

INSPECTION REPORT

WILLIAM PATTEN PRIMARY SCHOOL

Stoke Newington

LEA area: Hackney

Unique reference number: 130932

Headteacher: Kathryn Kyle

Lead inspector: Tom Shine

Dates of inspection: 17th – 19th May 2004

Inspection number: 258433

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:	425
School address:	Stoke Newington Church Street London
Postcode	N16 0NX
Telephone number:	(020) 7254 4014
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Appropriate authority:	The governing body
Name of chair of governors:	Gail Atkinson
Date of previous inspection:	22 nd June 1998

CHARACTERISTICS OF THE SCHOOL

William Patten is a two-form-entry primary school situated in a vibrant inner city area that is socially and culturally very mixed. It is housed in a well-maintained four storey Victorian building, and with 425 pupils on roll, including 46 children in the nursery who attend on a part-time basis, it is much larger than most other primary schools. There is a similar number of boys and girls, most of whom come from the immediate locality in Stoke Newington. Children enter the school with a wide range of attainment but generally it is lower than usual for children's ages. The proportion of pupils known to be eligible for free school meals has traditionally been above the national average, although last year it was about average. The pupils reflect the area's rich cultural and ethnic diversity and although the largest group is White British, pupils are drawn from backgrounds as far afield as the Indian sub-continent, Africa and the Caribbean. Nearly 25 per cent come from homes where languages other than English are spoken, such as Gujarati, Kurdish and Turkish, and are in the early stages of learning English. These include 14 refugees and asylum seekers from Iraq, Kosova and Sudan. The proportion of pupils with special educational needs, including statements, is broadly in line with the national average, with support mainly targeted on those with moderate learning needs, and those arising from social, emotional and behavioural needs. The movement of pupils joining or leaving the school, other than at the normal times, is higher than in most schools. The school is involved in a number of local initiatives such as a Behaviour Improvement Programme, and benefits from a Neighbourhood Renewal Fund. It is also part of a local Education Action Zone, for which it receives valued funding.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24254	Tom Shine	Lead inspector	Religious education
14347	Joan Lindsay	Lay inspector	
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21171	Sally Handford	Team inspector	English Geography History English as an additional language
29378	Ken Watson	Team inspector	Science Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is effective in providing a **satisfactory** standard of education and, under the **very good** leadership of the headteacher, its effectiveness is increasing. Pupils are achieving satisfactorily but standards need to improve in some subjects. Teaching and learning are **good** in much, but not all, of the school. The school supports pupils with various learning needs very effectively, and there are high levels of care. It gives **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Very good leadership of the headteacher, who has done well to create a climate in which all staff are committed to raising pupils' standards and achievement; she is supported very effectively by her senior management team, and the governing body gives good support.
- Satisfactory teaching overall and much that is good, but more consistency would ensure pupils learn more effectively; there is a good policy for checking on pupils' progress but it is not used consistently in teachers' day-to-day planning.
- A wide range of additional activities that enhance the good curriculum very effectively.
- Standards in English broadly match those expected of pupils in Year 6, but standards in mathematics and science are below average; pupils' standards of presentation could be improved.
- Pupils' personal development is very good and is reflected in their very good attitudes and behaviour.
- Pupils with special educational needs receive very good support and learn effectively, and pupils with English as an additional language also learn effectively.
- High levels of care for all pupils, and good links with parents that are valued by the school.

Although the school has made good progress addressing many of the issues identified at the last inspection in June 1998, progress has been satisfactory, overall. Improvements include those to the curriculum, standards in information and communication technology and the monitoring of teaching. Statutory requirements are met in all subjects. Teaching is generally better than when last reported, but planning and teaching in the nursery still remain weak. In lesson planning, more consistent use could be made of the good systems for checking on pupils' progress. Older pupils' writing has improved, but more remains to be done to enable all pupils to achieve their best in English, mathematics and science.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

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

In general, pupils are achieving satisfactorily. Although below the national average, these results are above the Hackney average. The school reports that the 2003 results are not as good as in previous years because of the high mobility in this year group, with pupils in this cohort leaving who were predicted to achieve the expected Level 4, and others arriving from overseas with no English. Some of these took the tests and did exceptionally well to achieve the lower Level 3. Current standards in English in Year 6 are better than the test results suggest and broadly match those expected for pupils of this age. These pupils are achieving well. In mathematics and science, standards reflect the test results and are below those expected, but are improving. These pupils are

achieving satisfactorily. In the Foundation Stage, most children are not attaining the goals they are expected to reach in the reception in most areas of learning, but they are making good progress overall and are achieving satisfactorily, although in the nursery progress is unsatisfactory. In Year 2, pupils are reaching standards in reading, writing, mathematics and science that are below those expected, but their achievement is satisfactory. Pupils' presentation of their work in much of the school could be better. In religious education and information and communication technology (ICT), standards are broadly as expected. Pupils are achieving satisfactorily in religious education and well in information and communication technology.

Pupils' personal qualities, including their spiritual, moral and social development, is very good. Their cultural development is excellent. Pupils are very keen to learn and behave very well. Attendance is broadly in line with the national average.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. Teaching is satisfactory, overall, and has improved since the last inspection as there is much more teaching that is good or better, and much less that is unsatisfactory. Teaching is good in English and ICT, and is satisfactory in mathematics, science and religious education. In the Foundation Stage, teaching is good in the reception classes, but unsatisfactory in the nursery. Here, the nursery nurse provides good support. There is insufficient evidence to judge the general quality of teaching in other subjects. Inconsistencies in teaching lead to pupils learning at varying rates in different subjects and classes. Systems to check on how pupils are progressing are not used enough in teachers' planning and their marking is not thorough enough, except in Year 6.

