

INSPECTION REPORT

RODING PRIMARY SCHOOL

Woodford Green

LEA area: Redbridge

Unique reference number: 102830

Headteacher: Miss H Honey

Lead inspector: Tim Boyce

Dates of inspection: 6th – 9th October 2003

Inspection number: 257343

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	473
School address:	Roding Lane North Woodford Bridge Woodford Green
Postcode:	IG8 8NP
Telephone number:	0208 504 3706
Fax number:	0208 506 1943
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Harris
Date of previous inspection:	27/4/1998

CHARACTERISTICS OF THE SCHOOL

Roding Primary School is a much larger than average school in Woodford Green, in the London Borough of Redbridge. The area around the school has a wide variety of different housing and the social and economic circumstances of the parents span the full range and are broadly average. An average proportion of pupils is eligible for free school meals. There are 473 boys and girls on the roll, including 50 part-timers in the nursery class who come from homes around the school. A small proportion come from wider afield and in addition the school currently accommodates 23 pupils from across the Borough of Redbridge who attend the special provision for hearing impairment that is based at the school. This means that a higher than average proportion of the school's population has a statement of special educational need. The proportion of pupils with a mother tongue other than English (16.8%) is higher than average, but less than 10% of these are at an early stage of language acquisition. Three pupils are in public care. Pupil mobility is a significant factor and in the past year 55 pupils have left the school and 61 have joined at times other than the start of statutory education. The school received a School Achievement Award in 2001 and a Healthy School award in 2002. Attainment on entry spans the full range, but is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20932	Tim Boyce	Lead inspector	Mathematics, Information and Communication Technology (ICT), Art & Design, Geography.
9577	Elaine Parrish	Lay Inspector	
32237	Liane Billingsley		Foundation Stage, Music.
20345	Ann O'Hara	Team inspector	Science, Design & Technology.
18498	Denise Morris		Religious Education (RE), History, Hearing Impaired provision.
22704	Garry Williams	Team inspector	English, Physical Education (PE).

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham Spa
Gloucestershire
GL53 7JX

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 8
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9 - 12
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12 - 17
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17 - 18
OTHER SPECIFIED FEATURES	19 - 20
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	21 - 30
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Roding Primary School is an improving school with many significant strengths and some important areas for improvement. Under the very effective leadership of its headteacher the school has developed into a caring and inclusive community where pupils are valued and where most are beginning to maximise their potential. Pupils with special educational needs and those catered for in the provision for the hearing impaired achieve very well. However, higher attaining pupils do not always make sufficient progress. Standards are generally satisfactory by the end of Year 6, but standards in ICT are below average. The quality of teaching and learning is satisfactory overall, but has been hampered in the past by the inability of the school to attract sufficient high quality teaching staff. This situation is now improving. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher, with the support of her senior management team, and the committed governing body, provides the school with imaginative and very effective leadership and a clear vision for the future.
- The provision for information and communication technology (ICT) is weak and as a result pupils do not achieve well enough. The use of ICT across the curriculum is poor.
- The provision for pupils with special educational needs, including those with impaired hearing, is very good. These pupils are very well supported and make very good progress.
- Attendance is below average because too many parents take holidays during term time.
- The school is a caring community where all pupils are kept healthy and safe.
- Assessment information is not used well enough, by some teachers, to ensure that work is effectively matched to the needs of all the pupils. This is particularly the case for higher attaining pupils and those for whom English is an additional language.
- The school has a very positive and supportive ethos and effectively encourages pupils to have positive attitudes to their work, to behave well and to form secure relationships with adults and with other pupils.
- Co-ordinators have yet to fully develop their management roles and most are not yet effective in supporting their colleagues and in sharing best practice.

The school has shown a satisfactory level of improvement since the last inspection. Although several areas identified as key issues at the time of the last inspection were resolved, a number of them have re-emerged as weaknesses, notably assessment, the role of the governing body and the status of homework. There have, however, been significant improvements in the leadership and management of the school, the provision for pupils with special educational needs and hearing impairment and the subject knowledge of most teachers. However, other areas have shown a decline from the position described in the previous report. These include the attitudes, behaviour and relationships of the pupils, previously reported as very good, which are now good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	C	C	C
Mathematics	A	C	C	C
Science	B	C	C	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.*

Overall, the achievement of pupils is satisfactory throughout the school. Most children start school with broadly average skills. Achievement in the nursery and the reception classes is satisfactory in all of the areas of learning except the area dealing with their personal, social and emotional development, where achievement is good. As a result, most pupils achieve most of the early learning goals and enter Year 1 with broadly average standards.

Achievement is satisfactory overall in Years 1 and 2, but varies significantly from class to class depending on the quality of the teaching, which is not good enough in some lessons. However, despite this variation, inspection evidence shows that most pupils in Year 2 are on schedule to complete the year with broadly average standards. This has not always been the case, and in 2002, whilst standards in reading were average, overall standards were below average in writing and mathematics. When compared to similar schools, (those with between eight and twenty per cent of their pupils eligible for free school meals), standards in 2002 were below average in reading and writing and well below average in mathematics. The scores gained in the national tests in 2003 were similar to those gained in 2002.

Levels of achievement are satisfactory, overall, in Years 3 to 6 but, as for younger pupils, there is considerable variation from class to class and lesson to lesson, depending on the quality of teaching. Achievement generally improves as pupils move through the key stage and levels of achievement in some classes towards the top of the school are good overall and sometimes very good. The scores gained by pupils in the national assessments in 2002 were broadly average when compared to national standards and similar schools, but in 2003, when the cohort was much weaker, because it contained a much higher than average proportion of pupils with special educational needs, the scores were lower. Inspection evidence shows that current standards are broadly average in English, mathematics and science.

Standards are below average in ICT at the end of Year 2 and Year 6, whilst standards in religious education (RE) are broadly in line with the expectations of the locally agreed syllabus. Standards in art and design are better than are usually found, mainly because of the good provision.

The achievement of pupils with special educational needs and of those pupils with hearing impairment is very good. However, the achievement of higher attaining pupils is not good enough in many lessons and is unsatisfactory overall. The achievement of those pupils who have English as an additional language is satisfactory overall, but varies considerably from class to class and lesson to lesson. Boys and girls achieve similar standards.

The overall quality of pupils' personal development is good. Pupils have positive attitudes and values, form secure relationships with adults and their peers and behave in a satisfactory way. **Pupils' spiritual, moral, social and cultural development is good overall.** Attendance is below average, mainly because a significant number of parents take family holidays in term time.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The quality of teaching and learning is satisfactory overall. The most effective teaching is seen in the nursery, the middle and upper years of Key Stage 2 and in the provision for hearing impaired pupils. The quality of support provided by special needs support staff and other teaching assistants is good overall and makes a positive impact on achievement of the pupils in their charge. The support for pupils with special educational needs and, in particular pupils with impaired hearing is very good. Teaching in the nursery and the reception classes is satisfactory. The school has worked hard to develop some effective assessment procedures for English, mathematics and, to a lesser extent science, but whilst they are planned, there are no consistent assessment procedures for the other subjects. The overall quality of assessment is unsatisfactory, whilst the use of available assessment data is also unsatisfactory because in too many classes insufficient regard is paid to what pupils have already learned when planning subsequent lessons. The school provides a satisfactory range of curricular opportunities that are enriched by an appropriate range of extra-curricular activities, including regular art weeks. These have a very positive impact on achievement and standards in art and design,

which are good. The curricular provision for pupils with special educational needs and those pupils with impaired hearing is very good. The school has a satisfactory number of suitably qualified teaching staff and a very good number of well-trained support staff. The accommodation is good and there are satisfactory resources to support teaching and learning in most subjects. Resources for ICT are unsatisfactory and inhibit learning.

