year.*

5. Pupils' standards in speaking and reading are below those expected for their age. One reason for this is that teachers and other adults do not intervene well enough to reinforce good speaking or to develop pupils' understanding of what they read. Language and communication skills are the weakest of young children currently in the reception classes and this is an area where they are unlikely to reach the early learning goals. Standards in writing throughout the school are weak and this stems from the lack of focus on speaking and reading to extend pupils' vocabulary. However, there has been some improvement in the range of pupils' writing as seen on display and in pupils' books during the inspection.
6. In mathematics and science, pupils make sound progress, but, as in other subjects, more able pupils are not sufficiently challenged and too few of them achieve at the higher levels. Standards achieved in music are above average because the provision is good and pupils receive good specialist teaching. Their attainment in other subjects is broadly in line with standards expected for their age because teaching is satisfactory in all years and over half of lessons seen were good. This ensures a rate of progress that is at least satisfactory and sometimes good. However, where there is a lack of challenge, too few pupils reach the higher levels of which some are capable.
7. Barriers to achievement experienced by pupils at the school are considerable: many enter the school with low prior attainment; their home environment does not always support learning; a high proportion enter and leave the school during the year and an above average number have learning difficulties. The school endeavours to overcome these constraints by providing a stimulating learning environment through display, good curriculum enrichment, good provision for pupils' personal development and an inclusive ethos.

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

Pupils' attendance is well below the national average and their punctuality is satisfactory. Pupils' attitudes to learning are good and they behave well during the school day. Pupils' personal development, including their spiritual, moral, social and cultural development, is good.

### **Main strengths and weaknesses**

- Pupils of all ages have positive attitudes towards school and look forward to taking part in the activities provided; children in the nursery and reception classes have very good attitudes

- The school has improved procedures to monitor and promote attendance, but this has had little impact because too many parents fail to ensure that their children attend regularly
- Teachers have high expectations of behaviour and the pupils respond by behaving sensibly during lessons and at other times
- Relationships are good and the school manages isolated incidents of bullying or harassment very well
- Pupils have a good moral and social awareness and they are very respectful of each other's cultures, values and beliefs

### Commentary

8. Pupils' attitudes to learning and their behaviour were identified as strengths by the previous inspection. This positive picture has been maintained over the intervening five years.
9. Pupils of all ages and abilities have good attitudes to school and to their work. They particularly enjoy taking part in the various extra-curricular clubs and regret that some of them, such as football, have lapsed. Throughout the school, pupils are well motivated and enthusiastic. Although many pupils do not speak English as a first language, they are attentive during lessons and take an active part whenever they can. They listen carefully to their teachers and respect each other's point of view. Children in the reception and nursery classes are especially enthusiastic about school and their very positive attitudes help them to make good progress in their learning. Most children will achieve the expectations in this area.
10. Teachers manage pupils' behaviour well and, during lessons, they gently remind pupils of the importance of having good manners and showing consideration for others. As a result, the majority of pupils are very clear about how they should behave. They enjoy doing well and, during the weekly 'Good Work' assembly pupils beam with pride when they show their work or perform in front of the rest of the school. Although the majority willingly follow the '*Golden Rules*', a few pupils challenge their teacher's authority. Teachers manage these situations skilfully and ensure that such behaviour does not adversely affect the progress made by the rest of the class. Analysis of the pre-inspection questionnaire, however, shows that six out of ten of the pupils have concerns about the general standard of behaviour. Inspectors followed this up during formal and informal discussions with pupils. Pupils showed surprise and felt that this was not a fair reflection of everyday school life. Inspectors agree; pupils get on well together and there is a high level of racial harmony. Bullying or harassment of any kind is not tolerated and pupils say that any such incidents are dealt with promptly and effectively. The single permanent exclusion that took place last year was fully justified.
11. The school's motto is based upon the principle of working, achieving and growing together and this belief influences every aspect of school life. Pupils feel valued and respected and this helps them to make steady progress in their work. The school recognises that pupils' personal development has a major impact upon their aspirations, attitudes and achievements. Many of the opportunities provided help to boost pupils' confidence and self-esteem. For example, pupils who have difficulty relating to others may attend the 'Pyramid Club' and learn skills such as playing by the rules and taking turns. The school is keen to broaden the range of pupils' experiences and pupils in Years 5 and 6 can go on residential trips to specialist activity centres. Pupils also think and reflect on social issues such as recycling. They like to use their initiative and have, for example, organised litter picks of the school grounds. During assembly, pupils learn about social and moral themes such as thinking before they speak and considering the feelings of others. Pupils develop a very good understanding of a wide range of cultures, traditions and faiths. Cultural diversity is celebrated in many subjects, such as music, religious education and geography.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	8.1	School data	0.3
National data	5.4	National data	0.4

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

12. This school monitors pupils' attendance closely and any unexplained absences are promptly followed up. The school enjoys a constructive relationship with its parents and they are always discouraged from taking their children out of school during the term. Despite a concerted effort which has led to some improvement, attendance levels remain well below the national average. This reflects the high mobility of many families and the fact that some pupils are taken on extended trips overseas during the term.

## 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	49	3	0
White – Irish	1	0	0
White – any other White background	62	0	0
Mixed – White and Black Caribbean	13	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Indian	14	0	0
Asian or Asian British – Pakistani	7	0	0
Asian or Asian British – Bangladeshi	78	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	62	8	0
Black or Black British – African	106	9	1
Black or Black British – any other Black background	5	0	0
Chinese	5	0	0
Any other ethnic group	31	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory, overall. Teaching and learning are satisfactory. There is a broad and balanced curriculum with good opportunities for enrichment. The school makes satisfactory provision for the welfare of its pupils, links with parents and with other schools are satisfactory, and links with the community are good.

