

INSPECTION REPORT

WELLINGTON PRIMARY SCHOOL

Bow, London

LEA area: Tower Hamlets

Unique reference number: 100927

Headteacher: Margaret Libreri

Lead inspector: David Whatson

Dates of inspection: 22nd - 24th September 2003

Inspection number: 258335

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	307
School address:	Wellington Way Bow London
Postcode:	E3 4NE
Telephone number:	(0208) 980 2413
Fax number:	(0208) 980 6949
Appropriate authority:	The governing body
Name of chair of governors:	Mr C Rawlins
Date of previous inspection:	29 th November 2001

CHARACTERISTICS OF THE SCHOOL

Wellington Primary School is bigger than most primary schools. It is situated in Bow, an inner-city area of East London. It draws its pupils from the immediate area, which is a mix of local authority and some owner-occupied housing. Unemployment is high and there are many large and one-parent families. There are 279 pupils on roll, with a further 30 who attend the Nursery on a full-time or part-time basis. Overall there is a broad balance between the number of boys and girls, although there are some variations in specific year groups. The economic circumstances of many families are well below average and 58 per cent are entitled to free school meals. The intake is ethnically and linguistically diverse. There are 13 different ethnic groups represented at the school. Many pupils are of Bangladeshi origin. Nearly 78 per cent of pupils speak a language other than English at home, the main one spoken being Sylheti. Nearly a third of all pupils who start at the school are at an early stage of acquiring English. The percentage of pupils with special educational needs (25 per cent) is well above the national average. Many pupils have learning difficulties and a few have emotional and behaviour difficulties. There are five pupils with a Statement of Special Educational Need. Attainment on entry to the Nursery class is well below average, particularly in communication, language and literacy and in mathematics, where it is very low. The rate at which pupils start or leave the school at times other than at the start of the school year is slightly higher than is normal. In recent years the school has faced some major challenges. The most significant has been the recruitment and retention of staff. There has been a high turnover of staff and, although the school is currently fully staffed, many teachers are new to their posts. The school is part of the Excellence in Cities initiative and provides facilities for both the community and family use.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23494	David Whatson	Lead inspector	Mathematics Information and communication technology Educational inclusion
31758	Ted Tipper	Lay inspector	
32181	Maria Coles	Team inspector	Citizenship Geography History Religious education The Foundation Stage
20560	Paul Adams	Team inspector	Science Art and design Design and technology Music Physical education Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wellington Primary School is a **good school**. The quality of education it provides is good, especially in English, mathematics and science. As a result, **pupils achieve well** and sometimes very well, in these subjects. Due to high expectations and a good level of care, pupils develop into mature, responsible and caring individuals. The **very good leadership** provided by the headteacher is pivotal to the school's success. She has a determined approach to ensuring that all pupils have the same chance of a good education. This has resulted in the school's increasing effectiveness. **It provides good value for money.**

The school's main strengths and weaknesses are:

- Because of good teaching, especially in English, mathematics and science, pupils of all ages, abilities and, ethnic backgrounds and those learning English as an additional language, achieve well by the time they leave school at the end of Year 6.
- Standards in English, mathematics and science are currently above those normally expected for pupils in Year 6.
- The leadership of the headteacher and senior staff is very good. They inspire the whole school community and demonstrate a very strong commitment to continual school improvement.
- The Foundation Stage provides a very good start to a child's education.
- Pupils' behaviour is good and they are willing to work because of the good care and supervision the school provides.
- Very good systems to assess and track pupils' progress in English and mathematics enable teachers to provide the best sort of support for all pupils.
- The school has established a very good range of initiatives to enable parents to understand how to help their children's education.
- Standards in physical education and information and communication technology are too low and pupils do not make enough progress.
- Levels of attendance are too low.
- In the past the curriculum for history, art and design, religious education and personal, social and health education has not been adequately planned to ensure the appropriate development of skills, knowledge and understanding in these subjects.
- There are no systems to assess or track pupils' progress in many subjects.
- There are insufficient opportunities for pupils to explore the cultural diversity of the world and the local area.
- The lack of a library hinders pupils' independence and research skills and inadequate outdoor facilities limit their physical development.

Improvements since the last inspection have been good. They have been very good in the main areas of raising pupil achievement in English, mathematics and science. Although improvements have been made in attendance and a few other subjects, further improvement is needed in these areas.

STANDARDS ACHIEVED

In English, mathematics and science pupils of all ages and levels of prior attainment achieve well. They enter school with standards that are generally well below average and are very low in English and mathematics. Test results at the end of Year 2 in 2002 in reading, writing and mathematics were below average. At the end of Year 6, test results in English, mathematics and science have improved at a rate above the national trend. Test results for pupils in Year 6 were above average in English, average in science and below average in mathematics in 2002. The school's results

compare very well with those from similar schools. Results in 2003 in Year 6 indicate that standards are higher than those for 2002, but in Year 2 they are similar.

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

Key: A* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average; E* - very low

Similar schools are those whose pupils attained similarly at the end of Year 2.

Current standards are above average for pupils in Year 6 in English, mathematics, and science. They are as expected in writing, but below average in reading, mathematics, and science in Year 2. The lack of a library means that pupils do not have a full range of reading experiences and skills. They meet expectations in music across the school but are below the expected level in all other subjects and many pupils do not make enough progress in history, art and design, religious education, physical education and information and communication technology. Although by the end of Reception many children are likely to meet the Early Learning Goals specified for pupils of this age by the end of the year, about a quarter of the year group are unlikely to do so; overall levels of attainment are below those normally seen at the start of Year 1.

Pupils' personal development is **good**. While their moral and social development is **good** and their **spiritual** development is **satisfactory**, their cultural development is **unsatisfactory**. Their behaviour and their attitudes to their work and towards others in the school are **good**. Attendance is also **unsatisfactory** and punctuality is **satisfactory**.

QUALITY OF EDUCATION

The **quality of education provided by the school is good**.

Teaching is good. Teachers understand very clearly the importance of treating all pupils the same. All pupils, including boys and girls and those from different ethnic minorities, achieve well. As a result they make significant gains in their skills, knowledge and understanding, especially in English, mathematics and science. In these subjects teachers have a very good understanding of how to teach. Teaching is also good in the Nursery and Reception, where it encourages children to become happy learners. Teachers have a lack of subject knowledge in physical education and information and communication technology and pupils do not make adequate gains in their learning in these subjects. The teaching of pupils learning English as an additional language is good because all teachers have a good understanding of the best ways to teach them. Pupils with learning difficulties achieve well because of the high quality of the support they get, especially from the teaching assistants.

Curriculum provision is **satisfactory**. Aspects of the curriculum, such as intervention programmes for pupils with particular needs and the curriculum in English, mathematics and science, are good. Until recently there has been no framework or detailed guidance in many subjects to ensure the appropriate development of knowledge and skills and this has hindered pupil progress. A new comprehensive plan that was introduced this term now provides a detailed structure and guidance on teaching. Pupils' physical development is hampered by inadequate outdoor facilities.

Good provision is made for the care, welfare, health and safety of pupils. The school also provides **good** support, advice and guidance and seeks and acts on the views of pupils in a **satisfactory** manner.

The school has developed a **good** partnership with its pupils' parents and carers. There is a very good range of initiatives to enable parents to understand how to help in their children's education.

LEADERSHIP AND MANAGEMENT

The quality of **leadership and management** is **very good**. The leadership of the headteacher is **very good**. She has provided the driving force for improving the quality of education for all pupils at the school. The management of the school is **very good** and governance is **good**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Nearly all **parents** consider that the school provides well for all aspects of their children's education. **Pupils agree**.

IMPROVEMENTS NEEDED

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

- Raise standards in physical education and information and communication technology.
- Raise further the levels of attendance.
- Fully implement and monitor the curriculum for history, art and design, religious education and personal, social and health education.
- Extend the school's current good assessment procedures to cover all subjects.
- Provide more opportunities for pupils' cultural development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects.

Pupils' achievement throughout the school is **good**. It is good in the Nursery, Reception and Years 1 and 2; it is very good in Years 3 to 6. Standards in the core subjects of English, mathematics and science were well below the national average at the end of Year 2 in 2002, but close to the national average at the end of Year 6. By this time in their education pupils have achieved very well in these subjects. There is no consistent difference between the test results of boys and girls. Pupils learning English as an additional language achieve well and in tests many attain the national average. The achievement of Bangladeshi pupils has improved in recent years and is now good. Pupils with learning disabilities achieve well in relation to their targets. Standards in many other subjects, including religious education (RE) and information and communication technology, (ICT) are below the expected level by the end of Year 2 and Year 6 and pupils underachieve in these subjects.