The curriculum is good overall and there is exceptionally effective provision that enriches the curriculum through additional activities both during and outside the school day. The school provides high levels of support and guidance for its pupils, including those with special educational needs and English as an additional language, and there are good strategies to raise the achievement of other pupils in Year 6 in English and mathematics. It has good links with parents and very good links with the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher leads the school very well. She has a very clear vision which is shared by her staff and has raised its morale. All teachers are now committed to raising standards and pupils' achievement. The headteacher's management is good and her senior staff, particularly her deputy headteacher, supports her very well. The governance of the school is good. Except for some very minor omissions, the governors ensure the school meets its statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think highly of the school and believe it is well run. Some parents would like more notice about forthcoming events. Older pupils, whose opinions were sought, have very positive views of the school; they like their teachers, who are very friendly, and can go to them if they have a problem.

IMPROVEMENTS NEEDED

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

- continue to raise standards in the core subjects of English, mathematics and science, including pupils' standards of presentation;
- improve the quality of teaching to a consistently good level, including teachers' marking;
- ensure that the school's procedures for checking on pupils' progress are implemented consistently and used in teachers' planning;

and, to meet statutory requirements:

- ensure the prospectus and the governors' annual report to parents contain the full range of information required.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children are achieving **satisfactorily** in most of the school, but are not doing well enough in the nursery. Standards in English are below those expected at the end of Year 2 and broadly match those expected in Year 6. In both mathematics and science, overall standards are below those expected, especially in Year 2; many more able pupils are not achieving to their full potential.

Main strengths and weaknesses

- Pupils do not achieve well enough in the National Curriculum tests.
- Pupils' speaking and listening skills are good in most of the school.
- Pupils with special educational needs and those who speak English as an additional language achieve well.
- In most of the school, standards of presentation are below those expected.

Commentary

1. The table below shows that pupils in Year 2 are attaining well below the performance of pupils in most schools in national tests in reading, writing and mathematics. What it does not show is that the results are equally as poor when set against those in similar schools (*that is, schools within the same percentage of pupils eligible for free school meals*), where they are also well below the average performance. The main reason for these well below average standards is that although most pupils are reaching the expected standards, not enough are attaining the higher Level 3. The school also points to a high proportion of pupils (nearly 25 per cent) being in the early stages of acquiring fluency in English and none of these achieved a Level 3 in any aspect of English. The proportion of pupils attaining Level 3 is lower than the national average, although it is higher than the Hackney average in mathematics. The school has identified the need to increase these levels as an area for school improvement. The inspection finds that standards in Year 2 are better than these results suggest, but they are still below the standards expected of pupils in this year group, although they are achieving satisfactorily. In science, most pupils are achieving satisfactorily and are attaining at the levels expected at the end of Year 2, but higher attaining pupils are not challenged enough. As a result, few pupils are working within higher levels.

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

Standards in:	School results	National results
reading	14.6 (14.7)	15.7 (15.8)
writing	12.6 (13.0)	14.6 (14.4)
mathematics	14.8 (15.8)	16.3 (16.5)

There were 57 pupils in the year group. Figures in brackets are for the previous year.

2. The trend in the school's performance over the past five years of pupils in Year 6 has been broadly in line with the national trend. The results in the National Curriculum tests for pupils when they were in Year 6 in 2003 are comparatively better than those attained by their younger counterparts, but are still below the standards attained nationally in English, mathematics and science. The school reports that they are not as good as in previous years because of high mobility in this year group. Six pupils in this cohort left who were predicted to achieve at least the expected Level 4, based on their results when they were in Year 2, and five arrived from overseas with no English. Three of these took the tests and, having made huge progress, did

extremely well to achieve the lower Level 3. Compared to the performance of pupils in similar schools (*that is, those schools that achieved similar average points scores in the national tests in 1999*), they achieved below the average for these schools in English and well below the average in mathematics and science. There was an equal number of boys and girls in this cohort, but there were no significant differences in their performance.

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

Standards in:	School results	National results
English	26.4 (27.5)	26.8 (27.0)
mathematics	25.7 (26.4)	26.8 (26.7)
science	27.5 (29.0)	28.6 (28.3)

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

3. Inspection findings are that pupils' standards in English in Year 6 are broadly in line with those expected and these pupils are achieving well. Pupils' speaking and listening skills have improved since the last inspection, and are good by the time pupils leave the school. Pupils read reasonably confidently and at the expected standard overall, and higher attaining pupils read well. Pupils' writing has improved as a result of a number of strategies introduced in the school since the last inspection when it was below the expected standard. In mathematics, although standards are below those expected for pupils at the end of Year 6, they are improving, partly as a result of effective setting arrangements, and pupils are achieving satisfactorily. Work in pupils' books indicates many, but not enough, pupils are working within the expected level and some are beyond. Pupils' ability to handle data and solve problems is less well developed. In science, most pupils are working within the expected level, but few pupils are working beyond this level, as the more able pupils are not challenged enough. Pupils are achieving satisfactorily, overall. The investigative skills of all groups of pupils are not developed enough. Overall standards therefore are below those expected for pupils' ages. In most other subjects there was insufficient evidence to form judgements about standards. In information and communication technology (ICT), standards throughout the school have improved since the last inspection, are broadly in line with those expected and pupils are achieving well. In religious education, pupils' standards broadly meet the requirements of the Locally Agreed Syllabus and pupils' achievement is satisfactory.
4. Children enter the nursery class with levels of attainment that, although wide ranging, are generally below those normally found in all areas of learning, except communication, language and literacy, where they are well below those expected. Generally, children make unsatisfactory progress in the nursery and good progress in the reception classes. Although teaching is good in the reception classes, children do not make the progress expected during the course of their time in the Foundation Stage (the nursery and reception classes). About half the children spend time in the nursery; and most of the other children have experience of some form of pre-school setting. Except in physical and creative development, the majority of children are not attaining the goals they are expected to reach in the reception. Children with special educational needs and those who speak a first language other than English make the same rate of progress as their peers in the Foundation Stage.
5. In the rest of the school, pupils with special educational needs progress and achieve well at both key stages because targets in their individual education plans are realistic and achievable, and because they are given very good support both inside and outside the classroom. Teaching assistants and other support staff are used effectively. There is a high percentage of pupils with English as an additional language in the school as well as pupils from minority ethnic backgrounds. The majority of these pupils achieve well in relation to their prior attainment as they receive very good support and learn well.