## Teaching and learning

The quality of teaching and pupils' learning is satisfactory, overall, while there is some good teaching in all age groups. Assessment systems are generally effective, though the marking of pupils' work lacks some consistency.

### Main strengths and weaknesses

- Teaching and learning for pupils of reception age are good
- Good relationships with teachers and plenty of encouragement mean that pupils are keen to learn
- Teachers' insistence on high standards of behaviour results in a productive working environment
- Expectations of higher attaining pupils are sometimes too low and work set is not always challenging enough
- Pupils of all abilities and those from different ethnic backgrounds are included well in all lessons
- ICT skills are taught well, but computers are not used sufficiently to assist teaching and learning across different subjects of the curriculum
- Support for EAL pupils during whole-class sessions is not as effective as small group work

### Commentary

13. During the inspection, teaching was at least satisfactory in nearly all the lessons observed. It was good in just over half the lessons, but relatively little teaching was very good or excellent. This is an improvement on the previous inspection when nine per cent of lessons were unsatisfactory. It also demonstrates that the school leadership's continuing emphasis on improving teaching and learning is well focused and making an impact.

#### Summary of teaching observed during the inspection in 64 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (6%)	34 (53%)	24 (38%)	2 (3%)	0 (0%)	0 (0%)

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

14. Teaching in the reception classes is mainly good and based on a good understanding of the required learning needs of young children. In the nursery, teaching is satisfactory. Teaching is satisfactory, overall, in Years 1 to 6, and, on occasions, is good in all year groups. Good relationships between teachers and pupils produce a happy and productive atmosphere. Constant encouragement and effective behaviour management result in good concentration and positive attitudes to work. As a result, pupils are keen to learn and make sound progress during their time at the school.
15. Teachers' planning is effective and usually builds on the outcome of previous lessons. Teachers generally show a satisfactory command of subject knowledge, and all pupils benefit from good specialist teaching in music. Occasionally, however, individual teachers lack sufficient expertise in certain areas such as the use of ICT resources, and this limits the effectiveness of their teaching.
16. Literacy and numeracy skills are taught soundly. Pupils respond quickly to mental mathematics exercises and enjoy exploring number sequences during numeracy lessons. The teaching of reading skills is generally sound, but older pupils sometimes have insufficient understanding of the meaning of the words they are reading. Pupils have plenty of opportunities to use their literacy and numeracy skills in other subjects and in additional activities such as the production of the school newspaper.

17. Assessment systems are thorough in English, mathematics and science, and are satisfactory in other subjects. They are used effectively to track pupils' progress and to set targets for the whole school and for groups of pupils. As a result, pupils generally have a good idea of how to improve. Marking of pupils' work, however, is inconsistent, and, in some classes, does not contain enough helpful suggestions about how pupils could improve. Overall, teachers use the results of assessments satisfactorily to ensure that work planned for pupils of average ability and those with special educational needs is matched appropriately to their needs. Teachers' expectations of higher attaining pupils, however, are sometimes too low, and there is insufficient challenge in the work set for more able pupils.
18. Classroom assistants have a good understanding of the learning needs of pupils, especially those with special educational needs, and use a variety of appropriate strategies to help them. The quality of EAL teaching seen in small groups was consistently good with planned opportunities for speaking and listening and activities that help to develop pupils' understanding in English. As a result, EAL pupils gain confidence to use the language in a secure environment and achieve well there. Their work is closely linked to the work in the classroom. For example, a group of Year 5 pupils was taken out of the class by an EAL teacher, who worked effectively with them, using their pupils' experience and examples of language. This gave the pupils good access to the task of talking as part of a discussion group. However, the support they receive in classrooms is sometimes less effective as the methods developed and used in small groups are not present in class teaching. In whole-class lessons, EAL pupils often do not have sufficient opportunities to develop speaking skills or understanding in English to cope with the demands of reading.
19. Pupils with special educational needs, including those with statements, are supported well in small groups by specialist staff. Learning support assistants provide satisfactory support for pupils with statements. There are sound systems and procedures for assessing the special educational needs of pupils. Annual reviews are carried out as required.
20. Teachers make satisfactory use of a wide variety of teaching resources in order to maintain pupils' interest and concentration. Most staff have at least satisfactory expertise when using computers and interactive whiteboards, and ICT skills are generally taught well. There is some use of ICT in subjects such as English, mathematics and science, but, generally, there is insufficient use of ICT to assist teaching and learning across the curriculum as a whole.

## **The curriculum**

The overall curriculum provision is satisfactory.

### **Main strengths and weaknesses**

- The school provides an inclusive education in which all pupils are valued and benefit from the curriculum. Their equality of opportunity is good
- Curriculum enrichment, especially in ICT and music, is good
- Display across the school covering the range of the curriculum with a key emphasis on writing is stimulating and some is of high quality
- Participation by pupils in the arts is good, especially in music
- Book areas, storage of books and access to them by pupils in the reception and nursery classes are unsatisfactory
- Although the accommodation is generally satisfactory, provision and resourcing in the outdoor areas for nursery and reception pupils are unsatisfactory

### **Commentary**

21. A full range of subjects is taught in Years 1 to 6. The curriculum satisfactorily meets the pupils' needs. The school has a full programme for personal, social and health education which contributes to the good provision for pupils' personal development. Additional extra-curricular

activities are provided to support some pupils in their social development. This results in a positive school ethos in which pupils behave well and relate well to each other. The National Curriculum and the agreed syllabus for religious education have been implemented through a strategic curriculum plan which is reviewed periodically by the headteacher. Schemes of work have been planned for individual subjects and provide a secure foundation for teaching and learning. The monitoring of pupils' work by senior managers and subject co-ordinators identifies areas for development which are included in the comprehensive annual school action plan and subject action plans.