Main strengths and weaknesses

- Pupil achievement is better than expected; pupils of all abilities, gender and ethnicity and those learning English as an additional language achieve very well in English, mathematics and science by the end of Year 6.
- Standards in the national tests at the end of Year 6 in English, mathematics and science have improved considerably over the past two years and in 2002 were close to the national average. Results in the 2003 tests were even higher than in 2002.
- Current standards of work in Year 6 are above those normally expected in English, mathematics and science. The school continually tries to raise standards even further and challenging targets are set.
- In Years 1 and 2, pupils achieve well in reading, writing, and mathematics, but many do not attain the average standard in the national tests.
- In the Foundation Stage all children are achieving well in relation to their very low levels of attainment on entry, but overall attainment on entry to Year 1 is likely to be below the expected level for five-year-olds.
- All pupils underachieve in history, art and design, physical education (PE), RE and ICT. Standards in Year 2 and Year 6 are below the expected level in these subjects.

Commentary

1. Test results at the end of Year 6 in English, mathematics and science have improved over the past two years. These results are shown in the table below. The school's results have been improving at a faster rate than the national trend.

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

Standards in:	School results	National results
English	28.3 (27.0)	27.0 (27.0)
mathematics	26.1 (24.9)	26.7 (26.6)
science	28.6 (26.3)	28.3 (28.3)

2. These results compare very favourably with those from similar schools and overall results were well above average. In relation to their prior attainment pupils had made very rapid progress and achieved extremely well.
3. The 2003 results are higher than those gained in 2002, although there are no national figures against which to compare them. Standards in English, mathematics and science have improved considerably since the last inspection, when they were all judged to be below the national average. The improvements since then and the improvements noted between 2002 and 2003, are due to the leadership and management of the school. The headteacher has insisted upon very high standards of teaching and used performance-management techniques well to ensure good teaching and to smooth the disruption caused by staff changes. In 2003 all pupils gained the expected levels for their age in science, nearly all gained the expected level in mathematics and most gained the average level in English. This includes the very good progress that pupils with learning disabilities have made in these subjects because of the very good support they receive. They have also benefited from a longer period of good teaching and a good curriculum than their predecessors.
4. At the higher Level 5 the 2002 results show a significant increase in mathematics and science. The improved performance of the more-able pupils is due to the school's very good assessment procedures, especially in English and mathematics and the many intervention programmes aimed at boosting pupils' learning. This is coupled with teachers' high expectations and detailed planning that identifies the needs of pupils of different abilities. English results, however, did not demonstrate such an improvement as the other two subjects. This is not because of a difference in provision, but because many pupils who have English as an additional language find the demands of the higher Level 5 work too demanding. However, to have gained the average level, when their prior attainment had been so low, demonstrates very good achievement. Although boys did better than girls in English and mathematics in 2003 (they did equally well in science) this was different to 2002, when girls did better in all subjects. This is contrary to the national picture. There is no consistent pattern in the relative performance of boys and girls in the national tests.
5. From available evidence, the standards currently being attained by pupils in Year 6, including those with learning disabilities and those with English as an additional language, are similar to those achieved in the 2003 tests in English, mathematics and science. The good quality of practice suggests that similar standards are likely to be achieved in 2004. Inspection evidence indicates that there is currently no noticeable difference between the performance of boys and girls.
6. At the end of Year 2, results in the 2002 tests in reading, writing and mathematics were well below average, as they have been for the last few years. Given the low levels of attainment on entry to the school most pupils achieved well. Those with learning disabilities made good progress because of the attention given to their specific needs. Pupils learning English as an additional language made good progress because of the skills that many teachers have to teach them. The 2003 results for all pupils are similar. The 2002 results, the latest for which national comparisons are available, compared favourably with those in similar schools. Standards were above average in writing and average in English and mathematics. The proportion gaining the higher Level 3, when compared to that in similar schools, is above average in writing and average in reading and maths. On the basis of teacher assessments science results in 2002 were below the national average, but above the average for similar schools. The percentage of pupils achieving the higher Level 3 was below the average for similar schools in reading, mathematics and science because at times pupils are not adequately challenged, but also because the language requirements of this more demanding level is often beyond their current linguistic ability. The 2002 and 2003 results show very little difference between the attainment of boys and girls.

7. Current standards in Year 2 in English, mathematics and science are similar to those achieved in 2002 and 2003. Even though pupils' standards are below those expected for their age, they still achieve well. However, standards are not as good as in Years 3 to 6, because the overall quality of teaching is not good and many pupils are still acquiring the basics of English language. This slows their learning in other subjects. There are also other reasons for this lower rate of learning amongst the younger pupils. Levels of attendance are lower in Key Stage 1 than in Key Stage 2; pupils have a more disrupted education which hinders their learning. Another distinctive feature is the high level of pupil mobility in Years 1 and 2. The proportion of pupils with fewer than nine terms of education at the school before they sit the national tests at the end of Year 2 is very high. The pupil population is more stable in Years 3 to 6.
8. Pupils' literacy and mathematical skills by the end of Year 6 are good. Their literacy skills are used appropriately in most subjects, but their numeracy skills are not. This is because the lack of a whole-school curriculum framework has, until now, not identified when these skills could be used.
9. In the past the school had noted that Bangladeshi pupils did not do as well as other ethnic groups at the school. The most recent data shows that in the 2003 national tests in Year 2 and in Year 6 they achieved broadly the same as other groups. Their performance is better than that of pupils of Bangladeshi heritage in other local schools. The improvement in the performance of this group of pupils is attributed to the school's vision of getting the best from all pupils.
10. Those pupils who have had fewer than nine terms at the school by the end of Year 2 in 2003 achieved lower results than those who had been at the school longer. The school has acknowledged this and the special educational needs co-ordinator (SENCo) and learning mentor have already implemented strategies to improve the induction and support of these pupils. In the last couple of years in Year 6 there has been no consistent pattern of underachievement by those who have had less education at the school compared with those who have been there all the time.
11. In both Year 2 and Year 6 standards are below the expected level in history, art and design, RE, PE and ICT. As there has been a lack of a detailed curriculum framework these subjects have not been taught in depth and pupils have underachieved. They have gaps in their knowledge and skills because they have not been taught these subjects in depth. Teachers do not have sufficient subject knowledge or confidence to teach PE and ICT. This is further compounded by a lack of resources in ICT and inadequate outdoor facilities for PE.
12. Attainment on entry to the Nursery is well below the expected level. It is very low in language and mathematical development. Records indicate that last year many children failed to meet the Early Learning Goals specified for children of this age by the end of the Reception year. However, given their prior attainment they achieved well. The picture is likely to be similar this year. They achieve well in the Foundation Stage because of the high quality of leadership and the number of adults who work there who provide a good curriculum that is focused on developing the basic skills of English and mathematics. The rate of learning is not as good in all areas of learning. Pupils' physical development is only satisfactory because of the inadequacies of the outdoor environment.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to their work and towards others in the school are **good**. While their moral and social development is **good** and their **spiritual** development is **satisfactory**, their cultural development is **unsatisfactory**. Attendance is also **unsatisfactory** and punctuality is **satisfactory**.

Main strengths and weaknesses

- Pupils' positive attitudes to learning, supported by their high standards of behaviour, help them to make good progress at school.
- The school enables pupils to develop a range of social skills and instils in them a strong moral code.
- Attendance is well below the national average.
- Parents and carers do not always make enough effort to ensure that their children attend school.
- Pupils are not given enough opportunities to explore other cultures.
- The school does not provide its pupils with sufficient opportunities to take responsibility or exercise personal initiative.

Commentary

13. Pupils show a keen interest in their lessons and are enthusiastic in their contribution to extra-curricular activities. They work and play well together in pairs and larger groups and develop good relationships with school staff. They behave themselves well in the playground and at assemblies and move around the school in a quiet and orderly manner. There were no exclusions in the previous year. However, when not closely supervised, a few, particularly some of the younger boys, can be rather boisterous. The overall positive nature of pupils' attitudes and behaviour contributes to an environment where learning can flourish.
14. Pupils are taught respect for other people and their belongings through their lessons and by the direct example of adults within the school. They also learn how to live harmoniously in a multi-racial environment and to address visitors in a polite and courteous manner. Equality of opportunity is well promoted by the school and supported by the pupils; individuals and groups of pupils are not disadvantaged in any way. Pupils are taught the principles of right and wrong through the constant adult reinforcement of the school code of conduct and class rules.
15. Attendance levels in the last reporting year were below the national average. Improvements have been made in the last year, but levels remain below average. Attendance is worse in Years 1 and 2 than it is for older pupils. The attendance of Black Caribbean pupils and those with special educational needs is also particularly low. The school has undertaken several initiatives to raise the level of attendance. It contacts parents on the first day a child is absent, promotes the attendance of individual pupils in wall displays outside infant classrooms and runs class and individual incentive schemes. It also records all holidays as unauthorised. Meanwhile, the SENCo and learning mentor, as part of the Excellence in Schools initiative, have successfully raised the attendance of some of the pupils whose attendance is less than 90 per cent, by working closely with their parents or guardians. However, not enough parents and carers ensure that their children have good levels of attendance and often take them on extended holidays, especially when they are in Years 1 and 2.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.9	School data	1.9
National data	5.4	National data	0.5

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

16. The school does not take advantage of the multicultural background of its pupils and staff to give its pupils a greater appreciation of the differences in the ways people live, work, eat and

worship across the world. For example, few parents and relatives have visited the school to talk to pupils about their cultural background and links with local communities in this regard are limited. While aspects of cultural appreciation do appear in subjects such as religious education and history, the lack of a whole-school approach limits its impact.