Procedures to provide a caring and safe environment for the pupils are very good, whilst the provision for the guidance and support of pupils is satisfactory. The school's partnership with parents, other schools and the wider community is good and makes a positive contribution to pupils' achievements.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is satisfactory overall. Since her appointment two years ago the headteacher has provided the school with very good leadership and, with the support of her senior management team, she has inspired the school to make the improvements that are essential for its long-term future. Her management of the resources at her disposal is good. The leadership and management of the school provision for special educational needs and for hearing impairment are very good. Most subject co-ordinators for non-core subjects are new to their roles and have had little opportunity to effect changes that would drive up standards in their areas of responsibility. The governance of the school is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are very pleased with the work of the school. They have noticed an improvement in the school and most are pleased with the way in which information about the progress of their children is communicated to them. They also greatly appreciate the efforts that school is making to involve them in the education of their children. The quality of written reports is good. Pupils are highly satisfied with the school. They generally like their teachers and want to do their very best. They appreciate the help and support they receive from all staff and feel that any concerns or questions that they may have are dealt with fairly.

IMPROVEMENTS NEEDED

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

- Improve the provision for ICT throughout the school, to increase access for all pupils and to raise standards;
- Improve levels of attendance;
- Improve teaching by ensuring that all staff make better use of assessment information to match work more effectively to the needs of individual pupils. In particular to raise the achievement of higher attaining pupils and those for whom English is an additional language;
- Develop the leadership and management roles of co-ordinators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Most pupils attain broadly **satisfactory** standards in English, mathematics and science throughout the school. Standards in ICT are **below national expectations** whilst standards in RE are **in line with the requirements** of the locally agreed syllabus. The achievement of pupils is **satisfactory** overall. Pupils with special educational needs, including those with impaired hearing, achieve **very well**. The achievement of higher attaining pupils and those for whom English is an additional language is **not good enough** in too many lessons.

Main strengths and weaknesses

- Standards attained in ICT are below the expected level. The use of ICT across the curriculum is also weak.
- Children in the Foundation Stage achieve well in their personal, social and emotional development.
- The achievement of pupils with special educational needs and especially those with impaired hearing is very good.
- Higher attaining pupils and those for whom English is an additional language do not achieve well enough in too many lessons.
- Pupils attain broadly satisfactory standards in English, mathematics and science.
- Pupils achieve above average in art and design.

Commentary

1. Children in the foundation stage make a generally good start to their learning in the nursery, where the overall provision is good, and quickly settle into school routines. They make particularly good progress in developing their personal, social and emotional skills and this helps them to learn to behave well and form positive relationships with adults and other children. The provision in the two reception classes is satisfactory overall and results in satisfactory achievement for most children. Most children achieve almost all of the early learning goals and enter Year 1 with broadly average standards.
2. The standards attained in the end of key stage tests in Year 2, administered by the school in 2002 were average in reading and below average in writing and mathematics. When compared to similar schools (those with between eight and twenty per cent of their pupils eligible for free school meals), results were below average in reading and writing and well below average in mathematics. Teacher assessments indicated that standards in science were below average. The scores gained in 2003 were similar to those gained in 2002.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	15.6	16.0
Writing	13.8	14.5
Mathematics	15.7	16.6

There were 59 pupils in the year group.

3. Inspection evidence shows that achievement is satisfactory overall in Years 1 and 2, but varies significantly from class to class depending on the quality of the teaching, which is not good enough in some lessons. It also shows that despite this variable teaching, the standards in the

current Year 2 cohort are at least satisfactory and that most are on schedule to attain broadly average standards in English, mathematics and science.

- Standards attained in the tests administered by the school at the end of Year 6 in 2002 were average for English, mathematics and science when compared to all schools nationally and when compared to schools with a similar proportion of pupils eligible for free school meals. When compared to similar schools by prior attainment, standards were average in English and science, but below average for mathematics. The scores gained in 2003, when the cohort was much weaker, because of the higher proportion of pupils with special educational needs, were lower than those gained in 2002.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.2	27.1
Mathematics	26.7	27.0
Science	28.7	28.7

There were 90 pupils in the year group.

- Inspection evidence shows that levels of achievement are satisfactory but that there is considerable variation from class to class and lesson to lesson, depending on the quality of teaching. Achievement generally improves as pupils move through the key stage and levels of achievement in some classes at the top of the school are good overall and sometimes very good. Standards in the current Year 6 are average in English, mathematics and science.
- Standards are below average in ICT at the end of Year 2 and Year 6, whilst standards in RE are broadly in line with the expectations of the locally agreed syllabus. Standards in art and design are better than are usually found, mainly because of the good provision, which is greatly enhanced by the regular art weeks, when artists in residence give very effective support to the teaching staff.
- Pupils with special educational needs achieve very well, due to the very good support and teaching that they receive. Pupils with special educational needs, including those with impaired hearing, achieve very well in relation to prior learning levels, especially in literacy because of the very good support that they receive. Individual targets are specific and effectively monitored so that small steps in pupils' progress can be measured regularly. The achievement of higher attaining pupils is good in science, but is not good enough in many lessons and is unsatisfactory overall. The achievement of those pupils who have English as an additional language is satisfactory overall, but varies considerably from class to class and lesson to lesson and spans the range from very good to unsatisfactory. Boys and girls achieve similar standards. Pupils in the care of the local authority achieve satisfactory standards.

Pupils' attitudes, values and other personal qualities

The personal development of pupils is good overall. Pupils have good attitudes to school and most behave well at all times. **The spiritual, moral, social and cultural development of pupils is good overall.** Pupils' social and moral development is good. Cultural and spiritual development is satisfactory, with some good elements. Pupils' punctuality is satisfactory but the extent of pupil absences makes attendance unsatisfactory.

Main strengths and weaknesses

- Most pupils behave well at all times and build effective friendships, irrespective of race, colour and physical abilities.

- Pupils in Key Stage 2 show sensitivity and initiative when supporting new pupils who have English as an additional language.
- Pupils have positive attitudes to learning.
- The youngest pupils are keen to come to school and they achieve well in their personal, social and emotional development.
- The school makes insufficient use of opportunities for cultural and spiritual development.
- Parents are supportive of the school and ensure their children arrive on time. However, this does not extend to attendance, which is unsatisfactory.