22. The provision for pupils with EAL and those with SEN is satisfactory with some strengths. The project for English language learners is making a significant contribution to their writing development. Pupils who are working below the expected levels are identified for the project and receive support in small groups by the EAL team. Individual Education Plans are prepared with clear and measurable targets, activities and resources that enable these pupils to achieve as well as others. All pupils with special educational needs have access to a broad and balanced curriculum.
23. The school supports the curriculum well through a good range of clubs, educational trips and visitors. A range of school visits and residential activities is evident in displays and leads to stimulating work by pupils. A Year 2 visit to Willows Farm Village helps pupils understand the needs of animal care, whilst the Year 6 residential visit helps their development in a wider context. Good use of photographs shows pupils' enjoyment and very active participation. Pupils grow seeds annually and have won local awards for three years.
24. The school had a range of art and writing work published in the 'Best of East Hackney' in 2002-3, a book printed on behalf of the Education Action Zone. The music room is used well for class lessons and individual instrumental tuition. Provision and take up are good and pupils clearly enjoy their music. The lunchtime club in the ICT suite provides a good resource to support the curriculum and an excellent extra-curricular activity where exciting work, often at a high level, is completed. Pupils at the school benefit from additional coaching through the School Sports Co-ordinator scheme and Year 6 pupils learn French with the help of another local secondary school.
25. The accommodation, staffing and resources of the school are generally satisfactory. Although a few classrooms are quite small, teachers use the space well and the room size does not unduly limit teaching and learning. The computer suite, music room and small rooms for group work enhance normal school facilities. A new school library has been fitted, having previously been integrated with the ICT suite. This is an improvement since the last inspection. This will provide a valuable additional resource to pupils when it is completed very shortly. The storage of books in the reception and nursery classes is limited by lack of furniture at the pupils' level of reach. This restricts their access to books and is unsatisfactory. The outdoor play space for the nursery pupils is adequate in size, but lacks sufficient shade. It is worn and lacks colour and stimulation. It is programmed for improvement in the school action plan. The reception outdoor play area is smaller and suffers the same limitations and needs improvement.

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

Arrangements to ensure pupils' care, welfare, health and safety are satisfactory overall. The school provides satisfactory support, advice and guidance, but the extent to which it involves pupils in its work and development is unsatisfactory.

### **Main strengths and weaknesses**

- Pupils trust the adults in the school and say they would be able to confide in them, should any difficulties arise

- No records are kept of the routine administration of prescribed medicines and adults are insufficiently aware of the medical needs of some of the pupils
- There are insufficient opportunities for pupils to make suggestions and to voice their opinion on aspects of the on-going development of the school

### **Commentary**

26. During discussions, pupils say that they feel very well looked after at school and that they would not hesitate to seek help or advice, if they needed it. Pupils for whom English is an additional language share this positive view and they feel particularly well supported. Parents share their confidence. Almost everyone who returned their pre-inspection questionnaire thinks that the teachers are fair and that they would feel able to approach members of staff with a suggestion or complaint. Teachers know pupils well and respond to their personal and learning needs. There is adequate support for new arrivals from the learning mentors to help them settle into the school. Arrangements for child protection are in place and effective.
27. Strengths identified in the previous inspection have been maintained, although there continue to be concerns about certain aspects of health and safety. For example, although routine safety checks of school equipment are regularly undertaken, the administration of prescribed medicines during the school day is not recorded. In addition, there are too few qualified first aiders currently on the staff and adults in the school are insufficiently aware of the needs of some pupils who have medical conditions.
28. Around one in four of the pupils who completed their pre-inspection questionnaire is dissatisfied with the extent to which the school listens to their ideas. Inspectors followed this up with several groups of pupils and their verbal comments supported this concern. Although there are plans in hand to establish a school council, to date there has been no recognised forum through which the school actively seeks and acts upon pupils' views.

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

Links with parents and other schools are satisfactory. Links with the community are good.

### **Main strengths and weaknesses**

- Close links with the community enrich the curriculum and promote pupils' personal development well
- Parents feel the school is very approachable and that they are able to voice their views.

### **Commentary**

29. The previous inspection found that links with the community were good and this continues to be the case. A wide range of visitors contributes to school life and representatives from community groups visit to tell the pupils about their roles in society. Police officers and members of the fire service visit and links with local churches are also strong. Pupils also visit local sites of interest, such as a nearby city farm and take part in competitions such as the local Festival of Voices and Hackney Dance Festival. These opportunities help pupils to experience life on a wider stage and to build their self-confidence. In so doing, they support pupils' overall achievement.
30. Although there are few formal procedures for obtaining parents' views, the school encourages them to be open and frank about voicing any suggestions or concerns. The headteacher is very accessible and greets parents each morning in the playground. Parents speak highly of her and particularly appreciate her warm and welcoming approach. Pupils' annual reports contain 'can do' statements which parents find helpful. Analysis of the pre-inspection questionnaire shows that nine out of ten of the parents who returned their form feel the school takes their views seriously and acts upon them whenever it can.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The experienced headteacher and deputy are both committed to raising standards. Management systems are effective. The governing body is supportive and carries out its duties appropriately.