6. With the exception of Year 6, standards of presentation are not consistent and generally are not up to the standards normally expected. Pupils' letters are not consistently well formed and there is no uniform style throughout the school. Pupils are given insufficient opportunities to use their literacy skills in subjects such as religious education, geography and history and there tends to be an over-reliance on work-sheets.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to school and their behaviour is **very good**. The provision for their spiritual, moral, social and cultural development is **very good** overall. Attendance and punctuality levels are **satisfactory**.

Main strengths and weaknesses

- Pupils of all ages are very enthusiastic about all aspects of school life and behave very well.
- Pupils have very high levels of confidence and are very eager to take on responsible roles.
- Relationships and racial harmony are very strong.
- There is excellent provision for pupils' cultural, including multicultural, understanding.

Commentary

7. Pupils' attitudes have improved further from the good levels seen at the last inspection. Their great enjoyment of school is clear in lessons, particularly where teaching is good, and in their enthusiasm for the very wide range of clubs at lunchtime or after school. In a Year 3 mathematics lesson, all pupils were fully absorbed in their task to move right angles clockwise and anti-clockwise and they thoroughly enjoyed the activities. A group of younger pupils were captivated by a mental arithmetic session where the teacher spoke the problems quickly, in the manner of a horse-racing commentator. The vast majority of parents say that their children like school and this is confirmed in conversations with pupils. Most pupils with special educational needs have very positive attitudes to work, like coming to school, and have very good relationships with teaching and support staff.
8. Behaviour has improved since the last inspection, when it was good. There are some pupils who have challenging behaviour but they are supported well and rarely disrupt lessons. Although there were no exclusions during the relevant reporting period and none for several years, the school has recently had to temporarily exclude one pupil due to severe behaviour difficulties.
9. Pupils are confident that if any intimidation occurs, an adult will deal with it firmly and fairly and there was no evidence of any bullying during the inspection. As a result of the very good behaviour and the school's consistently very strong emphasis on developing a social and moral conscience in pupils, relationships in the school are very good. Pupils of all races, backgrounds and ability mix very well together and they show a very high level of respect for the feelings and beliefs of others and are very sensitive to the needs of others. They take turns well, such as with the tabletop games at break times, and are quick to celebrate the achievements of others, for example, by pointing out very good chess players.
10. Pupils are very confident, yet respectful, when talking to adults. They are very eager to take on responsibility and the school provides many opportunities for them to do so. For example, pupils run several of the very many clubs that are available, such as a lunchtime dance group and chess club. In lessons, pupils are willing to show initiative and point out what they have discovered, such as "it doesn't matter if you turn two right angles clockwise or anti-clockwise – you will still end up in the same place!"
11. Provision for pupils' personal development has improved significantly since the last inspection. The provision made for pupils' spiritual development is good, and is supported particularly well in areas such as assemblies, art and music. Pupils are encouraged to look at wider

perspectives such as the benefit to the Earth of recycling. There were gasps of amazement when pupils were told how many trees had been cut down to print all the Harry Potter books! Although spiritual moments are not always planned for in lessons, they do occur, as in an English lesson when pupils were given very good opportunities to use their imagination to write creatively.

12. The opportunities for pupils to develop morally and socially are very good. Pupils discuss moral and social issues during circle time, such as how to deal with anger and how they feel when someone is kind or unkind to them. Older pupils train as Peer Supporters and have a clear understanding that developing good relationships benefits the community as a whole. Pupils are encouraged to become socially aware in the wider community through recycling and raising funds for charities and many are involved in improving the school's environment. Pupils of all ages have a clear idea of right and wrong and are guided by the school's good behaviour policy and consistently applied rewards and sanctions.
13. There are excellent opportunities for pupils to develop their awareness of their own and others' cultures. Pupils are involved in clubs learning games such as Oware and playing steel pans. Turkish pupils have the opportunity to learn about their own culture through regular classes run in conjunction with the Turkish Embassy. There are visitors who celebrate other religions such as Buddhism, and black athletes come in to talk about their success. The library has a very good stock of dual language books and an International Evening celebrates the cuisine, dance and customs of the nationalities represented in the school. Pupils also have many opportunities to visit places of worship, such as churches, mosques and synagogues, and the school also takes advantage of the proximity of the museums and other places of interest in central London. Pupils have many opportunities to appreciate different forms of music and art through visits, visitors and clubs.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.8
National data	5.4	National data	0.4

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

14. Attendance levels have improved substantially since the previous inspection, when they were below national averages, and are now in line with them. This is because of the new policy and very good procedures the deputy headteacher has introduced to improve attendance through strict adherence to them and rigorous monitoring. Although there are still some parents who take their children out for holidays, this practice has diminished through working closely with groups of parents and far fewer incidences of other parentally condoned absence now take place. Punctuality is satisfactory overall, but there is a small number of pupils who are consistently late. The school is aware of this and is now beginning a drive to improve punctuality by working closely with the local authority truancy patrol.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**, overall. The general quality of teaching is **satisfactory**, enabling pupils to learn appropriately. The curriculum is generally broad and balanced, and is **good**, overall. The school's care for its pupils is **very good** and it gives **high levels** of support and guidance. It has **good** links with parents and **very good** links with the community.