Commentary

8. The headteacher has successfully created an ethos that celebrates differences and is effective in nurturing care, support and respect. Children are happy and secure in the knowledge that there is respect for all, regardless of colour, culture or physical abilities. They are proud of their friends' talents and staff work hard through assemblies and use of the school's reward systems to actively sustain and develop this. Lunchtime supervisors know the children well and show an interest in personal events that are important to the children. This strengthens the ethos of respect and care for others.
9. Pupils behave well as they move around the school, and pay good attention to the school's "Golden Rules" at play times. All staff encourage pupils to reflect on the impact of their actions on others, securely building up a sense of right and wrong. Most pupils behave well in lessons and this is having a very positive impact on the achievement of most pupils. This is a better standard of behaviour than was found last year, when the headteacher was forced to make a number of fixed 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	347	7	0
White – any other White background	19	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	8	1	0
Mixed – any other mixed background	20	2	0
Asian or Asian British – Indian	22	0	0
Asian or Asian British – Pakistani	15	0	0
Asian or Asian British – Bangladeshi	14	0	0
Asian or Asian British – any other Asian background	21	1	0
Black or Black British – Caribbean	15	0	0
Black or Black British – African	7	0	0
Black or Black British – any other Black background	5	0	0
Chinese	6	0	0
No ethnic group recorded	16	0	0

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

10. Where they are actively engaged and challenged, pupils show enthusiasm and the ability to co-operate well with others. Older pupils are able to work collaboratively and make mature responses when discussing what they have produced. Staff provide very good role models, not only by showing respect for others, but also by modelling a willingness to listen and recognise how their actions affect others. As a result, pupils' social and moral development is good.
11. Pupils with special educational needs behave very well in lessons and have positive attitudes to learning. They benefit from the very good inclusive provision and develop very good relationships with other pupils.
12. Staff take a keen interest in their pupils' well being and devote time to guiding their personal development. They are often seen in conversation with one or two children, providing a listening ear and offering guidance for temporary problems that arise in work groups or friendships. Assemblies play an important part in providing structured opportunities for the whole school to reflect on actions, values and equality of opportunity. Children are encouraged to think about how they and others feel in situations described to them. Throughout the school, pupils are given responsibilities that help the smooth running of the school. Older pupils, in Year 5 and Year 6, take part in the School Council, contributing ideas that not only reflect pupils' opinions but also help to shape future school developments.
13. Pupils' cultural development is satisfactory. Children show an appropriate awareness of how their friends' cultural and religious beliefs affect the way in which they live. RE lessons and assemblies are used well to explore and develop this understanding, across a range of religions and cultures. However, staff make insufficient use of work in other subjects, and access to the wider community, to broaden and strengthen this understanding. Limited attention is given to developing pupils' awareness of traditional culture within Britain.
14. The school has improved its attention to spiritual development, although not all opportunities to develop this are used effectively. In key stage assemblies, a candle provides a focus for moments of reflection. However, children are not always given the time to then share, discuss and further develop their ideas. Some staff in Key Stage 2 make creative use of class assemblies to follow a programme that actively supports self-awareness giving pupils time to discuss and reflect on personal and moral issues. These are very effectively used to help pupils to understand that there are some situations in life that do not have one answer. Pupils are enthusiastic about these sessions and talk with confidence and conviction about the personal beliefs they have established. Artwork and music are increasingly used to give children the opportunity to recognise and reflect upon their personal reactions to what they see and hear. However, this is not consistent across the school and not yet a part of work in other subjects. As a result, children's sense of wonder and curiosity about life is not fully developed.
15. Attendance is below the national average. One of the main reasons for pupils' absence is the high number of holidays taken during term time. Over 20 per cent of parents take their children away from school to go on holiday other than in the designated holiday periods. Not only does this disrupt their learning, but it also has a significant impact on standards achieved. The school has rigorous procedures for monitoring attendance and makes every effort to improve, with timely telephone calls and letters to parents, rewards for pupils achieving 100% attendance, and effective liaison with the Education Welfare Service. There are no particular patterns in absences and pupils from all groups attend at similar levels.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	7.0
National data:	5.4

Unauthorised absence	
School data:	1.1
National data:	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The overall quality of teaching is satisfactory. There are no differences between the progress made by girls and boys. Pupils with special educational needs, including those with impaired hearing, are taught very well and achieve very well. Higher attaining pupils do not generally achieve as well as they could. Pupils with English as an additional language make satisfactory progress overall, but in some lessons they are not supported well enough, and their achievement in these lessons is unsatisfactory.

Main strengths and weaknesses

- The teaching for the pupils with special educational needs, including those with impaired hearing, is very good.
- Teachers make good use of the numerous highly skilled support assistants.
- Teachers ensure that pupils behave well and this has a positive effect on their achievement in most lessons.
- Teachers make good use of annual performance data in English and mathematics when planning programmes of work.
- Teachers make insufficient use of termly assessments and day-to-day marking to ensure planning consistently meets the needs of all pupils.
- Homework is not used effectively in most classes to remind pupils what they have learned and to practise newly found skills.
- Insufficient regular opportunities are provided for co-ordinators to monitor quality and standards in other classes so that all pupils can make the best possible progress.

Commentary

Summary of teaching observed during the inspection in 66 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	8 (12%)	17 (26%)	35 (53%)	4 (6%)	1 (2%)	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.

16. The quality of teaching is satisfactory overall, a similar situation to that found in the previous inspection when although teaching was identified as a strength, several weaknesses, including insecure subject knowledge, in some subjects, were identified. The teaching seen during this inspection spanned the range from excellent to poor, with most of the better teaching being seen in the nursery class, in Years 4-6 and in the provision for hearing impaired pupils.
17. The new planning system for the core subjects of English, mathematics and science has effectively ensured that appropriate attention is given to identifying what pupils need to learn next, and that good consideration is given to the needs of pupils with special educational needs, including those with impaired hearing. As a result, the clarity of the tasks set, and the quality of the adult support are increasingly effective in helping most pupils achieve suitable standards. Planning for the remaining subjects is variable and, therefore, so is the quality of the teaching and the achievement that pupils make.
18. In the best lessons, teachers have secure subject knowledge and ensure that questioning is effectively used to assess knowledge, to consolidate and support understanding and to challenge all pupils, including the more able. Teachers are imaginative and use a range of different teaching strategies skilfully to engage pupils' interest and enthusiasm. In these

lessons, teachers are able to vary their teaching methods in response to their observations of pupils' learning and this effectively supports high achievement. There are clearly understood expectations for behaviour and learning that encourage pupils to explore their ideas, to listen to others respectfully and to respond thoughtfully.

19. Pupils are set by ability for mathematics in Year 6 and also receive some specialist teaching of particular subjects in Years 5 and 6. This has a positive impact on their achievement because it ensures that lessons are suitably challenging for higher attaining pupils whilst also providing opportunities for less mathematically confident pupils to develop their skills and self-esteem at an appropriate speed.
20. Teachers have a good partnership with the teaching assistants and the support teachers for the hearing impaired, and deploy them effectively. As a result, teaching assistants have a clear understanding of the learning objectives for each lesson and are able to provide effective support. Teachers for the hearing impaired pupils support them very effectively and enable them to play a full and equal part in class and group discussions.
21. In some lessons, the pace of learning is too slow, the work set lacks sufficient challenge and expectations of the performance of the pupils are not high enough. When this happens, pupils, particularly the most able, become bored with the slow and uninspiring tasks they are set and their behaviour tends to deteriorate.
22. The teaching of pupils with special educational needs is very good and helps them to make very good progress as they move through the school. Work is very well planned as teachers take due regard of what the pupils have already learned and plan what they need to do next in small, achievable steps. Regular meetings between staff ensure that there is a joint effort to promote high levels of achievement for these pupils. The very good support of teaching assistants ensures that pupils receive the help required.
23. The school is now carrying out good analyses of annual performance data from tests for English and mathematics. It looks at pupils' progress according to how well they have done previously, by gender, and with attention given to the different groups in the school, including those with special educational need, hearing impairment and those with English as an Additional Language. Pupils who are making more or less progress than expected are identified. Differences in pupil progress within a subject or between year groups are now also being identified. The school is now beginning to use this evidence to inform teachers' planning, to structure support to meet pupils' needs and to set achievement targets for pupils. The positive impact of this strategy can already be seen in pupils' writing. However, although the school has identified more able pupils and some patterns in the progress of those pupils with English as an additional language, this information is not yet being used sufficiently to address the needs of these pupils in all classes, thus limiting their achievement.
24. The application and use of other assessments is unsatisfactory. With the exception of writing, the data gained from assessments, which are carried out each term for English, mathematics and science, is not yet used effectively to identify class, set or year group strengths and areas for development. The progress of individual pupils is not yet examined in sufficient detail and, as a result, work is not always sufficiently well matched to the needs of each individual. Marking is very inconsistent. Whilst praise is evident, this is not always related to subject skills and knowledge and does not effectively inform pupils on what they have done well and what they need to do to improve. As a result, most pupils lack awareness of their own progress. Older pupils are not yet involved in developing their own self-assessment skills. Homework is not sufficiently used to reinforce and extend learning. That is an issue from the last inspection that is still to be addressed.