### **Main strengths and weaknesses**

- The clear commitment to inclusion supports pupils' achievement and helps to overcome barriers to learning

### **Commentary**

31. The headteacher and her deputy guide the school's work effectively. Both have first-hand knowledge of individual children and so are able to track their progress as they move through the school. Senior staff have a high profile around the school and provide support and encouragement to others. There is a very strong commitment towards inclusion with all pupils being valued and respected. This vision is shared by staff and governors. A significant minority of pupils come from home backgrounds where coming to school is not a priority and high expectations are not applauded. Understandably, the focus of much of the school's work is on reducing the impact of barriers to achievement by providing a secure and supportive environment in which pupils can learn.
32. Careful consideration has been given to the quality of provision at the school and has led to the production of a well-targeted school improvement plan. This accurately identifies many of the current weaknesses and sets out a programme for addressing them. A major focus over the next three years will be the development of a robust system for self-evaluation. This will involve governors, parents and pupils – the latter through the establishment of a school council.
33. Governors have a good grasp of the school's development needs and have a vision for the future which is shared with teaching and support staff. They provide challenge and support in equal measure to guide the school towards its goal of a better quality of education which will enable all pupils to achieve their potential. To this end, they promote inclusive policies and take an active interest in a wide range of pupils' achievements.
34. The school benefits from membership of the local Education Action Zone (EAZ) and various initiatives funded through it. These include learning mentors, a Year 6 project on writing and sharing practice with other schools in the EAZ. A number of intervention strategies are effectively managed and aimed at raising pupils' achievement, including reading recovery, additional and extended literacy provision. School leaders make the most of the support provided by outside agencies and other schools.
35. Leadership and management of the provision for pupils learning English as an additional language are satisfactory, with plans for improvement. Led by the deputy headteacher, good progress has been made in tackling the targets identified in the action plan, for example, setting up a project to raise EAL pupils' achievement in writing. During the time of the inspection, there was no co-ordinator in post for pupils with special educational needs (SEN). A specialist teacher from the Learning Trust has been overseeing the management of SEN for the last few weeks. Leadership and management of this provision are satisfactory with a commitment to further improvement.



## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	1,543,176	Balance from previous year	148,486
Total expenditure	1,596,730	Balance carried forward to the next	94,932
Expenditure per pupil	3,713		

36. The school manages a large, but well controlled budget. The governors have a good overview of finances and are clear about priorities for spending. A planned excess of expenditure over income is gradually reducing the amount carried over each year. Governors apply best value principles to major spending decisions and achieve satisfactory value for money in the quality of provision across the school. There is a clear commitment to staff induction and development, as recognised in the school's planning for the future. Teaching assistants and non-class based teachers are well deployed to support pupils' learning in most classes.

# 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 **good**. This is an improvement over the previous inspection where the quality of education was mainly judged to be satisfactory.

Not all children admitted to the reception have had pre-school experience and many are in the very early stages of acquiring English. Children start from a low base, but make good progress in the different areas of learning and most achieve standards similar to those expected nationally, except in mathematics and communication, language and literacy. They make very good progress in their personal, social and emotional development. Teaching in the reception classes is mainly good and based on a good understanding of the required learning needs of young children. In the nursery, teaching is satisfactory. Nursery Education Officers provide good quality support, but could be better directed to take a greater role in children's learning, especially in the nursery.

Less than half the children in the reception classes have attended the school's nursery; however, the school has good links with the other main provider. There is early identification of children with special educational needs who receive some specialised support. There is no additional support for children in the early stages of acquiring English, although the good practice in the reception classes helps these children develop confidence and settle quickly.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**. Children start from a very low base and most are likely to achieve the early learning goals.

### Main strengths and weaknesses

- A secure environment and clear expectations
- Very good relationships with adults who provide good role models

### Commentary

37. On entry to the nursery, children have very low personal, social and emotional skills. The very well organised provision and clear routines help children to develop well, so that those who transfer to the reception quickly build on what they have learned. Children who enter the reception classes in January benefit from the good role models the older children provide. Adults create a calm learning environment and encourage good relationships. This impacts well on the relationships between children, who are very caring and considerate of each other. Teaching is therefore good and leads to good achievement.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**. Children are unlikely to achieve what is expected by the end of reception year.

### Main strengths and weaknesses

- Insufficient attention to developing children's speaking skills
- Book areas are unsatisfactory and do not encourage children's enjoyment in reading
- Good opportunities for children to work together at different activities

## **Commentary**

38. Children make satisfactory progress. Whilst teaching is sound, there are some weaknesses. Although there is a good range of literacy based activities, teachers in the nursery and reception classes are not satisfactorily developing children's speaking skills. In the reception classes, children willingly respond to questions and follow instructions, but are not challenged to extend what they say or provided with good, clear models. In the nursery, there is insufficient planned interaction between adults and children to stimulate the development of their language.
39. Book areas in both reception and nursery are unsatisfactory. Some books are in poor condition and crammed into containers so that they are not easily accessible. However, children in the reception are enthusiastic readers. Average and above average attaining pupils use letter sounds to help them read, and enjoy talking about the illustrations. Nursery and reception children take books home and share them with their parents and carers.
40. Most children show improving control in developing their early writing skills. The majority of children in the reception can write their names and higher attaining pupils are beginning to write sentences and understand how to use capitals and full stops.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good activities for exploring mathematical concepts
- Good opportunities for counting and learning their numbers
- Teaching is relevant and builds on their experiences

## **Commentary**

41. Children of all abilities achieve well, but average and lower attaining children are unlikely to reach the expected standard because of the very low standards on entry. Teaching is generally sound, with some strengths. In the nursery and reception classes, teachers provide many good activities that help children explore concepts such as quantity, size, shape and number. Children in the reception queued for the bus and enjoyed a lesson in simple subtraction in which, for example, the 'conductor' allowed only two inside – so how many were left? Photographs show children making lists, sorting objects into sets and making simple graphs.

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

Provision in knowledge and understanding of the world is **good**. Children are likely to achieve the expected goals in this area.