17. While the introduction of the school council has allowed some pupils to show some responsibility and initiative, there are few other opportunities for them to do so. For example, they have only limited opportunities to carry out independent research in a library or through the Internet. They are also unable to develop appropriate personal skills by acting as monitors, librarians, Reception assistants, or mentors for younger pupils.
18. The positive judgements made at the last inspection remain valid and, although attendance levels remain too low, they have improved since the last inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **quality of education** provided by the school is **good**. The **quality of teaching and the quality of care and guidance given to pupils are good**. The **curriculum provided is satisfactory**. There are weaknesses in the provision for the teaching of the foundation subjects. The school makes **good** provision for the care, welfare, health and safety of pupils. It also provides them with **good** support, advice and guidance and seeks and acts on their views in a **satisfactory** manner.

Teaching and learning

The quality of teaching is **good**, and as a result **pupils learn well**. In Years 3 to 6 there is more very good, good and occasionally excellent teaching than in Years 1 and 2. The best teaching is in the core subjects of English, mathematics and science. It is satisfactory in most other subjects but unsatisfactory in PE and ICT, where pupils make insufficient gains in their learning. Teaching in the Nursery and Reception classes is good. Because of this children enjoy learning and start to acquire the basic skills.

Main strengths and weaknesses

- Improving results and pupils' good achievement in English, mathematics and science are due to the good and sometimes very good, teaching in these subjects.
- A wide variety of teaching styles is used which engage pupils' interest and secures their full attention in lessons.
- Teachers' questioning skills are good; they involve all pupils and extend and develop their understanding very well.
- The consistently good teaching in the Foundation Stage contributes to the very good start children receive to their education.
- Teaching focuses on meeting the needs of individual pupils, especially those learning English as an additional language. This means that all make good progress in their learning.
- The teaching of pupils with learning disabilities is good and they make good progress.
- In English and mathematics there are good procedures to track pupils' progress and identify those who need support.
- Pupils underachieve in PE and ICT because teachers lack the subject knowledge and confidence to teach effectively.
- There are insufficient assessment procedures in many of the foundation subjects to guide teachers' planning and those in science are not robust enough.

Commentary

19. The good quality of teaching is a significant strength of the school and makes a major contribution to the achievement of all pupils. The quality of teaching has improved since the last inspection, when it was satisfactory.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4)	5 (10)	25 (48)	15 (28)	5 (10)	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.

20. Teaching is consistently good across the school. It has improved since the last inspection due to the use of the school's performance-management procedures. The headteacher has raised teachers' expectations so that they are no longer happy with being judged satisfactory. The quality of teaching and learning in English is particularly good, because the co-ordinator, the headteacher, has been able to give it a very high profile and provide a lot of training. In mathematics the quality of teaching is not as good, partly because the co-ordination of the subject has been disrupted by staff changes. The quality of science teaching, although good, is weaker because teacher assessments are not always accurate.
21. Most teachers have good subject knowledge and professional expertise. This includes the teachers and support staff in the Nursery and Reception classes and is particularly evident in the teaching of the basic skills. Lessons are planned extremely thoroughly using the guidance of the National Strategies for Literacy and Numeracy well. Very careful attention is paid to ensuring that the wide range of needs of pupils in the mixed-age classes is met. The focus at all times is ensuring that pupils make the best progress. Work builds well on prior learning and the teachers' high expectations are evident in the degree of challenge provided, especially in Years 4 to 6. A wide variety of teaching strategies and tasks are used which successfully engage pupils. Learning is often made to be fun either by the pace of the lesson or because of well-chosen activities. For example, in an excellent music activity the youngest children in the school achieved very well in naming parts of the body as the teacher taught the well-known song, 'Head, Shoulders, Knees and Toes' in English as well as Sylheti.
22. A strength of teaching is the skilful questioning used to involve all pupils in discussion and help them to develop a deeper understanding. In the best lessons, one-word answers are met with 'Tell me more' or 'Explain what you mean'. This was evident in an exemplary end to a Year 6 mathematics lesson. The teacher repeatedly returned to the lesson's objective and questioned pupils relentlessly so that by the end of the session each one understood the importance of place value and how it could be used to solve long multiplication sums. Teachers have a positive attitude towards all pupils, irrespective of their ethnicity. This helps them learn in a stress-free environment and as teachers value all their efforts and work they all, including Bangladeshi pupils, achieve well.
23. Teamwork is strong, especially in Years 3 to 6 and the learning assistants supporting the younger pupils make a particularly valuable contribution to their learning. In two mathematics lessons support assistants provided excellent support for pupils with learning difficulties. Their ability to take the initiative and provide resources and activities, as in the Year 3 lesson on money, meant that the particular needs of each pupil were met. Each pupil achieved well and was included in all parts of the lesson.
24. The individual targets for pupils with learning difficulties are well written. Teachers and support assistants know these targets well so that they are continually referred to in their planning and in the work that they do. Because of this these pupils achieve well. All statutory requirements for pupils with Statements of Special Educational Needs are very well met.
25. The quality of teaching received by pupils who are learning English as an additional language is good. Many teachers use very successful strategies such as repetition of key subject vocabulary, presentation of work with a strong visual content and provision of opportunities for

a lot of oral work. Pupils' achievement is therefore good. This was evident in a good mathematical activity in Reception, when the teacher used three pairs of ears in various sizes to ensure that the children understood "big", "medium" and "small" in the story of the Three Bears.

26. Teaching is not as good in Years 1 and 2 because teaching methods are not always appropriate and too long is sometimes spent sitting on the carpet listening to the teacher. Pupils therefore become inattentive. Questions do not always challenge pupils, particularly the more able and the acceptance of one-word answers does not encourage them to use their oracy skills. On a few occasions teaching assistants, although deployed well, do not take the opportunity to sit and work with groups of pupils. These pupils therefore are not as involved as they could be. There is a predominance of boys in Year 2. Their boisterous behaviour is not always well curbed by setting high expectations. As a result they are not as productive in their work or as attentive as they could be when listening. Their learning is therefore adversely affected and is at times unsatisfactory, as seen in a Year 2 history lesson on Florence Nightingale.
27. In recent years the emphasis at the school has been on improving the quality of teaching and learning in the core subjects; this has been very successful. As a consequence the other subjects of the curriculum have not fared well. Although most teachers have a good range of teaching skills, teaching in the foundation subjects, such as history, is largely satisfactory. This is not a reflection of their lack of skill. It is because up until recently the curriculum has not been well planned to provide sufficient guidance and a constant development of pupils' skills, knowledge and understanding. There is a lack of assessment to inform teachers' planning in these subjects. As a consequence lessons do not meet the needs of pupils of different abilities and they do not achieve as well as they could. Teachers make insufficient use of ICT in their lessons. It is not a feature of their planning and many do not have the confidence to use it.
28. All the unsatisfactory teaching observed was in PE and ICT. Pupils underachieve in these subjects because many of the lessons seen were mundane; tasks failed to capture pupils' interest or build upon their skills, as in a Years 3 and 4 lesson on passing and dribbling a ball. In these subjects pupils are not well assessed and work is at times too easy and at other times too hard. For example, pupils in Year 2 had great difficulty editing a well-known nursery rhyme. They were therefore not as productive as they could have been. Although the ratio of adults to pupils in both these subjects is often very good, with two or three adults per class, they are not deployed well and therefore the most appropriate teaching methods are not used. For example, in mixed-age classes where there is a wide range of ability, whole-class teaching with so many available adults is not always appropriate.
29. Teachers assess pupils extremely thoroughly in most lessons, in many cases making very detailed notes of how pupils are progressing and noting strengths and weaknesses in their knowledge, skills or understanding. Teachers use this to inform their teaching. In lessons more-challenging questions are asked of high-attaining pupils and future work is carefully planned on the basis of these observations, so pupils acquire new skills and deepen their knowledge and understanding.
30. The progress of all pupils, including those learning English as an additional language, is tracked very well in English and mathematics. The information gained is used very effectively. Prompt action is taken to provide extra support through a very wide range of intervention strategies. The teachers mark pupils' work regularly in English and provide good information for pupils about how they can improve. In mathematics marking and the use of targets are not as informative and pupils do not always know how to improve. However, in science, although the assessment procedures are robust, teachers are not confident in assessing pupils' work against the levels described in the National Curriculum pupils' work. The school has not extended the very well established assessment procedures to religious education and other foundation subjects.

The curriculum

Curriculum provision is **satisfactory**.