Teaching and learning

Although teaching is **satisfactory** overall, it has improved since the last inspection and there is now more teaching that is good or better and less that is unsatisfactory. But more consistency would

ensure pupils constantly learn well. There is a good assessment policy but it is not implemented consistently in all subjects.

Main strengths and weaknesses

- Teaching is good in the reception classes, but it is unsatisfactory in the nursery.
- Teaching assistants and other staff work well with teachers and provide very effective support for pupils with special educational needs or English as an additional language.
- Most teachers have good relationships with their pupils and manage their classes well.
- Assessment is not used enough in teachers' lesson planning and their marking is not thorough enough in much of the school.

Commentary

15. At the last inspection, teaching in the nursery was unsatisfactory and this still remains the case. Planning follows statutory guidance but it is not matched well to individual needs. As a result, children do not learn as well as they might, as they are not stimulated or challenged sufficiently, and generally make unsatisfactory progress. Although children on arrival settle in well and feel secure, they are not inspired or highly motivated to learn. There is a much better picture in the reception classes, where teaching is good. Here, the teachers use questioning well and encourage the use of role-play to help children develop their social skills. They generally ensure that work is matched closely to the children's needs and organise interesting activities that challenge them. As a result, children enjoy learning and make good progress.
16. Although the overall judgement that teaching is satisfactory echoes the same judgement at the last inspection, it also masks significant differences. For example, at the last inspection, less than 30 per cent of lessons were good or better, and just over four per cent were very good or better. As the table below shows, 50 per cent of lessons in this inspection were good or better, and a large proportion were very good, with three lessons being outstanding. There is also much less teaching that is unsatisfactory. Besides two unsatisfactory lessons in the nursery, one unsatisfactory lesson was observed in English. The main weaknesses here were in planning, where the teacher failed to build up pupils' knowledge and understanding in smaller steps and did not check that her pupils fully understood the concepts required to achieve the lesson objectives. As a result, most pupils made little progress. Despite this unsatisfactory lesson, other lessons observed and work in pupils' books indicate that the general quality of teaching in English is good. The headteacher has introduced a programme of monitoring of teaching and there is a positive programme of staff development linked to the school development plan to improve teachers' performance. Whilst improvements have been made, more needs to be done to bring all teachers' performance up to the level of the best, to raise pupils' standards and achievement further.

Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (5.4%)	8 (14.3%)	17 (30.3%)	25 (44.6%)	3 (5.4%)	0 (0%)	0 (0%)

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

17. The teaching of pupils with special educational needs is highly effective and this aspect of the school's work is very well managed. The co-ordinator, teachers and support staff work together effectively to plan programmes of work that invariably meet the needs of these pupils. The positive relationships between pupils and staff are also an important factor in helping these pupils to learn well. The majority of teachers are aware of the needs of pupils in the early stages of acquiring English, who receive very good support; teachers ensure they are fully included in all classroom activities. Younger pupils receive **good** support from a specialist teaching assistant and older pupils in Years 3 to 6 have good, targeted support from the replacement specialist Ethnic Minority Achievement teacher. Support is mainly in small groups withdrawn from classes. As a result, these pupils generally make good progress in their learning.

18. The majority of teachers and other staff have very good relationships with their pupils and in general the majority of lessons are effectively managed because pupils are interested in what they are learning and work well together in groups. Teachers use good visual resources, particularly for pupils with English as an additional language, and teachers use good examples familiar to pupils so that they can draw on their own experiences. Teachers ensure that there is a very good level of support and as a result these pupils and other pupils with learning needs, learn well. Even in lessons where the pupils are not fully engaged because the teaching does not effectively address their needs, the class was well behaved and respectful of their teacher. This was illustrated in a literacy lesson for older pupils, where the teacher tended to involve a few more able girls in role-play while the rest of the class was left as a passive but benign audience.
19. Systems for checking on pupils' attainment and progress have improved since the last inspection. There is now a good assessment policy in place and teachers' files are monitored by the headteacher and the assessment co-ordinator. Systems are in place to track pupils' progress in English and mathematics and the information is beginning to be used to guide planning. However, teachers use this information more effectively in English than in mathematics and much more so than in science. Pupils are assessed at the end of each unit in science, but in other subjects there are no formal arrangements at present. One of the strengths in the school is the way information is collected and used to identify pupils who need extra support, either because they have special needs or because the school considers they could be achieving more. There is, however, room for improvement in the way pupils understand how well they are doing and how they can improve. There is a sound marking policy but teachers' marking is inconsistent, for example in the way they show pupils how they can move forward and improve both the standard of their work and their presentation. The school has identified the need to improve the use of assessment data to raise pupils' achievement in its development plan.

The curriculum

The overall quality of the curriculum is **good**, and is enhanced by a wide range of extra-curricular activities. The curriculum is taught in good accommodation and is supported by good resources.

Main strengths and weaknesses

- Very good support for learning outside the school day.
- Very good provision for pupils with special educational needs and English as an additional language.
- Well-qualified and effective support staff.

Commentary

20. The curriculum meets statutory requirements, including provision for religious education and collective worship. The emphasis on initiative and personal responsibility prepares pupils well for the next stage of their education. The National Numeracy and Literacy Strategies are well established and implemented by staff, although there are occasions when they need further adaptation to meet the needs of all pupils. Other subjects, too, for instance, science, need to be more creatively used, particularly to meet the needs of the higher attaining pupils. Although the quality of the curriculum is good overall, in science, more emphasis could be given to developing pupils' skills in scientific enquiry and work in pupils' books indicates that there is an over-use of work sheets in history and geography.
21. There is an extensive programme of visits and visitors giving good support to the curriculum. Examples include visits to the local park, museums, art galleries and churches, and visits from theatre groups, musicians and parents from different ethnic and religious groups. There is a high priority given to environmental education. The arts feature strongly in many activities and

pupils have been inspired to produce some high quality work through such events as Black History Month and artists and poets in residence weeks.