### **Main strengths and weaknesses**

- Good opportunities to investigate and explore, especially scientific ideas
- Good teaching and opportunities for developing computing skills

## **Commentary**

42. Children in the nursery are provided with many good opportunities to explore their environment. In one session, children were seen to experiment with the effects of dropping coloured water on paper; to use magnets to 'catch' objects in a water tank; and to explore the

soap bubbles filling the water tray. They played with evident enjoyment and interest. Their learning would have been enhanced and developed had the planning identified learning objectives and the opportunities for adults to intervene in developing language.

43. This good provision extends into the reception classes, although, again there are some missed opportunities to help children develop their language to talk about the effects. Children demonstrate good computing skills. They are confident to use the interactive whiteboards and work well together on computers to click and drag icons on a drawing program as they try to produce a boat using different shapes from the menu.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**. Children are on course to achieve what is expected in this area.

### Main strengths and weaknesses

- Children are given good opportunities to develop their fine motor skills
- The reception outdoor play area is poorly provisioned

#### Commentary

44. It was not possible to see any lessons in physical development, so no judgements can be made on teaching. The nursery playground provides satisfactorily for children's physical development. Children enjoy using the wheeled vehicles, and climbing and balancing on the climbing frame. The play area for the reception children presents a rather unstimulating environment.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Many well planned opportunities
- Good provision for imaginative play

#### Commentary

45. Teaching in this area is good and results in good achievement. Children in the nursery and reception are given good opportunities to explore colour, texture, shape and form. Reception children enjoy playing in the 'seaside' area, using the buckets and spades and lounging on the 'Lilo'. Children in the nursery and reception play imaginatively in the home corners, and with the 'small world' toys. Classrooms are brightened by the well-presented displays of children's work.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Standards achieved in writing in Years 3 to 6, especially by the more able, are not as high as they should be due to inconsistent levels of challenge and support in lessons
- Most teachers plan and implement the literacy hour well
- Displays in the school demonstrate a wide range of writing for different purposes, some of which is of high quality
- Opportunities for pupils to extend their speaking skills in lessons and to develop their understanding of what they read need more rigour and consistency across the school

### **Commentary**

46. Inspection findings show that overall standards are below national average. This is mainly due to the low number of pupils who achieve at higher levels at the end of Years 2 and 6. Pupils' achievement is satisfactory in Years 1 to 6 considering their low starting point. Pupils with English as an additional language make at least satisfactory progress throughout and achieve well.
47. Pupils' listening skills are average by Years 2 and 6. Their speaking skills are below average throughout. By Year 2, pupils are normally attentive and listen carefully to their teachers and to each other. Most have a satisfactory vocabulary and can provide short answers to questions in reasonable detail. However, a significant minority talk in simple sentences and lack confidence to speak aloud clearly in class discussions. Older pupils listen attentively and answer questions confidently. In good lessons, teachers use questioning well to encourage pupils to give fuller answers. This develops their speaking well. In these lessons, pupils are asked to explain their answers, or to evaluate the answers provided by others.
48. Standards of reading are well below average by Years 2 and 6. Pupils' overall achievement is satisfactory. By Year 2, most pupils have a satisfactory understanding of phonics, but are often unable to apply their knowledge of letter sounds to read unfamiliar words correctly. In a very good Year 1 lesson, however, pupils were able to spell words which had similar middle sounds but were spelt differently, such as 'moon' and 'rule'. They understood the term 'phoneme' and, working as a group, they could select the correct letters and order themselves so that the rest of the class could read the words aloud together. By Year 6, two thirds of pupils are reading at a level that is well below average. Very few pupils read at an above average level. A significant minority of lower attaining pupils choose reading books from their class collections that are too difficult for them. As a result, they can read the text with limited fluency, but cannot interpret the sequence of events or their meaning in the story. Higher attaining pupils make better progress in their reading comprehension, can describe the characters in the story and can interpret their relationships.
49. Standards of writing are below average by Year 2 and Year 6. This is mainly due to the small number of pupils who attain at higher levels. By Year 2, most can write in simple sentences and are beginning to use simple punctuation. A few higher attaining pupils can write at greater length and with consistent punctuation, but their sentences are often repetitive in style and lack expressive vocabulary. They are beginning to adapt their writing for different purposes, such as invitations, letters or factual reports. Handwriting is taught consistently between Year 1 and Year 6 and pupils make good progress in their handwriting books, joining their writing at an appropriate time. This high quality of presentation is rarely transferred by pupils into the work in their other exercise books. Teachers' marking of pupils' work rarely refers to this contrasting standard or makes expectations that accurate handwriting should be maintained.
50. The overall quality of teaching is satisfactory, though there is some good teaching in all age groups. Teachers plan for and implement the literacy hour consistently. Clear objectives are identified and tasks are matched to the aims of the lessons. Teaching was good in a Year 2 lesson where pupils used their previous learning about plants and animals in science to understand the difference between writing statements and questions. Good questioning by the teacher involved all pupils and challenged them. In a good Year 5 lesson, the teacher built up pupils' understanding of the nature of persuasive writing over a number of sessions by

analysing different advertising leaflets. Key phrases were provided and explained so that pupils could use them in their writing to improve their expression and style. In these good lessons where teachers suggest new vocabulary and help pupils to plan their writing in particular ways, achievement is higher, especially for pupils capable of better writing. There is a satisfactory balance between instruction in grammar, punctuation, spelling and opportunities for creative thinking.