The curriculum

The quality of the curriculum throughout the school is satisfactory. Pupils are offered a satisfactory range of worthwhile curricular activities. The school provides a satisfactory range of extra-curricular activities.

Main strengths and weaknesses

- The provision for ICT is unsatisfactory and pupils have insufficient opportunities either to develop their skills or to apply them in meaningful activities across the curriculum.
- The curriculum provides very good support for pupils with special educational needs, including children with hearing impairment.
- The provision for art and design includes good quality enrichment activities that support pupils' learning very effectively.
- The pupils in Year 6 have good planned opportunities to prepare for their transfer to new schools.
- The national strategies of Literacy and Numeracy are in place but teachers do not make sufficient use of opportunities for pupils to develop their skill in other subjects.

Commentary

25. This is an inclusive school that makes efforts to provide a balanced curriculum for its pupils. It is particularly successful in its provision for pupils with impaired hearing and those with special educational needs, who are well supported by support staff and who follow carefully constructed programmes of work that are tailored to their particular need.
26. The curriculum is managed effectively and enables pupils to gain access to a full and varied range of subjects and activities that supports their achievement to a satisfactory degree. Teachers plan a range of lessons to provide a variety of experiences across the curriculum. The provision for pupils with special educational needs is very good and this helps them to achieve very well during their time in school. They have full inclusion to all the opportunities on offer to other pupils. However, a few pupils with special needs are withdrawn from some assemblies for additional literacy sessions. Pupils with special educational needs take a full part in extra-curricular activities.
27. The curriculum for the arts is enhanced by arts weeks and by visiting artists, musicians and theatre groups who enrich and enable pupils in these areas. Other extra-curricular activities include choir and arranged visits to support the curriculum for history and science, for example. The choir is well attended by both boys and girls and the members are very proud to be given the opportunity to sing at the Biennial Redbridge Music Festival at the Royal Festival Hall. The school is part of a local sports development initiative and there are a number of extra-curricular sports clubs aimed mainly at the older pupils.
28. There are sufficient teachers in post. Newly qualified teachers have good mentoring support. There are sufficient teaching assistants to enable the teaching and day-to-day life of the school to function well. They support the needs of most pupils very well, although there is insufficient targeted help for the higher achievers and those pupils whose first language is not English. Administrative staff are very helpful and efficient.
29. The school's accommodation is good and allows most subjects of the Foundation Stage and the National Curriculum to be taught effectively. However, the ICT suite is too small for the number of pupils in all but the very smallest classes and some year groups do not have access to a library. The whole school site is safe, well maintained, and attractively presented with good displays. Curriculum resources are generally satisfactory, although they are insufficient for DT in Years 3 to 6, and for ICT throughout the school.

Care, guidance and support

Procedures for care, guidance and support are good overall. The procedures in place to ensure the care, welfare and safety of all the pupils are very good. The procedures for supporting and guiding pupils are satisfactory, as are the procedures employed by the school to seek value and act upon the views of the pupils.

Main strengths and weaknesses

- There are very good procedures to ensure that pupils work in a safe and healthy environment.
- Child protection procedures are very good.
- The school has good links with parents and other responsible agencies.
- Pupils have good and trusting relationships with staff.
- Formal procedures for monitoring and supporting pupils' personal development are not yet fully in place.

Commentary

30. All pupils, including those in local authority care are looked after very well and this is a significant strength of the school. There are very effective child protection procedures that are reviewed regularly and understood by all teaching and support staff. There is close co-operation with parents and other responsible agencies to ensure pupils' welfare at all times. Staff make every effort to get to know their pupils well so that pupils have a good and trusting relationship with them. Teachers and support assistants work together well to secure pupils' welfare and to protect them from harm. This enables pupils to settle down well and concentrate in their lessons. All decisions about health and safety are based on thoughtful risk assessments that ensure that pupils, and adults, work in a safe and hazard-free environment.
31. Although teachers know their pupils well, they do not make systematic and formal assessments of their personal development. This means that some pupils may not always get the help they need. The support and guidance given to pupils with hearing impairment and special educational needs is very good, but higher achieving pupils and those whose first language is not English do not always receive additional support to help them progress further.
32. The school takes great care to acknowledge pupils' achievements, particularly when they have made efforts and tried hard. There is a good system of headteacher awards which are greatly prized by pupils and which encourage them to work well and do their best. Although some teachers seek pupils' views, this good practice is not consistent throughout the school. A school council has been formed to involve pupils in improving school routines and facilities, but is currently only open to pupils in Years 5 and 6. Pupils with special educational needs are very well cared for. Their achievements are effectively monitored and they are fully involved in the target setting process.

Partnership with parents, other schools and the community

The school's partnership with parents, other schools and the community is good. The school has good and improving links with parents, who have positive views of the school. The school's links with the local community, including other local schools are good.

Main strengths and weaknesses

- The school has very good procedures for seeking the views and opinions of parents and acting on the information gained.
- Any questions and complaints from parents are dealt with quickly and effectively.
- There are good transfer arrangements with other schools.
- The school provides good quality information to parents about the progress of their children.

Commentary

33. The school works effectively with all parents to support pupils' learning. Parents are supportive and are pleased with the school's provision for their children. There are very good links with parents of pupils with special educational needs, with daily contact where relevant.
34. Parents feel that the school shows clear commitment to working in partnership with them and praise the way that the headteacher has broken down many of the barriers they used to have in coming into school. They feel confident that the school keeps them in touch with what it does and how well their children are getting on by regular newsletters, good annual reports and twice-yearly consultation evenings. They like the curriculum information that teachers send them, although some parents do not always understand the language that teachers use. Parents know that any concerns they may have will be taken seriously and dealt with promptly. Families with children with special educational needs feel actively involved in reviewing the support their children receive and the progress they make. Parents like the way that children with hearing impairment interact with other children and how well they all play together in the

playground. Some Year 1 parents have benefited from the training courses that the school runs to help them understand more about the curriculum and how their children learn. There are regular coffee mornings with the headteacher that are helping parents get to know the school and to feel part of the wider school community through the parents' association.