22. An outstanding feature of the school is the wide range of stimulating and interesting extra-curricular activities that give support to learning outside the school day. These include chess, dance, drumming, football (clubs for girls and boys), cricket, French, gardening club and others, many funded through the Education Action Zone and some provided by volunteers. During the week of the inspection, the school was buzzing with activities during lunchtime and after lessons. The deputy headteacher has played a pivotal role in setting up and supervising many of these activities, more than doubling their number since her appointment. Many pupils take advantage of these activities and benefit hugely from the experience. Parents and friends of the school support many clubs, and some, such as the dance club, are run by children. Others, such as the gardening club, are run at weekends and during the holidays. Of particular note, is the Joined-up Design Group, where a mixed group of 11 pupils from Years 4 to 6 were observed working well together with professional outside consultants and the chair of governors. They are working on a project to design improvements to the school environment and they have approached their task with a very considerable amount of maturity. They were well led in conducting an 'external site analysis' as they examined a floor-plan of the school, and debated animatedly and listened intently to each other's ideas for improvements to the school premises. A session on the roof-top patio was observed where pupils from both Year 4 and Year 6 played popular songs on their steel pans, led by an outside specialist. The standard of their playing was good, which for Year 4 pupils in particular, who had been playing for less than a year, was quite an achievement.
23. The provision for children with special educational needs is very good. The school ensures that problems are identified at an early stage and that appropriate support is arranged for pupils who need it. Individual Education Profiles, which list the activities planned for each pupil, are of a high quality and invariably contain appropriate, short-term targets. Parents and pupils are fully involved at all stages, including the regular reviews. The good liaison with support agencies ensures that where pupils receive statements of need they receive the additional support to which they are entitled. Pupils are given very effective help inside and outside the classroom by a highly motivated and skilled team of support staff. They work closely with the teaching staff to ensure that individual needs are met and that all pupils are secure and well looked after. The curriculum is used imaginatively for pupils in the early stages of learning English; for example, teachers ensure that they use good visual resources and draw on examples familiar to pupils to enable them to relate to their own experiences. Teachers ensure that there is a very good level of support for these pupils that enables them to have full access to the curriculum.
24. A tremendous amount of work has been done to improve the accommodation, and despite their age, the school premises are bright, cheerful and immaculately clean. There are recently built and imaginatively designed rooms for art and design, music, ICT and a library for older pupils, as well as a wonderful roof terrace that doubles both as an outside classroom and an area for games activities. The school did well to attract a substantial grant, and also raised additional funds for these developments. The grounds too are well-cared for, with a good range of play equipment and environmental areas. There is a dedicated play area for the Under-5s. The school has plans to resurface the playground in due course. Limitations are the usual lack of playing fields in an inner-city school, and the difficulty of wheelchair access in the five-storey building. Overall, resources to support the curriculum are good, although the school is aware of the need to enhance resources further in some areas.

Care, guidance and support

The procedures for pupils' care, welfare, health and safety are **very good**. There is **very good** provision for their support, advice and guidance based on monitoring. The involvement of pupils, through seeking, valuing and acting on their views, is **good**.

Main strengths and weaknesses

- There are very good procedures for health and safety and for child protection.
- Staff are very caring, know their pupils well and are trusted by them.
- Pupils receive a very high level of support and new pupils are introduced to the school very effectively.
- Pupils are involved well in the work and development of the school.

Commentary

25. All aspects of pupils' care, guidance and support have improved since the last inspection. The procedures for child protection are good, with two senior members of staff well trained and experienced in dealing with any issues that arise, and a governor who has responsibility for overseeing child protection matters. Support staff are aware of what to do if they have any concerns and child protection procedures are mentioned appropriately in the staff handbook.
26. Health and safety matters have improved greatly since the last inspection and the school is now maintained to a very high standard. Replacement windows, redecoration and refurbished toilets have not only improved the look of the building but have also reduced some of the health and safety risks. The caretaker and his assistant are very vigilant in relation to health and safety and regular checks are made of the premises. Pupils discuss health and safety issues around the school as part of their personal, social and health education. All the appropriate checks are made on electrical and fire equipment. Several staff members are trained in first aid and there are good procedures for recording any accidents and illnesses.
27. Although several staff are either new to the school or to a particular class, they have made great efforts to get to know their pupils well. Short pen-pictures on each pupil in the class in relation to their personal development, as well as their academic ability, give useful information to monitor how the pupil is developing. Teachers also discuss any concerns they may have with each other and with senior staff to identify where appropriate support should be given. For example, pupils who have specific behavioural difficulties receive support from an outreach worker, as the school is part of a Behaviour Improvement Programme. Those with emotional needs have the opportunity to work with an art therapist. Play workers and learning mentors also provide high levels of support for a wide variety of pupils and this has been very effective in improving the self-esteem, social skills and behaviour of those involved. The performance of pupils with special educational needs is carefully monitored so that the support and guidance they receive can be carefully tailored to their needs. Pupils are fully involved wherever possible and their views are taken into account. The language and social needs of pupils with English as an additional language are carefully monitored by the specialist teacher and the school.
28. Children who start school and older pupils who join later, settle well, as a result of a well thought out programme to introduce them to the school. Home visits take place before children join, and a gradual introduction to school life that includes coming for part of the day and having a Teddy Bears' picnic in the park, ensures that children quickly feel at home.
29. Pupils are fully involved in the life of the school and their views are sought through circle time and through pupils having the confidence to approach adults with ideas. One example is the Joined-Up Design Group, currently involved in a major project to develop a derelict factory in the school's grounds, and others have suggested improvements to the school playground. Although there is not yet a School Council, there are plans to form one in the near future, following a presentation from a neighbouring school.