Main strengths and weaknesses

- The school provides very well for pupils of different abilities and ethnic groups and those learning English as an additional language. They are all therefore fully included in all aspects of school life and achieve well.
- The implementation of the national strategies and guidance on the teaching of literacy and numeracy is good and makes a significant contribution to raising pupils' achievement in these subjects.
- The school's new curriculum framework details how and when all subjects of the National Curriculum and RE are taught.
- There is a good match of trained and experienced support staff and non-class-based teachers to the needs of the pupils and the curriculum.
- The range of extra-curricular activities is good and enriches pupils' learning experiences.
- There has been insufficient development of pupils' skills and knowledge in the foundation subjects, including RE and ICT, because of the lack of a detailed curriculum framework.
- The experience of the teachers does not meet the demands of the National Curriculum for PE and ICT and pupils underachieve in these subjects.
- Shortcomings in the accommodation have a negative impact on the curriculum and pupils' achievements.
- The ICT curriculum is not taught to the appropriate depth because of a lack of resources.
- Policies for sex education and drug misuse have not been implemented.

Commentary

31. The curriculum for pupils in Years 1 to 6 meets statutory requirements. The National Strategies for Literacy and Numeracy and the additional support offered through a good range of intervention programs and booster classes, have been implemented rigorously. They reflect the school's priorities and have a significant impact on raising pupils' achievement. However, until recently there has been no detailed curriculum framework or guidance and many subjects, such as RE, ICT, history, geography and art and design, have not been taught in sufficient depth. The recent introduction of a curriculum framework now assures appropriate progression and continuity in the development of knowledge and skills in all subjects of the National Curriculum, including RE. The school has a policy on sex education and raising awareness of the dangers of drugs misuse, but these have not been fully implemented.
32. The school provides very good opportunities for all pupils to have equal access to all aspects of its work and achieve their best. The provision for pupils learning English as an additional language is very good. All teachers are fully aware of the strategies needed to teach them. Good additional support is provided for those who arrive during a school year with no English language and those children who start school in the Nursery. Teachers regularly prepare lessons in English and mathematics for pupils of different abilities. This coupled with good additional support results in pupils with special educational needs making good progress and being involved in all aspects of school life. The school runs intervention programs for gifted and talented pupils and this, in part, accounts for the significant increase in the percentage of pupils achieving the higher Level 5 in the 2003 national tests.
33. The opportunities for learning outside the classroom are good. The number and range of clubs are very good and all pupils have access to them. However, the number of off-site visits and of visitors coming to school to enrich the curriculum is not as impressive.
34. The ratio of teachers and adults to pupils is very good. Although all teachers are qualified and have good subject knowledge in English and mathematics, they do not have sufficient skills to

teach the whole curriculum. Their subject knowledge in PE and ICT is unsatisfactory and this adversely affects the quality of the curriculum and pupils' achievements. The number of support staff is also favourable and most support the curriculum well and make an important contribution to pupils' learning. Teachers without specific class-teaching responsibilities are used well to provide in-class support for groups of pupils and specialist teaching. For example, the employment of a music specialist has made a significant impact on the provision of music at the school.

35. There are some strengths to the accommodation, such as an ICT suite and a creative arts space. There has been a significant improvement in the fabric of the building, but the overall accommodation is unsatisfactory as there are two notable deficiencies. There is no whole-school library and this has a negative impact on important aspects of pupils' language and literacy development as well as their ability to undertake research in subjects such as history and geography. The outdoor area for the Reception and Nursery classes, and for older pupils, is limited and this hinders their physical development. In ICT a lack of resources needed for areas of learning such as control technology means that pupils underachieve in this subject.

Care, guidance and support

The school makes **good** provision for the care, welfare, health and safety of pupils. It also provides them with **good** support, advice and guidance and seeks and acts on their views in a **satisfactory** manner.

Main strengths and weaknesses

- The school provides a good range of opportunities for pupils to develop a trusting and supportive relationship with at least one adult in the school.
- Pupils are well cared for in a secure environment.
- There are only limited opportunities for pupils to become involved in shaping their own education.

Commentary

36. The school works hard to ensure that teachers and their assistants get to know each pupil well as an individual. This process is supported by the learning mentor who, as part of the Excellence in Cities initiative, provides 'Time to talk' sessions. These are held twice a week and are very successful in giving pupils the chance to raise anything that concerns them on a confidential basis in a secure and welcoming environment. So even though the school has not formally implemented its sex and drugs misuse policies, the very good relationships in the school have enabled it to deal well with sensitive issues as they arise. Both parents and pupils speak highly of the support pupils receive for their personal development throughout their time at the school.
37. The pupils work in safe and secure surroundings. Regular health-and-safety audits are carried out and the school operates a very efficient system for child protection. First aid provision is very good and the good ratio of adults to pupils in lessons and at playtimes means that pupils are very well looked after.
38. Although only recently introduced, the school council is proving useful in allowing pupils to put forward proposals concerning improvements to their life in the school. However, many lack the self-confidence to become active participants in the scheme and the school council itself is still at the stage where it has to be guided by an adult rather than working independently. Due to inconsistencies in the quality of marking and the setting of targets, there are only limited opportunities for the majority of pupils to become involved in planning and reviewing their work within the school and in setting their academic and personal targets.

Partnership with parents, other schools and the community

The school has developed a **good** partnership with its pupils, parents and carers and has established **satisfactory** links with the local community and other schools and colleges.

Main strengths and weaknesses

- The school has established a very good range of initiatives to enable parents to understand how to help their children's education.
- Strong links have been developed with the business community that enrich pupils' learning.
- The school has not fully exploited the value of its local community in enriching pupils' learning.

Commentary

39. The school has introduced several very good initiatives to encourage parents to become involved in their children's learning. Each class holds a meeting for parents at the beginning of the year where it distributes newsletters that describe what the pupils will be studying in each subject. It also holds parent-and-child workshops at which the methods of teaching in the various subjects are experienced. In addition the school runs weekly parent-learning workshops at the beginning of the school day.
40. In co-operation with the Education Business Partnership individuals from businesses, mainly from the City of London, visit the school during the lunchtime on a weekly basis. They assist their 'partners' in areas of learning such as reading, numeracy and ICT. As a result of these links several longer-term relationships have been developed with individual companies. For example, one helped redecorate the school, another raised money for and then helped in, the transformation of the upstairs hall into a music and dance studio, while a third has invited pupils to have a picnic in its boardroom. The school's links with the commercial world have also strengthened the governing body, many of whose members now come from this section of the community.
41. The school has established few links with the local community that have benefited pupils' learning. For example, there is little evidence of local people being invited into the school to talk about their culture or life. Also, although Year 5 pupils were seen planning their trip to a nearby church, visits to local places of worship and visits from their ministers are limited. Similarly, trips to local shops and visits by representatives of different cultural groups and organisations such as the police and fire service are not firmly established within the school.

LEADERSHIP AND MANAGEMENT

The quality of **leadership and management** is **very good**. The leadership of the headteacher is **very good**. The management of the school is **very good** and governance is **good**.

Main strengths and weaknesses

- The very strong leadership offered by the headteacher is pivotal to the school's success.
- The senior management team provides very good support for the headteacher and school improvement.
- There is a shared vision based on a very strong commitment to raising the achievements of all pupils that provides a clear direction for the school.
- There is an absolute commitment to continual improvement, practice is regularly and rigorously monitored and evaluated and support given.
- A well-written school improvement plan is very appropriately focused on raising standards in the basic skills.
- The performance management of all staff has been fine tuned to speed up school improvement.

- The school uses the resources available to it well to further its educational aims.

Commentary

42. The headteacher's commitment and relentless drive to raise achievement and improve the quality of education at the school inspire the whole community. From being an improving school at the time of its last inspection, this is now a good school which both parents and pupils appreciate. The Headteacher inspires all with her excellent vision of meeting the needs of all pupils whatever their capability, gender, ethnicity or linguistic background. The successful communication of this in a well-written school improvement plan has heightened the expectations of all concerned, providing a clear direction for the work of the school and helping to escalate the rate of improvement. This is why in the 21 months since the last inspection there has been very good improvement in key areas of the school that now account for the rapid progress that many pupils make and the good education they receive.
43. The senior management team share the headteacher's passion. It is an effective team as the headteacher is both a very good role model and adept at developing individual people's skills. The senior management team is therefore both supportive and innovative, often being encouraged to take responsibility for areas of school development; for example, the provision for the youngest children or improving links with parents. In a school where a barrier to raising achievement is the retention and recruitment of staff, they provide continuity and stability, as well as very good support and role models. The senior management team are responsible for many key areas of the school; for example, English, special educational needs and English as an additional language. The co-ordination of them is very good and sometimes, as in the case of the Foundation Stage, excellent.
44. The headteacher and senior management team work hard to address the key barrier to raising achievement at the school: the recruitment and retention of staff. In the last two years over half of the teaching staff have left and in the last academic year nearly two thirds of the teachers were trained overseas. The continued improvements in test results at the end of Year 6 are testimony to how effective they have been. The good inductions systems and the very detailed staff handbook are of great help in ensuring the continuous provision of a good quality of education, especially in the core subjects. The disruption is more apparent in the co-ordination of the foundation subjects, including RE and ICT. The co-ordinators in many of these subjects change frequently and many of those currently in post have only been so for a couple of weeks. The lack of continuity has reduced the profile of many of these subjects, such as art and design and impacted on both pupils' achievements and the rate of improvement since the last inspection, as it has done in ICT.
45. The management of the school in most other areas is very effective. A very significant element in the school's success is the absolute commitment to continual improvement. This is embodied in the school improvement plan, which is focused almost exclusively on addressing the school's most important priorities: raising achievement in English, mathematics and science. This is an effective management tool, being instrumental in the development of the many good practices that exist within the school. The headteacher and staff recognise that the school has been successful. They appreciate that the pupils now have the skills to access the whole curriculum and the school is now poised, with its new curriculum framework, to develop into a very good school. The senior staff have the skills and capacity to do this. Professional development and staff training are used well to support school priorities, but have to be frequently repeated due to the high turnover of staff. Current practice is carefully and rigorously evaluated through analysing pupil progress, monitoring the quality of teaching and learning and offering support to weaker teachers. Performance-management procedures at the school have been extended beyond statutory requirements to meet the needs of the school. All staff, even those on supply or temporary contracts, are observed and individual objectives are given on a termly basis. This highly responsive approach is a key factor in the improvements noted in the quality of teaching since the last inspection.