35. The school has begun to seek parents' views in order to bring about improvement and this move has been welcomed. Parents have also been asked about their personal skills so that they can support teachers in the classroom. Several parents make a commitment to help regularly with reading and accompanying outside trips and they feel that the school values their contribution.
36. The school is rapidly developing good links with the local community. This is having a positive impact upon the progress pupils make through the provision of additional resources and facilities. There are very good links with two secondary schools, one as part of the Business Enterprise Scheme and the other through good sporting links. Year 5 pupils have worked with business advisers and teachers on a highly effective enterprise project which impacted on pupils' understanding of business practices and citizenship. This particular project also created very good opportunities to extend numerical skills of higher achieving pupils in Year 5. Teachers make good use of the local area to extend pupils' learning and there are effective links with the local church. Theatre groups, the emergency services and other occasional visitors come into school to support various aspects of the curriculum.
37. The school works actively with local secondary schools to ensure that transition and induction arrangements are smooth and efficient. There is effective liaison with neighbouring primary schools. Good links have also been developed with the local Early Years Development and Childcare Partnership with whom the school has worked to improve the outdoor environment for the Foundation Stage. Frequent and high quality provision from outside agencies supports pupils with special educational needs and hearing impairment very well indeed.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is very good. Management throughout the school is satisfactory. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher is an imaginative and very effective leader who motivates staff and enables them to provide quality education for the pupils within a caring environment.
- The governing body are committed and enthusiastic and are developing their role to be more proactive in shaping the direction of the school.
- The headteacher is committed to inclusion within the school and has been highly effective in promoting this area.
- The role of the curriculum co-ordinator is underdeveloped.
- The management of recruitment and retention of staff by the Headteacher supported by the governing body is highly effective.

Commentary

38. The headteacher provides the school with a very clear sense of direction and firmly believes that all pupils can succeed. This vision has been shared with the senior management team, who understands that the main priority for the school is to raise standards and improve the achievement of all its pupils. The headteacher is now promoting a culture amongst the staff that good practice should be shared and maximised.

39. The governing body, led by a new chairperson, is committed and enthusiastic. They are aware that they need to develop their role in order to support the headteacher to shape the vision and direction of the school more effectively. They also recognise that they require greater in-depth knowledge of the curriculum and the strengths and weaknesses of the school, in order to become more proactive. They apply the principles of best value effectively and are prepared to ask challenging questions. In order to understand the requirements and operation of the school finances, the chair of finance and the headteacher recently attended a course on school budgeting, to good effect.
40. The headteacher is totally committed to social inclusion and runs an inclusive school. Pupils are valued as individuals and staff are working hard to help pupils to achieve their personal and academic potential. The school is very effective in integrating pupils from a wide variety of different backgrounds, including those that have been excluded from other schools. The support for pupils by prior attainment is variable and whilst pupils with special educational needs and impaired hearing are very well supported, the support for higher attaining pupils and those for whom English is an additional language is not as good as it could be in some classes.
41. The leadership of special educational needs is very good and has a significant impact on the quality of the provision and on the achievement of these pupils. The co-ordinator for special educational needs has a clear vision and very high aspirations for pupils' success. Great care is taken to ensure that pupils with impaired hearing are seamlessly integrated into mainstream classes and that this is done without any disruption to the learning of any of the individuals concerned.
42. The role of the co-ordinator is underdeveloped in some subjects because several of the staff are new to their roles and have yet to make a significant impact upon quality and standards. The monitoring and evaluation of planning, teaching, learning and standards are inconsistent and currently there are no systematic procedures in place to give guidance on how this should be done. The headteacher is aware that co-ordinators will require in-service training so that they can regularly monitor quality and standards and share best practice throughout the school.
43. The headteacher recognises that a stable and effective staff is required if sustained improvement is to be achieved. This has, historically, presented a huge challenge, but the headteacher and governing body are gradually creating a staff team capable of responding to the challenges facing the school. In order to achieve this, the school offers incentives to attract effective team leaders and ensure that its induction procedures are purposeful. Appropriate in-service training is provided in order to promote continual professional development, which responds to the needs of the individual as well as the school.
44. The financial management of the school is sound and the financial committee of the governing body is currently coping with the adjustments required as the school moves from three form entry to two form entry. The expenditure per pupil is much higher than usual because of the very expensive provision that is required for pupils with impaired hearing. When levels of expenditure are compared with those found in similar schools the school provides satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	£1,628,413	Balance from previous year	£71,039
Total expenditure	£1,680,123	Balance carried forward to the next	£19,329

Expenditure per pupil	£2864.28
-----------------------	----------

OTHER SPECIFIED FEATURES

Provision for pupils with hearing impairment

Provision for pupils with hearing impairment is very good. These pupils achieve very well, both within the department bases, and within the integrated provision in the main school. This is due to the very good teaching and support that they receive, and to the very well organised learning opportunities provided.

Main strengths and weaknesses

- Pupils with hearing impairment achieve very well.
- The quality of teaching and support is very good.
- The range of learning opportunities is very appropriate to the needs of these pupils.
- The provision for hearing impaired pupils is very well organised and managed, and leads to some excellent inclusion.
- Not enough use is made of ICT to support pupils' learning.

Commentary

45. Pupils with hearing impairment achieve very well both within their bases and during inclusive sessions with mainstream peers. They benefit from very good teaching and support, which is very relevant to their individual needs.
46. The majority of pupils with hearing impairment work in their bases in the morning on literacy and numeracy tasks. This enables teachers to differentiate the work so that they can easily understand what is expected of them, and so that it is at a level relevant to their previous achievements, enabling them to achieve very well in both subjects. For example, in a numeracy lesson, younger pupils in Years 2 and 3 were observed achieving very well in their number work as they added numbers to 20. The very practical approach enabled them to visualise groups of numbers successfully and they quickly achieved understanding of efficient ways of adding on 10. In another lesson, pupils in Year 1 were sharing a literacy text with their teacher. They achieved very good understanding of the text because of the high quality resources that had been prepared. Three-dimensional characters, with the emphasis on size, enabled pupils to grasp the concepts of *big*, *bigger*, *biggest*, as part of the story. Very good questioning and understanding of their prior achievements led to high levels of success.
47. Older pupils also achieve very well in their bases, developing good independent learning styles which benefit them when they integrate into their peer groups in the afternoons. At these times, the support they receive from the teacher of the deaf, and from signing assistants, ensures that they can follow the lessons, take part fully in discussions, and make friendships. In a science lesson in Year 6, hearing impaired pupils were able to offer their own opinions and succeeded very well in their understanding of how shadows are formed. They worked in groups with their mainstream friends and were fully included. Very good, discreet support ensured clear awareness of the different tasks. Pupils in the class used the microphone each time they spoke. This ensured that information was carefully shared.
48. Because of the very good organisation of the provision for hearing impaired pupils, all teachers in the school are very aware of the need to provide visual resources and clear explanations so that functional inclusion takes place and so that learning is very appropriate to individual needs. In one physical education lesson, for example, some excellent inclusion was fostered by the very relevant activities and the high quality support, explanations and demonstrations given. Outreach support is a key feature of the overall provision and provides very good guidance and help for mainstream schools and for individual pupils.
49. Limited use is made of ICT to support pupils, both in the bases and during inclusion learning. Pupils do not have sufficient access to develop word processing and other computer skills, or

to undertake research and develop their awareness of other forms of communication, such as e-mails. This is a minor weakness in provision, inhibiting the development of pupils' awareness of the importance of technology in the wider world.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

50. **The provision for the children in the nursery class and two reception classes that make up the Foundation Stage is satisfactory overall.** It effectively introduces children to learning, in a calm, orderly environment. This is a similar situation to that found in the last inspection. Children with autumn term birthdays enter the reception class in September, with the remainder of the pupils starting in January. Teacher's planning offers a range of activities covering all aspects of the Foundation stage curriculum. Satisfactory teaching ensures children have opportunities to achieve the required standards by the end of the Foundation stage. Assessment is used to chart the progress of children but is insufficiently developed to tailor the planning of lessons to the needs of individual children, particularly the needs of higher attaining children. The leadership and management of day-to-day issues in the department are satisfactory. The department runs smoothly and effective teamwork between staff enables children to learn effectively.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children's achievement is good, and by the end of the Foundation Stage, standards are good.
- Teaching and learning is good.
- Children are keen and eager to come to school and behave well.
- The use of assessment and planning lacks sufficient opportunities for further developing independent and collaborative learning.