51. Leadership and management of the subject are satisfactory. The co-ordinator is enthusiastic and is committed to improving standards in the subject. Ongoing monitoring of assessment results and standards of work raises areas for development which are built into the Action Plan and are closely linked to staff training. Monitoring of teachers' planning and observations of teaching by the co-ordinator are being developed. Improvement since the last inspection is satisfactory. The room for the new school library has been fitted with shelves and will open shortly. Additional new book stock has been ordered and the school makes good use of a library loan service. This is a significant improvement from the last inspection where the library was integrated with the ICT suite, restricting the effectiveness of both facilities.

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

52. Pupils listen carefully to others' opinions and take account of their views. Although their answers to questions sometimes show a high level of understanding and maturity, too few can form extended answers or explain their point of view with confidence. In Years 3 to 6, pupils are introduced to a wide range of writing styles which are reflected in the broad nature of their written work displayed in the school. Some good written work was seen in the humanities subjects and in the production of a school newspaper. Average and higher attaining pupils write expressively or factually for different purposes, as seen in science, for example. Their spelling is mainly accurate. A whole-school emphasis on writing this year has led to high quality displays in corridors and public areas.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Although attainment is below average, pupils make satisfactory progress from a low starting point
- Sound use of assessment procedures ensures that individual learning needs are met and pupils know how to improve
- The highest achieving pupils are not always challenged sufficiently
- ICT could be used more effectively to help pupils extend and develop their skills

### **Commentary**

53. Pupils' attitudes towards the subject are good. They concentrate well, work sensibly and make sound progress. Attainment, however, is below the national average at the end of Years 2 and 6 because most pupils have very few mathematical skills when they enter the school. Pupils join at all ages, and many have little knowledge of English when they arrive. Most pupils achieve as well as can be expected. A good number reach the standards expected for their age, but few reach higher standards compared with most schools. There is no significant difference between the standards of boys and girls or between different ethnic groups. Younger pupils make good progress in developing number skills. They perform quick mental calculations, and extend number sequences accurately by counting on in twos or tens. Older pupils co-operate well when working in pairs, for instance, when measuring the dimensions of objects or calculating ratios. They think creatively, for example, when deciding a rule to calculate the sum of three adjacent numbers, and explain their strategies well.

54. The quality of teaching and learning is satisfactory overall, with some good teaching and an occasional unsatisfactory lesson. Relationships with pupils are good and this encourages children to work hard and to make sound progress. Teachers use the National Numeracy Strategy confidently, and give clear instructions and explanations to assist pupils' learning. Generally, good planning, including work at varying degrees of difficulty, ensures that all pupils, including those with special educational needs, have their individual needs met. However, work, especially for more able pupils, does not always challenge them sufficiently. Appropriate targets for groups of different ability are displayed clearly, and pupils know what they must do to improve. Lower attaining pupils make sound progress because of the good support they receive from teachers and classroom assistants. A good range of suitable resources is used to motivate pupils and to help them learn independently, though opportunities are sometimes missed to use ICT to help pupils extend and practise their mathematical skills. Regular homework includes mathematical topics to reinforce what has been learnt in class.
55. Improvement since the previous inspection has been satisfactory and the subject is led and managed well. The co-ordinator ensures that good planning is in place, and monitors teaching to check that learning tasks are matched to pupils' needs. Regular assessment of pupils' skills is used to monitor individuals' progress and also helps to identify priorities for future lessons.

### **Mathematics across the curriculum**

56. Pupils apply and practise their mathematical skills in a range of subjects. They use graphs to record observations in science investigations, for example, and measure materials accurately when constructing models in design and technology. They use time lines in history and interpret coordinates to locate features on maps.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards by the end of Year 2 are close to expected standards
- By the end of Year 6, while achievement is satisfactory overall, not enough pupils are achieving at the higher Level 5
- The quality of work in pupils' books is good
- Because of the good opportunities pupils are given for investigation, they are very interested and enthusiastic in their science lessons
- In some areas where topics are revisited, there is insufficient challenge

### **Commentary**

57. While in the lessons seen, pupils achieved satisfactorily, from a scrutiny of work in books, it is clear that pupils of average attainment make good progress by the time they reach Year 6. This is so for pupils with special educational needs and those with English as an additional language. Pupils in Years 1 and 2 cover a wide range of topics, and present their work clearly and neatly showing a good understanding of the topics. They achieve standards that are close to those expected for pupils of this age, and this is an improvement over the standards found in the previous inspection. These standards are maintained through to Year 6, although pupils are unlikely to achieve the national standard, because not enough pupils achieve at the higher level.
58. Pupils enjoy the opportunities they are given to experiment and to work together in groups to investigate. In discussion, Year 6 pupils vividly described making parachutes to test forces and explained clearly the considerations required to ensure a fair test. They enjoyed science-

related visits to the Natural History Museum and the science opportunities they had on a residential trip. They talked enthusiastically about research tasks they were given for homework and of researching topics on the Internet at school.

59. Teaching and learning, while mainly satisfactory in the lessons seen, are judged to be good overall because of the range and quality of work in pupils' books. There is a good emphasis on practical investigative work and evidence of high expectations in the very well organised and neatly presented work. In one very good lesson in Year 2, pupils enthusiastically explored the outdoor school environment to find minibeasts. They took great pains with their sketches, and were careful to replace the minibeasts back where they found them. The lesson provided pupils with very good opportunities to share their ideas because of the very good encouragement and prompting from the class teacher, which in particular, helped pupils with English as an additional language to learn and use correct terminology. While the better literacy skills of the higher attaining pupils help them to achieve well, work is not well enough modified to provide challenge, particularly for older pupils.
60. Leadership and management of science are satisfactory. The co-ordinator has produced a scheme of work adapted from national guidance that meets the needs of the school and includes regular assessment. An investigative approach underpins all planning. Consideration needs to be given to ensuring that progression and continuity builds in enough challenge when revisiting topics.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There has been a good improvement in provision since the previous inspection, and standards have risen
- Assessment is not yet precise enough to ensure that work is well matched to pupils' individual needs
- Pupils and teachers are using computers with growing confidence, but there is still insufficient use of ICT to assist teaching and learning across the curriculum
- The well-led ICT club enables pupils to develop more advanced skills outside lesson times