46. The school has used the resources available to it well to further its educational aims. The potential impact on pupils is at the centre of all financial decisions and the school seeks best value for money in its spending. It provides good value for money. The large balance carried forward from March 2003 into the current financial year was specifically to protect the school from potential difficulties caused by the introduction of a private funding initiative.
47. The governing body is effective in supporting the school in its work. It is efficient and well organised and has been very supportive in dealing with major issues such as the PFI. All statutory responsibilities have been fulfilled. There is a trusting relationship between the school and the governors, built on mutual respect and a willingness on behalf of the governors to question the school's decisions. They have a good understanding of the school's current strengths and a reasonable comprehension of its weaknesses. Through regular meetings, reports and visits to the school they are very aware of the school's recent successes and some of the areas of development. They consequently have an adequate awareness of how the school needs to develop next.
48. The strengths in leadership at the time of the last inspection have been maintained, but the senior management team as a whole has become stronger. Over a longer period of time their effectiveness is more apparent and is now very good.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,111,525
Total expenditure	969,525
Expenditure per pupil	3,152

Balances (£)	
Balance from previous year	24,562
Balance carried forward to the next	142,000

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There are currently 58 children in the Foundation Stage, 30 in the Nursery and 28 in the Reception class. Attainment on entry to the Nursery is well below that expected for children of this age and in aspects of their language and mathematical development it is very low. The children in the Nursery receive a mixture of part-time and full-time provision. When it can the school provides more full-time places so that children get an extra boost, especially in their learning of English. The children join the Reception classes in either the September or January nearest their fifth birthdays.

Overall provision in the Nursery and Reception classes is **very good**. The provision for children's learning in most areas is very good. The provision for creative development is good and physical development satisfactory. All pupils achieve well.

Many of the children start Nursery with no English and make good progress because of the support given to them and the emphasis placed on developing English. The very good provision in the Foundation Stage means that all children, including those with learning difficulties, make good progress. However, by the end of Reception, although some do attain the expected level for five-year-olds, many do not and overall attainment remains below the expected level. The provision in the Foundation Stage is exceptionally well managed by a highly efficient and knowledgeable co-ordinator. She is the key factor in improving this provision and providing such a high-quality start to children's education. She ensures that the curriculum, resources and activities in the Nursery and Reception are matched very well to the children's learning needs. She has led and trained her team of teachers and teaching assistants to be highly effective in planning and assessing children's achievements so that previous learning is built upon in a fun way.

Since the last inspection there have been good improvements in this stage of children's learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Trusting, warm relationships between all adults and children result in a pleasant place to learn.
- Well-established routines and good models of behaviour reinforce school rules and result in an orderly community.
- The children's very good attitudes and behaviour contribute well to their achievements in all areas of learning.

Commentary

49. The children's attitudes and behaviour are very good, as is the quality of teaching. Through a good knowledge of the children and acts of kindness all adults expertly establish warm and trusting relationships. They act as good role models so that children behave well, often taking turns in games and are keen to learn, concentrating for prolonged periods of time on one activity. Children enjoy coming to school and Nursery staff make sure that they settle quickly and happily into school life, a feature confirmed by parents. Very good teaching builds swiftly upon successful relationships to teach the children to be responsible. As a result they spontaneously tidy up and put away equipment they use. The establishment of good classroom routines teaches the children to be independent so that both boys and girls are able to choose their own activity. All children, including those with learning difficulties, make good progress in expressing their needs and feelings because of the trusting relationships they have

with the adults. All achieve well in this area and the majority are likely to meet the expected level at the end of Reception.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Very good teaching and learning in speaking and listening promotes good language development.
- Consistent and effective use of repetition and good resources greatly assist children who are learning English as an additional language.

Commentary

50. All lessons are linked well to the planned programme that leads to the accepted level for five-year-olds in communication, language and literacy. Many planned activities concentrate on improving speaking and listening skills. This is very effective in meeting the needs of the large number of children learning English as an additional language, or who are language deprived. The staff use their knowledge of English and Sylhetti to ensure that all children develop their listening and speaking skills well. Many opportunities are provided for them to talk to adults and each other. This support for children learning English as an additional language is very good. Constant repetition of vocabulary and the use of resources are two teaching methods used very effectively to promote children's understanding of vocabulary. For example, in the Reception class the teacher held up three pairs of ears in various sizes to ensure that children understood "big", "medium" and "small" in the story of "The Three Bears". Because of the availability of books and the numerous stories read to them, most children are able to handle books well and show an understanding of the elements such as the characters and the order of the story. Most listen well and some are beginning to link letter sounds to read and write simple words. Children are given regular opportunities to experiment with making marks and writing. Most children form letters correctly and show good pencil control. Half the children in Reception are likely to reach the expected standards by the end of the year, although many will not and overall attainment on entry to Year 1 is likely to be well below the expected level. As standards are very low in this area of learning at the start of the Nursery this means that all children achieve well and some very well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- A very good range of activities and resources supports the learning of number, shapes, space and measures.
- Small focused groups provide intensive teaching that promotes high levels of pupil engagement and learning.

Commentary

51. The quality of teaching is good and children achieve well. During one session observed in the Nursery the reinforcement of shapes was being taught well. In a practical activity children painted shapes, hunted shapes in a tray of bubbles and coloured flour and made shapes out of play dough. The teacher and teaching assistants continually repeated the names of each shape and frequently questioned each child, who then became more confident in naming them. Although over half the children are likely to reach the standard expected by the time they

begin Year 1, many will not and overall attainment by the age of five is likely to be below that normally expected. Given their very low starting point, this means that the children make good progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Very good planning involves numerous activities being offered that help to reinforce learning in several areas of the curriculum.

Commentary

52. Very focused and well-planned teaching opportunities provide a good range of opportunities to extend children's understanding of the wider world. Activities are often based on real experiences that require children to use their language and mathematical skills. Very good use of support staff ensures that all children are fully included in all aspects of their learning. In one lesson observed, the teacher worked intensively with a mixed group of older and younger nursery children. The older children acted as role models for the younger and newer children. The teacher gave the children the experience of celebrating a birthday party with play food, plates, balloons and a cake. Children blew out the candles, counted the round or square biscuits on their plates and talked about their own birthday celebrations. Because of this they all made good progress and achieved well. Although over 60 per cent are likely to reach the expected standard by the time they enter Year 1, many are unlikely to do so and overall standards at the age of five are below those normally expected.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Well-planned activities and teaching promote good achievement in many aspects of this area of learning.
- A good range of indoor activities engages children in their learning.
- A small outdoor play area limits opportunities for physical development through play and exploration.

Commentary

53. The quality of teaching is good. There are well-planned and organised times and opportunities for children to improve their physical skills in class. There are various learning areas that encourage them to use a good range of tools and materials. Good adult support provides guidance so that children achieve well; for example, demonstrating how to use scissors, hold a paintbrush and decide on shapes and colours. However, the outdoor space is small for the number of children using it and there is an unsatisfactory range of climbing and wheeled equipment. Teachers use well what facilities they have, but the lack of space and equipment impairs children's learning and most only make satisfactory progress. Although many children are likely to achieve the expected level by the end of Reception, some may not and overall attainment is therefore below the norm.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A good range of activities caters well for all areas of creative development in the Nursery.
- The availability of a specialist music teacher greatly enhances the music provision in the Nursery.
- Creative development is not as well developed in Reception as it is in the Nursery.