Commentary

51. Children in the Foundation stage are offered a well-organised learning environment which encourages them to build positive relationships and feel confident in the nursery and the two reception classes. The high level of adult support provided effectively enables children to develop self-confidence and good self-esteem. As a result, achievement is good and the majority of children exceed the expected level by the time they enter Year 1. Induction procedures are positive and the teacher's planning gives pupils good opportunities to feel safe and secure when attempting new experiences. Opportunities are missed, however, for developing independent and collaborative learning, for example, self-registration or self-selecting and the returning of equipment.

Communication, Language and Literacy

The provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- The early intervention programme enables pupils with special education needs to progress well, with targeted support.
- Assessment does not, as yet, address the needs of the individual and of higher attaining children.

Commentary

52. There is an activity-based curriculum that offers suitable opportunities for the development of children's language literacy skills in all areas of learning. Teachers use a good mix of class activities, supported group activities and some self selected activities. There are sufficient and satisfactory resources to support these teaching strategies. The high level of adult support encourages speaking and listening skills whilst working with groups and also in informal role-play situations. In larger group activities, some opportunities are missed for children to give their own ideas and to explain their thoughts and feelings. Whilst the intervention programme is effective in identifying children in the reception year who need support, assessment is not yet used to target sufficient support to the higher attaining children

Mathematical Development

The provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children's numeracy skills are promoted well in other areas of the curriculum and satisfactory teaching encourages an enthusiasm for the subject.
- Assessment is used to ensure coverage of the curriculum and to organise appropriate activities but does not always tailor learning well enough to the needs of the individual.

Commentary

53. Teachers use a variety of teaching strategies to stimulate the interest of children in numbers and other mathematical concepts. Whole class activities are used for counting and number recognition and as an introduction to other learning. The high adult pupil ratio helps children to talk about their learning and to address any confusion. The quality of teaching is satisfactory overall and the majority of children achieve the expected levels. The use of role-play is a popular activity that helps pupils learn effectively with a supportive adult on hand to assist if needed. Correct vocabulary is encouraged but some higher achieving children are not sufficiently challenged by some activities.

Knowledge and understanding of the world

The provision for pupils' knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Some planned activities provide exciting opportunities for children to be inquisitive.
- Children have limited opportunities to develop ICT skills due to outdated equipment.

Commentary

54. Teaching is satisfactory overall and the majority of the children achieve the expected standard by the time they enter Year 1. Teachers plan an interesting range of activities to encourage an understanding of the world. Children benefit from the high pupil adult ratio to investigate, using their senses to compare vegetables and later to chop and cut them to make a soup. They are confident when talking about their experiences and good relationships with adults were used to help learning. The use of the computer is planned for, and children are able to drag and click and use a mouse to move the cursor, but the equipment is old and unreliable and limits the further development of skills.

Physical Development

The provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Good use is now made of the newly developed outdoor provision.
- Opportunities for children to demonstrate or improve their skills are not always planned for.

Commentary

55. The quality of teaching is satisfactory overall and the majority of children attain the expected level by the time they enter Year 1. Provision for outdoor play has been a recent improvement for the school and teachers use the area well to provide good supporting activities across the curriculum. Children have suitable opportunities for developing their physical skills within drama and PE lessons as well as to improve their manipulation skills by using a variety of tools and equipment. The children do not always know how to improve their skills and in some sessions there was insufficient intervention by staff to help children to learn.

Creative Development.

The provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Teachers provide a good range of creative activities to stimulate creativity, and effective adult support encourages learning.
- There are a lack of opportunities for children to show independence within creative development by selecting their own materials and instruments.

Commentary

56. The quality of teaching is satisfactory overall and the majority of children attain the expected level by the time they enter Year 1. Teachers plan a suitable variety of activities and experiences for creative development. Children enjoy using a variety of role-play areas including shops and a DIY store. A variety of resources encourage construction and imaginative play and these are effectively mixed with supported activities such as colour mixing and painting. Musical activities are used well to gain confidence and the outdoor area enhances creative development well. Children have insufficient opportunities for selecting and returning their own equipment as the high pupil to adult ratio means everything is always prepared for them.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision in English at both key stages is satisfactory. Most pupils achieve satisfactorily in relation to their abilities.

Main strengths and weaknesses

- Teaching in Year 6 is good.
- Pupils with special educational needs and those with impaired hearing are very well supported.
- The achievement of more able pupils and those with English as an additional language is not always as good as it could be.
- Assessment procedures recently introduced are only beginning to impact on raising standards in learning.

Commentary

57. The Literacy strategy has been implemented appropriately and teachers are generally confident in teaching this subject. However, planning is variable and does not always take into account the needs and abilities of pupils, particularly the more able and pupils with English as an additional language. Teaching is satisfactory overall but is better in Years 4 to 6. Where teaching is better the pace of learning is faster, expectations are higher and there is a greater emphasis on high achievement and raising standards.
58. By the end of Year 2 and Year 6, standards in speaking, listening, reading and writing are in line with national average. However, there is evidence that, although standards are currently average, there is an upward trend in the standards, particularly in Years 5 and 6. In Year 6, for example, speaking and listening skills are being promoted well, both in literacy lessons and across the curriculum. Improvements have been achieved since the previous inspection when standards in writing at the end of Year 2 were below average and those in Year 6 were broadly in line.
59. The leadership and management of the subject are satisfactory. The co-ordinator has effectively introduced strategies to raise the profile of reading and writing and this is impacting positively on raising standards. There is now a need to further raise standards by sharing best practice throughout the school. The curriculum is satisfactory overall and there are sufficient resources to deliver the curriculum as required. There is no central library, but there are an appropriate number of fiction and non-fiction books, which are classroom based. Appropriate focus is given to ethnicity and gender issues. An effective partnership does exist between school and parents but insufficient attention has been given to establishing an effective and structured homework programme to reinforce and extend classroom learning.
60. Pupils with special educational needs and pupils with hearing impairment are particularly well supported. They are well-integrated into mainstream and receive enthusiastic and encouraging support from teachers, assistants and pupils themselves who are committed devotees to ensuring and promoting an equal partnership within every class. The impact of positive relationships and questioning techniques has a significant effect on building confidence and self-esteem. Less able pupils are also well supported and whether it is 'in class' support or withdrawal, the support staff work consistently and conscientiously to promote learning, often with pupils who display challenging behaviour. Teachers and support staff make effective use of specific targets on pupils' individual education plans to help them develop strategies to tackle weaknesses in their learning.
61. Assessment procedures that have been recently introduced are having a positive effect on improving standards in reading and writing. The school is now making better use of annual performance data to inform planning and work is suitably matched to the needs of most pupils in most classes. However, in too many lessons insufficient attention is given to the needs of higher attaining pupils and those for whom English is an additional language and this is having a negative impact on the achievement of these pupils because they are not sufficiently challenged by the tasks set. When this happens, pupils quickly go off task and the quality of behaviour sometimes suffers.

Language and literacy across the curriculum

62. The use of literacy skills in subjects such as religious education, mathematics, history and music is satisfactory overall, but opportunities for pupils to develop their skills were limited in too many of the lessons seen.

MATHEMATICS

The provision in mathematics is **satisfactory**. Achievement is satisfactory and standards are broadly average at the end of Years 2 and 6.