### **Commentary**

61. Standards are in line with national expectations at the end of Year 2 and Year 6. There is no significant difference between the standards of boys and girls or between different ethnic groups. Facilities have improved since the last inspection with the development of a well-equipped ICT suite, and the school now meets all the requirements of the National Curriculum. Staff are currently receiving additional training, including the use of interactive whiteboards, and are generally much more confident in using the latest technology. As a result, pupils are making good progress. Achievement is now good throughout the school, and pupils are competent in using ICT skills effectively as a tool for learning. The school has purchased a flexible range of resources, including a digital video camera, control software, interactive whiteboards and overhead digital projectors, and has plans to improve provision further.
62. The quality of teaching and learning is good throughout the school. Lesson planning is based on national guidance and ensures a logical progression in the development of skills. Teaching methods are generally effective but, occasionally, teachers need to refine their own skills in using interactive whiteboards. The ICT technician gives very good support both to teachers and to pupils. There is a good balance of time between teaching skills and hands-on activities, so pupils have sufficient opportunities to use computers and acquire new skills for themselves. Assessment of pupils' ICT skills is at an early stage and is not yet precise enough to enable



teachers to plan work that closely matches each individual's needs. As standards improve further, this will become increasingly important to ensure that all pupils achieve well.

63. The co-ordinator monitors standards well and supports staff effectively. She is aware of issues that need to be addressed, and has good plans for developing the subject further. The school is involved in local initiatives and benefits from funding and training provided by the local Education Action Zone. The well-attended lunchtime ICT club enables pupils to develop higher-order skills such as desktop publishing, computer animation and the production and editing of digital movies.

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

64. The use of ICT as a tool to aid teaching and learning has developed considerably since the previous inspection. Computers are used in English, for example, for word processing pupils' poems and stories; but there are insufficient opportunities for drafting and redrafting work. Pupils use ICT in mathematics to examine the tessellation of shapes and use spreadsheets to calculate the number of calories in a sandwich. Other opportunities to bring ICT into mathematics are not always taken. Teachers occasionally make good use of ICT in other subjects, for example, using the Internet to research information in history and science. Generally, however, there is still not enough use of ICT to assist teaching and learning across most subjects of the curriculum.

### **HUMANITIES**

65. **History** and **geography** were not a focus for the inspection. As it was not possible to see any lessons in either subject, there is not enough evidence to form judgements on provision, or standards and teaching.
66. Teachers' planning and the scheme of work show that the curriculum for both subjects is based on national guidance and covers the requirements of the National Curriculum. Assessment in both subjects provides a satisfactory record of what pupils have done and how well they have understood the different topics. This is an improvement since the previous inspection, where there was no scheme of work or assessment procedures for geography.
67. A scrutiny of pupils' books shows work that matches the scheme. Displays in classrooms provide good and attractive reference points for the different topics studied and enough evidence to demonstrate that resources in the subjects are now adequate.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The most effective lessons are those in which teachers make helpful comparisons between different faiths and draw on pupils' own knowledge and experience of religions
- Pupils are taught about several faiths each year which does not enable them to learn about any one in greater depth – this limits their overall achievement

### **Commentary**

68. Standards are in line with expectations by the end of Years 2 and 6. Pupils' achievement over time is satisfactory. In Year 1, pupils learn about key themes in Christianity, including the birth and death of Christ. By the end of Year 2, they have been introduced to three other major religions – Hinduism, Buddhism and Islam – in which they learn about festivals, symbols and religious practices such as prayer.

69. By the end of Year 6, pupils have been taught about other faiths such as Sikhism and Judaism as well as learning a little more about Christianity and other religions already encountered. They have some knowledge of stories, deities and events in the religious calendar. However, the breadth of coverage across several different major faiths each year allows only superficial learning about each one. In this way, pupils acquire a little knowledge about a number of religions without developing a fuller understanding about the beliefs and practices of any particular one.
70. The quality of teaching and learning is satisfactory with some good features, especially where pupils draw on their own knowledge and experiences. Teachers adhere to the local agreed syllabus and make good use of artefacts and support materials. Subject leadership and management are satisfactory. The quality of provision and pupils' achievements have not changed significantly since the previous inspection.