Commentary

54. Provision for creative development is good, although the opportunities and activities provided are better in the Nursery than in the Reception class, particularly in the development of imaginative play. Overall, however, the quality of teaching is good. A range of well-planned art and design activities improves children's learning. Children use a wide range of materials, including pencils, crayons, paints, modelling materials, beads and counters. The teaching of music is particularly good. The teacher is very confident in her abilities and delivered an enjoyable and relevant lesson using the children's prior knowledge very well. Children were able to join in favourite songs and follow rhythms matching actions to words, painting and playing co-operatively. There was excellent music teaching in the Nursery, where the teacher and children sang the song, "*Heads, Shoulders, Knees and Toes*" in English and Sylheti, with actions. Only half the children are likely to reach the standards expected of them, so standards by the end of Reception remain below the norm. However, all children achieve well and some very well, in relation to their attainment on entry to the Nursery.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- The quality of teaching is good; it stimulates, challenges and supports all pupils so that they have achieved very well by the time they leave school at the end of Year 6.
- Teachers' planning is extremely detailed. It builds on pupils' previous learning so that they are continually learning.
- Pupils' progress is assessed very thoroughly and they are given detailed feedback on what they are doing well and how they can improve their work.
- The co-ordinator provides very good leadership and manages the subject very well.
- There is no school library and this hinders pupils' reading and the development of independent research skills.

Commentary

55. Pupils' attainment in speaking and listening is below the expected levels in Year 2, as many pupils are still developing their basic vocabulary. Pupils are given many opportunities to discuss work in pairs and answer questions in lessons. However, most reply in single words, as they have not yet developed skills in sentence construction. Because of their teachers' encouragement and many opportunities to discuss their work, pupils in Years 3 to 6 develop confidence and the appropriate language skills, so that by the time they reach Year 6 they attain the expected level for their age.

56. In reading, pupils achieve well, but their standards remain below the expected level by the end of Year 2. Most pupils cannot consistently make words from a group of letters and do not always understand the text. The good use of additional staff to support pupils' learning English as an additional language has a positive impact on the development of their reading. They are heard reading regularly, both by staff at the school and by their business partners. Pupils are encouraged to take books home to practise their reading. However, this support is limited, as many parents cannot read English. Pupils achieve well considering their low start when they enter Year 1.
57. By the time they reach the end of Year 6, pupils have made good progress in reading and attain above the expected standard for their age. Many read fluently and understand the text well. Most pupils skim and scan the text, make meaningful notes and retrieve information, but they do not know how to use a library and their research skills are limited. Pupils have good opportunities to read daily both individually and in guided reading groups. These activities and the regular teaching of phonics, enable them to achieve well.
58. The school has no library provision. The fiction books in the classrooms and those located in the central areas are insufficient. There are not enough information books in other subjects of the curriculum for pupils to develop independent study skills and to understand how the library system works.
59. Pupils' attainment in writing in Year 2 is in line with the expected level for their age. This is because the school has successfully implemented early literacy and additional literacy strategies and provided in-service training for staff. With good support from their teachers, pupils think carefully about the overall structure of their writing; for example, the setting, the characters and the plot when writing stories. In a Year 2 lesson, pupils used their own ideas and words well to describe a crocodile as 'cuddly', 'chomping', 'cleaning' and 'crunching' when looking at the alliteration in a poem. With support from the additional staff, pupils of all abilities, including those with learning difficulties and those who speak English as an additional language, worked well in groups and produced good results. They write neatly and legibly.
60. Pupils' attainment in writing is above the expected level in Year 6 and their achievements are very good. They write for a range of purposes using, for example, narrative and descriptive writing. They use an appropriate range of punctuation and their spelling skills are good. Their handwriting skills are good. Most pupils write neatly, clearly and legibly.
61. The quality of teaching of English across the school is good and because of this no pupils underachieve. Teachers have a good knowledge and understanding of the curriculum and plan lessons well. They make sure that pupils know what they are expected to learn and how this links to their previous learning. There is a good balance of whole class, paired and individual work. Pupils are given many opportunities to discuss work in pairs and groups. The National Literacy Strategy has been very well implemented. Through this, teachers provide many opportunities for pupils to learn how to write for a variety of purposes and audiences. Good emphasis is given to developing and extending pupils' vocabulary. In most instances teachers successfully develop their listening skills and improve their concentration through effective management of behaviour and ensuring that they are interested and motivated. Teachers are skilful in constantly challenging pupils through probing questions, as was seen in almost all the lessons. All teachers and teaching assistants give good support to pupils who have learning difficulties. Teachers explain the vocabulary and the tasks well and this supports those pupils who speak English as an additional language.
62. Teachers know their pupils well, assess their work thoroughly and set appropriate targets. The marking of pupils' work is very good. Constructive comments give suitable guidance to pupils on how to improve their work. Pupils' progress is assessed, monitored and tracked thoroughly and this information is used very well to provide good support and guidance which helps them to improve.

63. The leadership of the subject is very good. The headteacher is the current co-ordinator and ensures that the need for good teaching of English has a strong emphasis. She is very well aware of the strengths and weaknesses in teaching and learning throughout the school and takes effective action to support improvements.

Literacy across the curriculum

64. The provision for literacy across the curriculum is **satisfactory**. In many lessons, teachers provide plenty of opportunities for pupils to discuss as a class, in groups or in pairs, although in Years 1 and 2 there is too much acceptance of one-word answers. Pupils write extensively and in a variety of forms when given the opportunity. For example, they explain and write about their scientific investigations. However, as many subjects have not been taught in depth the use of literacy across the curriculum has not been extensive. Computers are not used well, only to draft or word-process text. Reading is encouraged well through guided reading sessions and its importance in subjects such as mathematics in understanding word problems is often highlighted in lessons. However, the lack of a well-stocked school library limits pupils' opportunities and achievement in this area of learning.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The standards that pupils reach by the end of Year 6 are above those normally expected.
- All pupils, irrespective of ability, ethnicity, gender or linguistic ability, achieve very well.
- Good teaching, especially in Years 3 to 6, contributes to very good achievement by the end of Year 6.
- Thorough assessment procedures are used very well to plan work for pupils of different abilities and identify those who need specific support.
- Robust management systems ensure that improvements are closely monitored and supported.
- There are insufficient opportunities for pupils to use their knowledge and skills across the curriculum.
- Teachers' marking is not always informative and pupils do not always know how to improve or what their targets are.

Commentary

65. Teaching across the school is good. It is slightly better in Years 3 to 6 than in Years 1 and 2 as there is more good and sometimes excellent teaching in the classes for older pupils. In these lessons teachers have a very good knowledge of the subject and how to teach it and use the National Numeracy Strategy well. In many lessons teaching assistants are used well and occasionally they provide excellent support, especially in the classes for older pupils. Because of their own expertise, as well as the guidance provided by the teacher, the support offered to the groups of pupils that they are working with, often those with learning difficulties or low-attaining pupils, is very good. They enable these pupils to be fully included in all aspects of a lesson and to achieve well. This is because they, just like the class teachers, question pupils very skilfully.
66. This was seen in an excellent Year 6 mathematics lesson on multiplication where pupils achieved very well. In a superb plenary the teacher gave all pupils, irrespective of their gender, ability or ethnicity, the chance to explain their work. Through her careful assessment she continually reinforced their understanding by repeatedly returning to the lesson's objectives and the paper and pencil methods they had used to solve their multiplication sums. As a consequence all pupils appreciated the importance of place value in their work. A significant

proportion multiplied large numbers by two- and three-digit numbers using a paper-and-pencil method. Higher-attaining pupils used the same method to multiply decimals by one- and two-digit numbers. It is not possible to make a judgement about standards in all aspects of mathematics due to a lack of evidence at such an early stage of the academic year, but in number work attainment is above that normally expected for their age.

67. Current standards in Year 2 are below those normally expected for their age. Pupils are not confident with their number facts. A few possess them up to ten, the majority have a good recall of most facts to nine, but nearly a quarter of the class struggle with number facts to five. Given the low level of prior attainment, these pupils have achieved well. They do not achieve the higher than expected levels because many of them are at an early stage of acquiring English and this limits their chance of working at the more demanding level. It is also because teaching is not very effective. This is because a few of the teaching assistants do not involve themselves in supporting pupils, especially when activities take place on the carpet. These carpet sessions also have a tendency to be too long and rely too heavily on instruction from the teacher rather than engaging the pupils in discussion. As a consequence pupils, especially when there is a predominance of boys, as there is in Year 2, become restless and their learning slows.
68. The assessment of pupils' attainment is undertaken systematically and their progress carefully monitored. Pupils who are not making sufficient progress are therefore quickly identified. There is a very well structured intervention programme, so pupils get the most appropriate support so that they can achieve their best. This includes those who have been identified as gifted and talented. The school policy is for pupils to have targets. However, in discussion few pupils knew what they were. Similarly, teachers do not consistently note when they are marking work how pupils need to improve. Pupils are not therefore sufficiently involved in their own learning.
69. In the last year the leadership of the subject has been disjointed because of illness and changes in staffing. However, the very clear vision provided by the headteacher has kept the school focused on raising achievement. She, along with the senior management team, has provided a continuity of co-ordination and the school's robust systems of monitoring and evaluation have been maintained. The senior management team has therefore been able to respond quickly and effectively to issues as they arise, most notably those caused by staffing difficulties, so that pupil achievement is maintained.