Partnership with parents, other schools and the community

There are **good** links with parents and with other schools. Links with the community are **very good**. The school provides **good** educational and support programmes.

Main strengths and weaknesses

- Parents have very positive views about the school and are very supportive.
- The school has very effective links with the community and effective links with other schools.
- Educational and support programmes have been effective in enhancing some parents' confidence.

Commentary

30. The school has maintained the good links with parents seen at the last inspection. Parents' views of the school are now even more positive, with a very large majority stating that their children like coming to school and that their children are treated fairly. The very high number of parents who attended the meeting before the inspection were generally very pleased with the school. Parents make a very valuable contribution to the work of the school in many ways. They use their professional talents in, for example, the media, to enhance pupils' experiences and parents have also been involved in developing the school grounds and buildings. Several parents run extra-curricular clubs such as Japanese, chess and dance. Parents are now more supportive of the school in relation to attendance. This is because of good procedures to improve attendance through strict adherence to a new policy and rigorous monitoring. A great majority support their children through listening to them read and with other homework tasks. The very active Parent Teacher Friends' Association raises substantial funds that are used to enhance facilities for pupils.
31. Parents' views are sought through the use of questionnaires following parent consultation evenings or at the governors' annual general meeting. Parent governors play a very active role within the school and they and other staff are very accessible to parents who have concerns. The information that parents receive is satisfactory overall. There are regular newsletters and parents also receive information about what their child will be learning, at the start of each half term. The school prospectus and the governors' annual report to parents are clear and easy to use documents but both have minor statutory items missing, such as some of the national comparisons for end of key stage national tests. Parents have regular formal opportunities to meet teachers, and interpreters are available on these occasions. In addition, because teaching staff collect and take pupils down to the playground at the start and end of every day, parents are able to talk to them, despite the reduced access to the building.
32. The annual progress report to parents gives sufficient information about the main subjects but there is limited guidance for parents to be able to judge their child's progress in relation to what is expected for their age. Some of the comments for the foundation subjects are very limited.
33. There are very effective and varied links with the community. Local businesses support the school well by donating prizes, and environmental groups such as the Lea River Trust, as well as local football teams, come in to talk to pupils. Visits are made to a range of places of worship and the school makes very good use of the local parks, museums and the reservoir. The school has benefited greatly from funding from a charitable foundation. Links with other local schools include the use of science facilities and a good quality theatre, as well as some joint transition projects. Several schools send students on work placements and they help pupils to interact confidently with older students. Links have also been established with other primary schools that have led to jointly funded projects such as a visit from the London Symphony Orchestra. There are strong links with the adjoining crèche and other playgroups and nurseries.
34. The school has managed several effective support programmes that have been funded through the Education Action Zone. These include literacy and computer programmes for parents that have enhanced their confidence and abilities. At the suggestion of the school, several parents have attended "Helping in Schools" courses run locally and this has led to some parents being more confident about helping in school as well as with their own children. A regular Mother and Child Group meets to help parents without English as their first language and this has been effective in raising the confidence of some of the participants. The school has enabled some parent volunteers to go on to be employed by them as teaching assistants or in the library. By

looking at the particular needs of specific groups of parents, the school has been able to address some of the problems and this has led to real benefits for the participants as well as for pupils in the school.

LEADERSHIP AND MANAGEMENT

The school is **well led and managed**. The headteacher leads the school very well and has a very clear vision. The headteacher and her senior teachers form an effective team. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has worked hard in involving staff to share her vision for the school.
- She is supported very well by her deputy headteacher who makes a particularly strong contribution to the raising of achievement, and other members of the senior management team.
- Teachers with management responsibilities lead their areas well.
- The governing body works effectively to support the school and is well informed.
- Some items that should be in the documentation to parents are omitted.

Commentary

35. Since her appointment nearly five years ago, the headteacher has successfully brought about a number of positive changes. Of particular note are improvements that include those to the curriculum, including the implementation of the National Literacy and Numeracy Strategies and those in ICT; the introduction of performance management linked to targets for the raising of pupils' achievement; a wide range of activities outside the school day to enrich the curriculum; hard-working teaching staff, committed to improving standards; effective support staff as a result of a programme of training; and extensive renovations and developments to the school environment. As a result, during the inspection, staff morale was high and a very caring, welcoming atmosphere permeated the school. This is a very good environment for learning; pupils have very good attitudes to learning, behave very well and, as a result of the school's positive efforts, attendance has also improved. Teachers and support staff are committed to improving their own performance and raising pupils' standards and their achievement. Part of the school's vision statement includes having, "High expectations of all our staff", and the promotion of a "friendly, supportive and purposeful community". Whilst this vision is shared and supported by all staff, the headteacher is aware that more work needs to be done in raising pupils' standards and their achievement.
36. The headteacher manages the school well and has formed a strong management team that supports her very effectively, and enables the school to run smoothly on a day-to-day basis. The senior management team consists of the deputy headteacher, the SENCO and the Ethnic Minority Achievement co-ordinator. The deputy headteacher is very good. She is very supportive of the headteacher, and provides a crucial link between the headteacher and the rest of the staff. She has worked very hard to implement and develop further systems and policies in the school very effectively. Above all, she is committed to raising pupils' achievement, through improving teachers' and other staff's performance, particularly through positive staff development linked to the school improvement plan, such as an effective programme of training for support staff. She has also been responsible for introducing very effective procedures for improving attendance and punctuality and is the driving force behind the school's highly effective programme of enrichment. Other notable accomplishments include her success in raising the governing body's understanding of important issues in raising pupils' achievement such as curricular planning and raising attendance levels.
37. The leadership and management of the SENCO are very good. She has no class commitment, so the four days a week that she is in school are focused entirely on providing the right support for the pupils with special educational needs. She is very proactive in working with all the different parties involved to ensure that they receive the best possible help, that records are kept

up-to-date and reviews carried out regularly. She monitors the work of support staff and gives help and advice where necessary. She also tracks the progress of individual pupils and uses this information to plan the next stage of their work. Where the involvement of outside agencies is required, liaison with these agencies is very good. The school ensures the needs of pupils with English as an additional language and those from minority ethnic backgrounds are fully met. The specialist teacher, who has long experience with the school, is currently absent, but has developed very good systems and provided the school with a legacy of very good guidance and materials. Because of changes in the organisation of provision since the previous inspection, the management and funding of support are now devolved to the school. Currently, the headteacher and deputy headteacher manage this area effectively and, although there has been a reduction in the amount of support, meeting the needs of these pupils is integral to the ethos of the school.