Main strengths and weaknesses

- Standards, whilst satisfactory, are improving, particularly in Years 5 and 6.
- Pupils with special educational needs are supported very well because most teachers make very good use of support assistants.
- Assessment data is not used effectively by some teachers and, as a result, work is not always sufficiently challenging for higher attaining pupils.
- The leadership and management of the subject is good overall.

Commentary

63. Inspection evidence clearly shows that standards of attainment are broadly in line with national averages at the end of Year 2. This is a higher standard than was indicated by the scores gained in the national tests administered by the school in 2002 and 2003 and is due, at least in part, to the higher than average standard of that particular cohort. This is a similar standard to that found in the previous inspection. The quality of teaching in Years 1 and 2 is satisfactory overall and most pupils achieve at a suitable level, but in one lesson observed, teaching and learning were poor because the teaching method employed was inappropriate, the pace of learning was too slow and expectations were far too low. As a result, the majority of pupils did not get sufficient work done. Pupils with special educational needs are generally very well supported, but the needs of higher attaining pupils and those with English as an additional language are not always effectively met and their achievement is sometimes not as good as it could be.
64. Standards of attainment are average at the end of Year 6 and are improving as a result of the overall satisfactory and sometimes good teaching that is found in most classes. This is a similar situation to that found in the previous inspection. Achievement is satisfactory overall, although it is better in Years 4, 5 and 6 where teachers have better subject knowledge and work is better matched to the individual needs of the pupils. This has a very positive impact on the achievement of the pupils, which whilst satisfactory overall, is good, and even very good in some Year 6 set groups. The teaching of the higher attaining pupils in Year 6 is of a particularly high standard and these pupils are making very good progress. Where teaching is less effective, the pace of learning is too slow and work is not effectively matched to prior attainment. As a result, many pupils are set tasks that are either too easy or too demanding and the resultant achievement is not high enough.
65. The leadership of the subject is satisfactory overall and the two co-ordinators have a realistic understanding of the challenges that still face them. The decision to set by ability in Year 6 has proved successful and is having a positive impact on the learning and achievement of all the pupils in that year group.

Mathematics across the curriculum

66. The use of mathematics across the curriculum is satisfactory overall, but many staff do not take full advantage of the opportunities available to them in other subjects.

SCIENCE

Provision in science is **satisfactory**. Standards are broadly in line by the end of both key stages. Progress and achievement over time is satisfactory overall.

Main strengths and weaknesses

- The quality of teaching is generally good in Years 2 and 6 and results in good progress in those year groups.

- Good work by the recently appointed subject co-ordinator has given greater emphasis to the development of the scientific methods involved in investigations.
- Inconsistent marking and insufficient use of assessments means that planning is not accurately focused to ensure that teaching matches the needs of all pupils.
- Not all staff have a secure knowledge of all aspects of the curriculum for this subject.

Commentary

67. Standards are broadly average at the end of Year 2 and Year 6. This is a similar situation to that found in the previous inspection. The quality of teaching is satisfactory overall, but is better in Years 2 and 6. Where teaching is good or better, teachers have a secure knowledge of the subject. This enables them to ask questions effectively to assess pupils' knowledge and develop understanding through careful observation and discussion. Time is used well to offer support, monitor pupils' progress in acquiring the intended skills and knowledge for that lesson, and challenge the more able.
68. Teachers have established a good partnership with the support teachers for the hearing impaired and work very well together to ensure that these pupils can participate fully in the lesson. All pupils, including those with special educational needs, those with impaired hearing and those with English as an additional language make at least satisfactory progress. Higher attaining pupils, including those with English as an additional language or impaired hearing, make good progress.
69. In weaker lessons, subject confidence is sometimes insecure and pupils do not always understand what they have to do. The tasks set are not used sufficiently well nor matched to the concepts being taught and there is sometimes an overemphasis on recording factual information. More able pupils have little to extend their skills and knowledge, whilst those of lower ability often fail to complete their work. These features limit pupils' opportunities to explore concepts, to develop understanding and make sufficient progress.
70. The recently appointed co-ordinator for science has used her time well to assess how this subject is being developed and overall, her leadership and management is satisfactory. She has identified the need to increase opportunities for pupils to develop their skills in using and applying scientific methods in investigations and has worked well with staff to ensure that action has already been taken to bring about improvement. The school is aware of the need to provide the co-ordinator with opportunities to monitor quality and standards and to share best practice throughout the school.
71. The school has made a good start in using annual data to analyse strengths and areas for development and is using this information appropriately to inform planning for the year ahead. However, as yet there are no agreed and consistent systems to collate and make use of the information that is gathered. As a result, the school is unable to identify the achievement of or the standards attained by individuals or groups of pupils. Insufficient use is made of day-to-day marking to further inform pupils what they have done well and what they need to do to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are not achieving as well as they could in ICT.
- There are insufficient computers to meet the needs of the pupils.
- Much of the available computer equipment for the youngest pupils is old and unreliable.
- Classroom computers are not used sufficiently to support the development of ICT skills in meaningful situations and standards are below the expected levels.

- The computer suite is small and poorly ventilated.
- Several staff are not confident when using ICT.
- The development of ICT has not received sufficient emphasis in the past as a result of weak leadership and management.

Commentary

72. Standards in ICT are below the national expectation at the end of Year 2 and Year 6. This is not as good a situation as that found in the previous report when standards were judged to be satisfactory by the end of Year 2 and below average by the end of Year 6. The teaching observed during the inspection was satisfactory in that the specific skills being taught in the individual lessons were taught effectively and enabled the pupils to make appropriate gains in their learning.
73. However, achievement is unsatisfactory because most pupils only have one lesson a week in the computer suite and have insufficient opportunity to practise and develop the skills they have learned when they get back in the classroom. Since the provision is uniformly unsatisfactory, all pupils are similarly disadvantaged. The school is just in the process of introducing a procedure for assessing and recording the achievements of individual pupils.
74. The leadership and management of the subject has been weak for several years and, as a result, the subject has suffered from insufficient investment in terms of money and emphasis. The school is aware of this problem and under the leadership of one of the school's deputies, is now seeking to resolve these important issues. Whilst the computers in the suite are of good quality, the accommodation is unsatisfactory and pupils are forced to work two to a computer in a small, poorly ventilated room. The limited numbers of computers available in the classrooms are not networked together and there is insufficient software to enable teachers to develop pupils' limited skills across the curriculum. The computers in the foundation stage are old and are becoming increasingly unreliable.

Information and communication technology across the curriculum

75. The use of ICT across the curriculum is poor because there are insufficient resources to support the development of pupils' skills in other subjects.

HUMANITIES

76. In humanities, work was sampled in **history** and **geography**, only one lesson was seen in geography and two lessons in history. It is not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average in history and are similar to those found in the previous inspection. The scrutiny of work and discussion with pupils suggests that standards in geography are not now as good as those found in the previous inspection, when they were judged to be above average. The school is aware that work in geography requires further development.

Religious education

The provision for **religious education** is **satisfactory** and pupils achieve appropriate standards.

Main strengths and weaknesses

- Contribution to pupils' personal development through religious education lessons is good.
- Pupils are given good opportunities to develop their literacy skills through religious education.
- Pupils' behaviour and attitudes in lessons are good.
- There is too little work in some pupils' books.
- Assessment is unsatisfactory.