Mathematics across the curriculum

70. In the last few years the school has appropriately focussed on raising pupil achievement in English, mathematics and science. It has done so very successfully, but at the expense of many of the other subjects of the curriculum. There have, therefore, been few opportunities, either planned or incidental, for pupils to use their mathematical skills and knowledge across other subjects taught at the school. This has been addressed in the new curriculum framework, but due to its very recent introduction its impact cannot be measured. ICT is rarely used in mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve very well and current standards in Year 6 are above those expected.
- The quality of teaching is good; it stimulates and challenges all pupils and so learning is good throughout the school.
- Pupils' attitudes are good; they show interest and enthusiasm in their work.
- Provision for all pupils, including those with learning difficulties and those who are learning English as an additional language, is good.

- Effective leadership has ensured that previously identified weaknesses have been addressed.
- There are inaccuracies in teacher assessments of pupils' performance.
- There is insufficient use of ICT in researching, recording and analysing scientific information.

Commentary

71. The overall quality of teaching is good, with some examples of very good teaching. This is reflected in challenging questioning and lessons with good pace. Planning is thorough and effective, with teachers setting clear learning objectives. This ensures that all pupils are aware of what is expected of them and understand how the present lesson is linked to previous work.
72. Pupils are managed well and their interest and motivation are maintained by careful questioning and comment. Teachers introduce new scientific vocabulary and concepts, continually taking opportunities to reinforce them in the lesson. Work is prepared for pupils of different abilities by providing additional adult support and more-challenging work for others so that pupils' individual needs are met. Because of this, pupils with learning difficulties make good progress, as do high-attaining pupils in Years 3 to 6. All teachers place a great emphasis on explaining new words and using visual clues. This helps pupils learning English as an additional language to make good progress. However, in Key Stage 1 more-able pupils are not achieving as well because occasionally they are not challenged with good questioning and teachers often accept short, one-word answers. But more significant is the fact that for many pupils, their linguistic skills are not sufficient for the more demanding Level 3 work. Teachers frequently accept short, one-word answers.
73. Pupils in Year 2 are able to say that something that melts becomes liquid and can predict what happens when it cools. They know that electricity is needed to power many appliances and that a switch interrupts the power supply. They have good awareness of planning an investigation, being able to suggest ways of testing a material's hardness by observing how easily it might be broken or by weighing it. This observation revealed understanding in line with that expected of pupils of this age, something not reflected by teacher assessments, although overall attainment is below that expected for pupils in Year 2.
74. In a very good lesson in Year 6 the teacher showed very good subject knowledge. Through careful questioning she led the pupils towards improved scientific enquiry. These pupils are developing an understanding of the properties of materials; they describe, in detail, how to use filtration as a way of separating materials from water. In this lesson pupils performed at a level higher than expected for their age, correctly using scientific language, such as "dissolving", "solution" and "insoluble" as they plan an investigation ensuring a fair test. Pupils demonstrated knowledge and understanding above those expected for pupils in Year 6.
75. There are inaccuracies in teacher assessments at the end of Year 2 and also in Years 3 and 4. These have depressed Key Stage 1 results in science and confused evidence of progress by the end of Year 6. It has also made it difficult for teachers to match activities well to pupils' needs or to their prior learning. ICT is rarely used to support pupils' learning. The co-ordinator was only appointed this term. The previous co-ordination of the subject was good, giving it a high profile in the school and raising standards. It is too soon to judge the new co-ordinator, but she does have a good understanding of the subject's strengths and weaknesses and is very aware of what her priorities have to be.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching is unsatisfactory and pupils make limited progress; they do not achieve as well as they could.
- Standards are below those normally expected for pupils in Year 2 and in Year 6.
- Weak subject leadership does not inspire others.
- Not every aspect of ICT is covered in depth because of a lack of resources.
- Information about pupil progress is not used well enough to target support or provide work for pupils of different abilities.
- Pupils do not know what they need to do to improve.

Commentary

76. Although there is the occasional good lesson, the overall quality of teaching is unsatisfactory. On the whole, teachers do not have the subject knowledge or confidence to teach stimulating lessons. Many lessons are mundane and demand little of pupils in terms of effort or thought. The information gained from the rudimentary assessment procedures is not used well by teachers to provide work for pupils of different abilities. In many of the lessons observed, pupils were seen to be doing similar work, so, although all pupils were included, few extended their skills or knowledge, or were appropriately challenged. In most cases the computer room was not used to its best. Whole-class teaching failed to capture pupils' imagination, slowed the pace of the lesson and did not make the best use of the additional adults who were always present.
77. As a consequence, pupils in Year 2 are working at levels below those expected for their age. Many cannot name, or use appropriately, the shift, space or return key and when attempting to edit a known nursery rhyme most pupils worked slowly, only completing the first line with assistance from an adult. Several others spent the lesson deleting text with the return key, not understanding what they were supposed to be doing. However, pupils were more confident in talking about the range of ICT experiences that they have had, such as using paint programs and the programmable floor robot; this evidence indicates that standards are below those normally seen for this age group.
78. No lessons were seen in Year 6, but a discussion with a group of pupils indicated that aspects of their performance; for example, finding things out on the World Wide Web, or being sensitive to the needs of an audience when word processing, are close to those expected for their age. However, although the curriculum is taught in full, there are key aspects that are not covered in sufficient depth. For example, current standards in making things happen by using computers or exchanging and sharing information through multi-media presentations are below those expected because a lack of resources is hindering pupils' progress.
79. In lessons teachers provide direct assistance to pupils, but as their teaching is overly directive, pupils are given insufficient opportunities to develop their own creativity or think independently. They are not involved in assessing their own learning and in lessons they are only given general feedback on their work; they do not, therefore, know what they have to do to improve.
80. The leadership of the subject has in the past been instrumental in bringing about change; for example, providing additional resources, such as the interactive white board. Management has also been adequate. It has evaluated the school's effectiveness and provided training where needed, as well as introducing a procedure by which to assess pupils. However, as the school experiences a high turnover of staff, much of this training has to be continually repeated. Staff changes have also caused disruption in the co-ordination of the subject. The current co-

ordinator has only been in post a few weeks. He does not have the knowledge to inspire others or model good practice. Due to his recent appointment it is not possible to assess the effectiveness of current management practices.

Information and communication technology across the curriculum

81. The use of ICT across the curriculum is **unsatisfactory**. This is partly because pupils are still learning the many skills that they need to make ICT a tool to support their learning. It is also because in the past the curriculum has not been well planned and the links between ICT and other subjects have not been exploited. Finally, most pupils visit the computer room for one lesson a week. This tends to be skilled base and there is therefore little opportunity for them to use ICT in other subjects. This is compounded by the fact that classroom computers are not networked and teachers do not identify how they could be used in their planning.

HUMANITIES

History was the focus of most of the teaching this term, so no overall judgment can be made for geography due to limited evidence.

Main strengths and weaknesses

In history and RE the strengths and weaknesses are the same.

- The school has recognised the need to strengthen these subjects and has recently introduced a new, detailed curriculum framework.
- Due to the lack of a detailed curriculum, standards are below those expected for pupils in Year 2 and 6 and most have underachieved.
- There are no assessment procedures to help track pupils' progress or prepare work for those of different abilities.
- Opportunities to develop pupils' cultural and spiritual development are not exploited.
- The lack of a library means that pupils are not able to fully develop the historical skills of enquiry.
- ICT is not used sufficiently to support pupils' learning.

In the recent past the school's priorities have quite rightly concentrated on raising achievement in the core subjects. This has meant that many of the foundation subjects have suffered; there has been, until recently, no curriculum framework to assure appropriate progression and continuity in the development of knowledge and skills. Pupils, therefore, have gaps in their knowledge and weaknesses in their skills. Standards are therefore below the expected level for pupils in both Year 2 and Year 6 and they have underachieved. The lack of structure in these subjects has meant that the opportunities for pupils to develop their spiritual awareness and deepen their cultural understanding have not been exploited. The introduction of a curriculum framework this term now provides a detailed structure and guidance on teaching history, geography and RE. However, there are no assessment procedures in any of these subjects, to either track pupils' progress or assist teachers in planning work for pupils of different abilities. The use of ICT is underdeveloped. For example, Year 6 pupils have, only on a superficial level, used CD-ROM's and the Internet to develop their independent enquiry skills.

HISTORY

Provision in history is **unsatisfactory**.