38. Most other co-ordinators, where there is sufficient evidence to judge, manage their responsibilities well, including the co-ordinator for the Foundation Stage, who, with the headteacher, is giving support to the nursery teacher. Other subjects that are led well include English, mathematics, ICT, and art and design. All co-ordinators are involved appropriately in contributing to the school development plan.
39. The governance of the school is good, overall. The governing body has appropriate committees to share their main areas of responsibility and meets every half-term. The governors share the headteacher's vision and have a good understanding of the school's strengths and weaknesses and are very supportive. The chair of governors is experienced and knowledgeable and gives of her time generously as she is often in the school. For example, the Joined-Up Design Group that has been meeting for the last few months, is led by her. Her leadership is very good. Whilst the governing body is very supportive, they are not unquestioning, and play a full part in their role as a critical friend. For example, as a result of analysing the National Curriculum test results last year, they agreed to pupils in Year 6 being set for mathematics and to the achievement co-ordinator working with higher attaining pupils in English to enable them to reach their full potential. Inspection confirms that these measures are proving to be effective. The governors with direct performance management responsibilities report that they meet on a monthly basis with the headteacher to check on progress. The school prospectus and governors' annual report to parents are clear and easy to use documents, but both have some very minor statutory items missing, such as some of the national comparisons for end of key stage tests results.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,569,783
Total expenditure	1,575,263
Expenditure per pupil	3,572

Balances (£)	
Balance from previous year	50,907
Balance carried forward to the next year	45,427

40. The finance committee manages the budget well. Its commitment to raising achievement is reflected in the budgetary provision for the relatively high number of support staff to support pupils with special educational needs and English as an additional language. In addition, the governors have made the decision to fund the Achievement co-ordinator post from the school budget from November 2004, when the Education Action Zone programme (currently funding the post) ceases. However, the small surplus carried forward into the current financial year has already been reduced as some of it has been committed to the completion of the building work. The recently appointed senior administrative officer, who is also the bursar, provides reliable data to the headteacher and governing body, enabling the school to run effectively on a day-to-day basis.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Since his appointment in January, the co-ordinator has made an impressive start. A new policy and planning structure are being implemented and the learning environment in the Foundation Stage has been improved. Resources and improved planning have enriched the outdoor provision in all classes. The quality of teaching and learning in the nursery has not improved substantially but there have been significant improvements in the learning resources. There are 59 children in two reception classes and 46 in the nursery attending either the morning or afternoon session. Six children have been identified with special educational needs and there are 30 children who speak English as a second language. All of these children receive appropriate support and make the same rate of progress as their peers. Attainment on entry is below average in all areas except communication, language and literacy, which is well below average. Children enter the school in either September or January depending on their birthday. Approximately half of the children enter the reception classes from pre-school provision other than the nursery. Older children have four terms in the nursery and three in reception.

During the inspection, some more able children were attaining the goals they are expected to reach in the reception, but the majority were not attaining them in all areas of learning, except in physical and creative development. Some of the reception children had only been in the school a term and a half. Although children are making insufficient progress in the nursery, they are making good progress in both reception classes. Planning is weak in the nursery and does not identify a close match of activities to the needs of children to motivate and challenge them. The resources and accommodation are good and there are good links with parents. Since the last inspection, good progress has been made in improving the learning environment and curriculum for all children in the reception classes but there are still areas of weakness in the nursery. The co-ordinator has only been in the school since January but is making an effective impact and provides good leadership.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Children feel secure and enjoy coming to school.
- Children form good relationships with adults.

Commentary

41. Children enter school with immature personal and social development. They settle into the routine of the nursery well because they establish good relationships with the nursery nurse and class teacher. As a result, children feel secure. Activities, however, are not challenging and enthusiasm is lacking because teaching is weak; consequently, children do not make the expected progress in this area of learning. Opportunities are missed to motivate and engage children. For example, the teacher does not always notice when some children just sit and do not take part in the activities. Children make better progress in the two reception classes because the quality of teaching and learning in these two classes is good, overall. The co-ordinator plans well and ensures children experience enjoyable activities that promote this area of learning. There is an appropriate balance of teacher-directed and child-initiated activities. In both classes, there is often a buzz of enthusiasm because the activities are exciting. The majority of children are not yet reaching all the expected goals in this area of learning because of low attainment when they enter the reception classes. In reception, a significant number of children need adult guidance to co-operate with each other and their ability to initiate their own ideas is less well developed than is usual for children of this age. A few more able children

suggest ideas such as the whole class painting a wall picture. But a significant number of children have not learnt to listen to others and consider their needs. Teachers in reception are working hard and using strategies effectively, such as music to accompany the tidy up sessions. In both reception classes, teachers have to remind children to put their hands up before answering questions.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Attainment is below the level expected for children of this age.
- Teaching and learning in reception are good.