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

71. One lesson was seen in **art and design** and additional evidence was provided by displays around the school. This evidence indicates that by the end of Year 6 standards achieved are satisfactory and pupils make satisfactory progress as they move through the school. This matches the standards seen in the previous inspection. Pupils in Year 1 have produced sensitive pencil drawing in response to studying the Buddhist festival of Wesak. They have also used different materials well to collage animals appropriately. This work links to their study of the qualities of those materials in science. In Year 2, pupils first painted a background and then collaged their designs for mosques using appropriate materials. The resulting mixed media work shows good design, and understanding of the uses of these different materials.
72. Teaching in the lesson seen was satisfactory. There was a clear lesson plan and good resources were provided for pupils to look at paintings by Van Gogh. In a short time they were able to produce the beginnings of some sensitive pencil work and knew the qualities required of sketching. By the end of the lesson, some pupils had started to use watercolour to paint their sketches. In a parallel Year 3 English class, pupils could suggest a range of appropriate words to describe and contrast the same paintings. They were stimulated by the paintings and enthusiastic to talk about them.
73. Displays of pupils' work enhance the school environment. A display of tessellation work integrated art with skills in ICT, mathematics and design and technology. The result is a high quality and stimulating display by Year 3 pupils. The subject is led by an enthusiastic co-ordinator. A policy and scheme of work is in place covering the progression of activities and skills to be taught from year to year. This supports teachers' planning in the subject and is an improvement since the last inspection.
74. Only one lesson in **design and technology** was observed in Year 1. This was a good lesson in which pupils were able to use their knowledge from science to evaluate the features of fruits and vegetables, many of which were unknown to some of them. There is a range of design and technology work planned and completed across the school in all age groups.
75. In Year 1, pupils' work showed that they had been able to use sliders and levers to make a cut out animal 'disappear' behind a screen. A good worksheet helped pupils evaluate their design effectively. In Year 4, pupils used their knowledge of pivots and levers to make cardboard shapes that can be moved, including a quite complex two-dimensional 'digger' with linked buckets that move at both the front and back.
76. The design process is at an early stage of development in Years 3 to 6. This will be strengthened by the recent introduction of design exercise books which will progress through the school with pupils and which will build into a portfolio of work showing their progress. Although pupils' learning about designing and evaluating is at this early stage, there is some

satisfactory display work showing application of the process in designing and making board games in Year 5. Pupils are able to specify the rules and procedures for their games and evaluate how well they worked.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Good teaching by a music specialist enhances the quality of learning
- A good variety of instruments from different countries helps pupils' understanding of music from a wide range of cultures
- Taster courses and group tuition sessions enable a good number of older pupils to begin to play a musical instrument
- Good involvement in local music festivals and specialist workshops gives pupils opportunities to perform a wide variety of music

### Commentary

77. Good provision in music is a strength of the school. Standards are above national expectations by the end of Years 2 and 6, and pupils' achievement is good. All classes benefit from being taught by an enthusiastic and experienced musician. Teaching is good throughout the school, with some very good teaching. Pupils are introduced to a wide variety of music from different parts of the world, and have many opportunities to explore the sounds made by different instruments and to compose for themselves. Pupils in Year 6, for instance, enjoyed exploring the sounds made by boomwhackers, angklungs, rainsticks and whistles, and co-operated very sensibly when composing and performing their own pieces. Younger pupils described the sounds made by a variety of instruments as they listened to different movements from *The Carnival of the Animals*, and developed a good sense of rhythm when performing on a variety of 'instruments' such as bottles, shakers and bubble wrap. A variety of recorded music is played as pupils enter and leave assemblies, although opportunities to talk about the composer or the style of music are missed.
78. Pupils enjoy taking part in a number of local music festivals. They sing songs in a wide variety of styles and rhythms from countries such as Turkey, Bosnia and the Caribbean. They sing tunefully and have a very good attitude towards singing together. Pupils from different ethnic backgrounds and those with special educational needs join in confidently and enjoy their music making.
79. The subject is well led and managed by an enthusiastic teacher who has made some good improvements since the previous inspection. Music now makes a strong contribution to extra-curricular activities, with many pupils singing at festivals and at school concerts. Instrumental tuition is now available from visiting teachers. There are good opportunities for older pupils to receive 'taster sessions' on a number of instruments, and a good number of pupils in Year 5 receive group tuition on the violin. Some use is made of computers to experiment with musical composition, but there is little use of the Internet or CD-ROMs to carry out research into different composers and musical styles.

## Physical education

Provision in physical education (PE) is **satisfactory**.

### Main strengths and weaknesses

- Teachers give clear instructions which pupils follow well – this ensures a safe, controlled environment for physical activity
- Behaviour is good and enjoyment levels are high

- Some lessons do not provide pupils with opportunities to critically evaluate their performance

### **Commentary**

80. Standards are in line with expectations by the end of Years 2 and 6. Pupils' achievement over time is satisfactory. Pupils in Years 1 and 2 demonstrate average standards and satisfactory achievement in movement, balance and games. They are learning to move imaginatively as they use the floor or apparatus to explore different positions and postures. In games, they learn how to throw, catch and pass balls efficiently and to develop simple tactics and strategy when playing in pairs, groups or teams.
81. By Years 5 and 6, pupils have also practised gymnastics, athletics and had opportunities to learn to swim. During the inspection, several classes were engaged in athletics or games activities. They are developing techniques of controlled movement, body positioning and balance. One of the reasons why achievement is only satisfactory is that pupils are not always given opportunities to consider the quality of their performance and to see ways in which it could be improved. This was clearly a weakness in a Year 4 athletics lesson when too little attention was paid to the correct position for a sprint start. Although teachers invite pupils to demonstrate their techniques, there is too little evaluation of what makes some better than others.
82. In all lessons, teachers encourage good safety habits in pupils, who also learn about the effects that exercise has on their bodies. Instructions to pupils are clear and accurate. The quality of teaching and learning is satisfactory; pupils enjoy their PE lessons, join in with great enthusiasm and behave well. Occasionally, non-participants are not provided with suitable alternative activities during lessons. The subject is effectively led and managed. There are good opportunities for extra-curricular PE, including ballet lessons. Resources are adequate in quantity and are well used. Improvement since the previous inspection has been satisfactory.

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

83. Achievement in **personal, social and health education and citizenship** is **satisfactory**. Circle time activities were observed and pupils' work in books and on display was noted.
84. Pupils learn many useful skills including practical elements of first aid, how to distinguish between healthy and unhealthy food and about rules and responsibilities. Circle time activities are effectively taught and contribute significantly to pupils' personal development, especially their social skills. Good use is made of puppets to pose moral dilemmas and to encourage pupils to speak about their feelings and responses.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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