Commentary

82. The lack of history teaching in the past has resulted in gaps in pupil knowledge and understanding of this subject and unsatisfactory progress; pupils are underachieving. Their

understanding of chronology is poorly developed. In discussions Year 2 pupils identified history as being about “*olden stuff and olden days*” but referred to this as the recent past, just before they were born “*like the Seventies*”. They could not identify the distant past. They could not remember having learnt any history in Year 1. Older pupils in Year 6 are able to recall facts about Martin Luther King’s life and in a lesson worked well with their peers in discussing the ideas of equality and boycotting. However, they found it difficult to answer more probing questions and lacked the ability to interpret historical events. They could identify that Martin Luther King was shot in 1965 but could not make the connection with their previous learning to say why this had happened.

83. However, the recent introduction of a new detailed curriculum is ensuring that history is planned for and taught across the school. The indications from the three lessons observed are that this is already having an effect. The overall quality of teaching is satisfactory and pupils are making reasonable gains in their learning. In Year 1 pupils recalled the facts about Florence Nightingale and asked meaningful questions like, “*How did she get rid of the rats? (in the hospitals)*”. In one good lesson observed on Martin Luther King the teacher gave good attention to the pupils’ language needs by highlighting key vocabulary in her introduction. She also provided well-prepared materials with appropriate levels of challenge and support for the varying ability levels of the pupils. The lack of assessment in this area means that pupils’ previous and current learning cannot be tracked and built upon in a systematic way.
84. Limitations in the school’s accommodation and resources also contribute to pupils making limited progress and achieving less than they are capable of. There is no school library and computers are not used adequately by pupils to develop their research and enquiry skills.

GEOGRAPHY

Commentary

85. No judgment can be made about current standards due to a lack of evidence. Only one lesson was observed in which the teaching was good. A recent survey of the local high street was used well to prompt purposeful discussion on its uses. The teacher used well-timed and clearly focused tasks well to maintain the pace of the lesson so that pupils could record their views. Because of this they made good gains in their learning.

RELIGIOUS EDUCATION

The provision for RE is **unsatisfactory**.

Commentary

86. No lessons were seen in Years 1 or 2, but on the basis of a discussion with pupils in Year 6 and three lessons seen in Years 3 to 6, standards are currently defined as below those expected for pupils in Year 6, with pupils making unsatisfactory progress. Pupils have a good factual knowledge; for example, being able to name different places of worship, but have difficulty in reflecting on what they have learnt from other faiths. For example, pupils in Year 6 could not explain the word ‘respect’, or draw examples of respect from the major world religions.
87. However, the introduction of the new curriculum framework is having an impact and in the three lessons observed during the inspection the teaching was good and pupils were making better than expected gains in their learning. A Year 5 lesson built on pupils’ previous work and knowledge from their own backgrounds on the uses of different artefacts for worship. The lesson was well balanced with clear teacher explanations and opportunities for pupils to discuss and record their ideas together about the uses of religious artefacts in worship.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision in art and design is **unsatisfactory**. In design and technology no overall judgement can be made as only one lesson was seen and there is little evidence of current standards as the inspection took place so early in a new academic year. The provision for music is **satisfactory**. No overall judgements about the provision in physical education can be made as no dance lessons were seen and only one gymnastics lesson was seen. The two games lessons observed were both for older pupils and within this aspect of the subject the provision is **unsatisfactory**.

In the recent past the school's priorities have been to concentrate on raising achievement in the core subjects. This has meant that many of these subjects have suffered; there has until recently been no curriculum framework to assure appropriate progression and continuity in the development of knowledge and skills. In subjects such as art and design, therefore, pupils have gaps in their knowledge and weaknesses in their skills. Pupils' standards are therefore below the expected level for their age and they have underachieved. The introduction of a curriculum framework this term now provides a detailed structure and guidance on teaching these subjects. However, there are no assessment procedures in any of these subjects other than music, either to track pupils' progress or to assist teachers in planning work for pupils of different abilities. As a result lessons often lack progression and pupils do not learn as effectively.

ART AND DESIGN

Main strengths and weaknesses

- Standards and achievement overall are unsatisfactory; pupils' knowledge, skills and understanding are not in line with expectations.
- The provision of resources is inadequate, particularly of some specialist drawing materials and examples of the work of famous artists.
- Opportunities to extend pupils' spiritual and cultural development are not used.
- The lack of regular assessments means that teachers cannot plan effectively to promote pupils' learning.

Commentary

88. There was a very limited range of evidence during the inspection. The only work on display related to a whole-school theme of portraits. These showed little progression across year groups. Portraits completed by pupils in Years 2 and 6 lack detail, perspective and refinement. On the basis of these pictures most pupils have made limited progress and are underachieving.
89. In the lessons the quality of teaching is satisfactory and pupils make reasonable gains in their learning. An example of very good practice was seen in Years 1 and 2. Here the teacher used effective questioning and a lively pace to develop pupils' critical thinking and expand their use of vocabulary. Pupils used crayons, chalks and charcoal well with different coloured papers to experiment with making marks and textures. They develop this individual work to create a group collage. In other lessons, elements of the teaching were also good. For example, in Year 3 the teacher made effective use of photographs of the work of Andy Goldsworthy in creating an informal art gallery in the classroom and asking pupils to select their favourites and explain their choices.
90. On occasions resources are used well to support pupils' learning. In a Year 6 art lesson pupils made good use of a viewfinder as a device for focusing their attention when drawing. But on many other occasions a lack of resources hampers pupils' learning. For example, although pupils are beginning to use sketchbooks, they are hampered by a lack of suitable drawing materials. Pupils' critical and cultural awareness is underdeveloped because there are few

examples of famous artists' work around the school. ICT is rarely used as a source of information or as a tool in developing pupils' knowledge or understanding.

DESIGN AND TECHNOLOGY

Commentary

91. In the one lesson observed the quality of teaching was satisfactory, the lesson built on prior learning and it developed through effective questioning. Pupils were able to identify effective features in package design, such as text and graphics and at the end of the lesson offer evaluative comments on why the design of one package was more suitable or better than another.
92. There is a new curriculum framework in place to cater for the mixed year groups in some classes. This successfully avoids the repetition of activities that has been a feature in the past and has limited pupils' achievements. The lack of a subject co-ordinator limits the possibility of improvements in the subject.

MUSIC

Main strengths and weaknesses

- Music has a high profile at the school which has made its provision better than that of most other foundation subjects.
- Pupils achieve well because of the good teaching provided by a visiting music specialist.
- Teachers are being provided with good training from the visiting specialist.
- A personalised scheme of work is matched well to the pupils at the school.
- There is very good accommodation for the teaching of music that gives the subject a high profile in the school.
- There is no subject co-ordinator for music to deal with the day-to-day responsibilities.

Commentary

93. The standards being attained by pupils currently are in line with those expected in Year 2 and Year 6. In Year 2 pupils represent sounds with symbols and words, sing with melody and perform simple rhythms. Those pupils in Year 6 can, by ear and by simple notation, perform rhythms effectively. They describe, compare and evaluate music using appropriate musical language.
94. In the two lessons observed the teaching was good or better. In the Year 2 class the teacher used an effective warm-up activity involving nursery rhymes. Pupils identify pitch using the tonic sol-fa method, as well as rhythm using words to maintain a beat when clapping. Singing was tuneful and the pupils showed good involvement. In Year 5 the visiting specialist music teacher used her subject knowledge to develop the lesson fluently. She challenged pupils to achieve the correct pitch and rhythm in a variety of musical contexts. They performed and appraised their work and that of other pupils, gaining confidence as they achieved quite complex compositions.
95. The establishment of a creative arts studio has raised the profile of music and is an effectively used space. No one person has responsibility for music, although the good level of liaison between the music specialist and the headteacher is currently addressing this.

PHYSICAL EDUCATION

The provision for outdoor games is **unsatisfactory**.

- In Years 2 and 6 standards are below the expected level and all pupils underachieve.

- Teachers do not have the knowledge or confidence to teach effectively.
- The range of possible activities is limited by inadequate outdoor facilities, as is pupil progress.

Commentary

96. In the lessons observed standards were unsatisfactory because teachers' knowledge of the subject and how to teach it is insufficient. The lessons had a lack of change and control, and were typified by weak organisation and a poor use of additional staff. In a Year 5 lesson the warm-up activity had no variation and examples of movements were not evaluated or developed. In a lesson for Years 3 and 4 pupils showed only limited interest in the activities because they were mundane and they made little progress in the lesson.
97. Outdoor activities are restricted by limited space and uneven surfaces, as was seen in a well-organised Year 6 lesson, which had insufficient space for demonstration. This has an impact on the quality of teaching and learning and pupils' achievement in physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

No overall judgement about the provision for pupils' personal, social and health education can be made due to a lack of evidence.

Commentary

98. The governing body has fulfilled its statutory requirement and there are agreed policies covering both sex education and drugs misuse. These issues were not taught as separate topics last year but were broadly covered within science lessons and when the need arose. The school does make time each week for PSHE lessons, but the curriculum for this was only introduced at the beginning of this academic year and its effectiveness cannot yet be judged.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	4
The school's links with other schools and colleges	4

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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