Commentary

77. Pupils make satisfactory progress throughout the school and standards are in line with the expectations of the locally agreed syllabus at the end of Year 2 and Year 6. This is a similar situation to that found in the previous inspection. Teaching and learning are satisfactory overall and religious education lessons provide good opportunities for pupils to develop their personal skills, particularly social, moral and cultural areas of development. For example, in one lesson in Year 5, pupils showed good awareness on the values that encourage the development of the concepts of respect and influence. They thought carefully about people who have influenced their own lives and about people they look up to. In another lesson in Year 6, a good discussion enabled pupils to show clear understanding of voluntary work and support for charities, linked to the beliefs of Guru Nanak as part of their studies on Sikhism. Younger pupils have learned about the life of Gandhi and show good awareness of his beliefs. There is evidence that pupils across the school regularly discuss moral values as part of their religious education lessons and are fully involved in developing class rules.
78. Literacy skills are used well in religious education and pupils receive regular opportunities to develop the full range of skills in the lessons set. Pupils have written their own prayers and accounts of various religious stories and celebrations. Discussion is a constant feature of lessons, providing opportunities for pupils to develop good self-esteem and confidence in speaking. There are many examples of pupils offering their own opinions and responding to reflective opportunities. In Year 6, for instance, the teacher commented that “the world is like a mirror, it is up to you how to reflect in it.” This led to pupils considering right from wrong and self-awareness of their own behaviour. Discussion also helps them to develop awareness of citizenship and understanding of differences as they discuss the different ways of praying and different beliefs in the Christian, Jewish and Islamic faiths.
79. Pupils’ attitudes to lessons are good. They behave well and listen carefully to adults and others. Inclusion of pupils with special educational needs and those with hearing impairment is very good, and they are full and valued members of each lesson. In some classes, the amount of work produced is too small and this impacts on the quality of learning in those classes. Procedures for assessment are unsatisfactory and this limits teachers’ abilities to build on previous learning and improve standards further. Pupils with special educational needs, including those with impaired hearing are very well supported, but the work provided for higher attaining pupils often lacks sufficient challenge and this has a limiting effect on the achievement of these pupils. The leadership and management of the subject is unsatisfactory and although, as temporary co-ordinator, the headteacher has opportunities to monitor quality and standards, there is currently insufficient development of the subject because she is busy with other matters.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. **Music** was not a focus of this inspection, but from limited lesson observations, discussions with pupils and the new co-ordinator, and from listening to the choir and singing in assembly, provision is appropriate and standards are in line with those expected at the end of Year 2 and Year 6. There is an enthusiasm for further developing the performing arts and some specialist teaching is now taking place in Years 5 and 6. Peripatetic teaching is provided for a number of pupils and good enrichment opportunities exist for performing and performers. This subject does not present an area of concern for the school.
81. **Physical education** was not the focus of the inspection but from lessons observed in gymnastics and games, the very high success rate in swimming and discussions with the pupils, provision in physical education is judged to be good. Standards at the end of Year 6 are above those expected for pupils of this age. Resources and accommodation are good and offer opportunities to support the subject well. Leadership and management appear good. All aspects are covered and the activities taught at school are enhanced and complemented by

extra-curricular activities and competitive opportunities. Health and safety issues are carefully considered when setting up or returning apparatus and staff and pupils dress appropriately. Pupils with hearing impairment are well catered for and totally included in all aspects of the lessons.

The provision for **art and design** is **good**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 gain an experience of a wide range of different media.
 - Observational drawing is good throughout the school.
 - The curricular provision is greatly enhanced by regular art weeks.
 - The use of sketchbooks is inconsistent, particularly for older pupils.
 - There are no effective formal procedures for assessing and recording the achievement of individual pupils.
82. Achievement is good and standards are above average at the end of Year 2 and Year 6. This is a much better situation than was found in the previous inspection when standards were judged to be unsatisfactory at the end of Year 2 and Year 6.
83. The quality of teaching is good and standards exceed expectations because skills are taught very effectively, particularly in Years 1 and 2 and because the curriculum is greatly enhanced by regular art weeks. These provide all the pupils with very good opportunities to work with professional artists and to experience a very wide range of media and techniques. The work produced during these art weeks is often in the form of class projects and several of these are displayed around the school. This has a very positive impact, not only by making shared areas look very attractive but also by setting high standards for pupils to strive for. Standards in observational drawing are a particular strength.
84. The leadership and management of the subject is good overall, in that it has raised standards, but is particularly effective in Years 1 and 2. There are some inconsistencies in practice in teaching in Years 3 to 6 and some teachers do not give the subject sufficient emphasis and do not, for example, make sufficient use of sketchbooks. The co-ordinators have not had opportunities to monitor quality and standards throughout the school and would relish the opportunity to work alongside colleagues if curriculum management time were allocated to the subject. There is currently no effective formal means of assessing and recording the achievement of individual pupils, although the co-ordinator for the lower school has devised a system that is ready to be introduced when time allows.

The provision for **design and technology** is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 1 and 2 make achieve good standards in designing, in joining materials and in creating pop-up mechanisms.
- Teachers have variable subject knowledge and as a result skills are not developed consistently as pupils move through the school.
- Co-ordinators have not had sufficient opportunities to monitor quality and standards in other classes.

Commentary

85. Standards are broadly in line with national expectations by the end of Year 2 and Year 6, although they are slightly stronger in Years 1 and 2. High standards are achieved in the finished products, for example, in the use of pop-up mechanisms. This is a significant improvement from the situation reported at the previous inspection, when standards were judged to be below

average. Achievement is satisfactory overall for all pupils, but is inconsistent in some lessons for older pupils.

86. Teaching is satisfactory overall. In better lessons, teachers have secure subject knowledge and this results in well-planned lessons with clear objectives for learning. Appropriate use is also made of models and teacher demonstration to develop pupils' understanding. Good use is made of informal assessment to adjust teaching methods and to make sure pupils understand what they are doing and why. Pupils are also given opportunities to practise and improve their skills. Skilled support teachers for the hearing impaired work well with class teachers and ask excellent questions to ensure that these pupils can understand teaching points, contribute to discussions, and develop their ideas. Where the school has made use of outside expertise, pupils' knowledge and understanding of selected aspects have been effectively developed. Pupils talk with enthusiasm about their difficulties and successes, and take a pride in what they have achieved.
87. Where teaching and learning is weaker, pupils are not given sufficient opportunity to develop their own designs and there are not enough opportunities for them to develop their skills and knowledge through practical work. The curriculum is not applied consistently, particularly in the upper years, and some staff do not pay sufficient regard to the scheme of work and some aspects, such as evaluation, do not receive sufficient attention in some classes. The lack of any formal system for assessing and recording the achievement of individual pupils or groups means that the work set is often not sufficiently well matched to pupils prior attainment. In these cases the achievement of particular pupils is sometimes not high enough.
88. The leadership and management is effective in Years 1 and 2, but is unsatisfactory overall because there have been insufficient planned opportunities for monitoring the quality of provision and the standards across the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision in **personal, social and health education** is **satisfactory**.

Main strengths and weaknesses

- The school is effective in developing pupils' self esteem.

Commentary

89. Whilst there are considerable variations from class to class, the overall quality of teaching and learning is satisfactory overall and results in satisfactory achievement and standards that are in line with national expectations. This is a similar situation to that found in the last inspection. The subject is managed effectively and the school's curriculum for personal, social and health education is particularly successful in developing pupils' self confidence and self esteem and covers the statutory aspects of sex and drug education in a sensitive, age appropriate way.
90. The school is committed to developing a positive sense of citizenship and community in its pupils and they are introduced to a range of important issues including living in a community, taking responsibility and living a healthier lifestyle. Further opportunities for developing independent learning and working collaboratively are not yet in evidence.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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