Commentary

42. Children enter school with skills in this area of learning that are well below those normally found for their age. Learning and achievement are satisfactory overall, with unsatisfactory progress in the nursery and good progress in reception. Progress is limited in the nursery because speaking skills are not well developed and opportunities are often missed to extend vocabulary and give children opportunities to extend their language skills and expand their speech.
43. Although learning is better in the reception classes because teachers use questions well, the majority of children in reception lack confidence when speaking. Most children speak in one-word answers and adults have to encourage lower attaining children to speak. There are good opportunities for role-play in reception and this is helping children develop their social speech. Children develop a positive attitude to books because there are appropriate opportunities for them to take books home in reception and to become familiar with them; this contributes to the satisfactory progress in their ability to listen to stories and to 'read' books with adult helpers. Children make satisfactory progress learning to write and mark paper in both the nursery and reception classes. More able children in the reception write their own name, recognise initial sounds and read simple words and phrases with adult support. They write simple sentences, such as 'I went to the park.' Lower attaining children draw pictures to communicate meaning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in reception.

Commentary

44. Attainment on entry is below average and children make insufficient progress in the nursery. Teaching is good overall in the reception and, as a result, children learn well. Although children are challenged to count in the nursery, opportunities are often missed to reinforce mathematical learning in the outdoor play activities. But more able children notice when the numbers in the number line are in the incorrect order. There is a closer match of work to children's needs in reception and this results in more effective teaching and learning. A more able group worked up to 20, and tossed a dice to decide how many people got on and off the bus. Average children worked up to 10, adding the spikes to the hedgehog. Teachers in the reception organise interesting activities that challenge children. More able children enjoy the sand castle game; they throw the dice and add the two numbers together. They show glee when the two numbers add up to the number shown on the sand castle flag and enjoy smashing the identified sand castle as a reward. This clever game helps more able children develop their ability to add

numbers up to 20 and also helps them to learn to keep the larger number in their head and count on the smaller number. More able children can do this. Knowledge of shapes, capacity and weight are less well developed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- There is a stimulating learning environment in reception.
- There are appropriate opportunities to use the computer.

Commentary

45. The learning environment is stimulating in both reception classes and this contributes to satisfactory achievement. Children have access to magnifying glasses and are able to observe real creatures. They know a caterpillar will change into a chrysalis and eventually a butterfly, because they have seen the change. In the nursery, there are live tadpoles, but opportunities are often missed to guide children's observations and consequently opportunities to incite children's curiosity are lost. Children develop a positive attitude and make sound progress learning to use the computer. They use the mouse confidently to move shapes on the screen. Lego and construction kits are easily accessible and children's models are displayed attractively in the reception classes. Children develop some awareness of their world in the nursery because the nursery nurse encourages them to water the sweet peas and talks about the effect of the sun, using questions such as, "Did you put any sun cream on today?" In reception, adults plan interesting activities to help children learn about their world. They enjoy taking an imaginary journey to the jungle and are excited crossing the river full of crocodiles. More able children suggest the animals stay under the trees to keep out of the hot sun. Questions are used well, "Why is the forest dark?" These children say this is because there are a lot of tall trees. There is no work, however, for different ability groups and this is an area for development. In reception, children develop an awareness of different languages and are invited to select the language in which they will answer the register.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Provision for outdoor play is good in reception and children achieve well.
- Lessons in the hall are very well planned and language is used well.

Commentary

46. Achievement is good in this area of learning. Children make good progress because the outdoor area is well planned in reception and the good range of resources is used well. The quality of teaching observed in an indoor lesson for reception children was excellent and contributes to the good progress children make. No teaching was observed in the nursery. In the excellent lesson, language was used very effectively and all children achieved well, learning to travel quickly and lightly like butterflies and contrasted this with slow, heavy elephant-like movements. Children learned about the effects of exercise on the body when they were challenged to feel their hearts thumping, breathing faster and their bodies getting hotter after a vigorous warm up. Outstanding teaching ensured that all children confidently travelled over, under and through apparatus and managed to link movements together when jumping, rolling and stretching. Children enjoy using the skipping ropes in the outdoor reception area. More

able children are at the later stages of learning to skip because they have regular access to skipping ropes.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There are good opportunities for children to develop their creative skills.

Commentary

47. Children achieve well in this area of learning. Children make good progress because there are appropriate opportunities to develop their creative skills through role-play, art and music in reception. Excellent teaching in music by a specialist enables children in reception to achieve well. They are all able to follow simple notation and sing and play slow, fast, high and low notes. Children respond with joy and enthusiasm and quickly learn contrasting sounds because the teacher is inspiring. By the end of the lesson, all children knew the meaning of piano and forte and could play loud and soft, according to the instruction. Art-work on display, including collages and pictures, indicates that there are appropriate opportunities to use and mix paint in a variety of ways. In the nursery, children have appropriate opportunities to use paint and glue, and to mix colours. A more able child in the nursery recognised colours and knew that white and red will make pink.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- High quality teaching in some lessons that fully engages pupils.
- Standards by the end of Year 2 are not high enough.
- Some inconsistency across the school in the use of assessment to identify the needs of pupils, and in marking to explain to pupils how they can improve.
- Leadership and management are good – the subject leader is a good role model and there are a number of good strategies to raise pupils' achievement, especially in Years 3 to 6.

Commentary

48. Pupils' standards of attainment are below those expected in Year 2 and pupils are achieving satisfactorily. In Year 6, standards are broadly in line with those expected and pupils are achieving well. These standards are lower at Year 2 than those reported in the previous inspection, but standards of writing in Year 6 have improved. Standards of speaking and listening across the school have also improved and are better than those normally found.

49. Pupils' language and literacy skills are below average when they enter Year 1. A significant number of pupils with English as an additional language are still at the early stages of acquiring English competence. In Year 2, all pupils make good progress because of the many good occasions they are given to express their ideas and opinions in English and other lessons. Throughout the school, pupils with English as an additional language are supported well to develop their spoken English. Pupils with special educational needs progress and achieve well at both key stages as a result of the realistic targets in their individual education plans, and

because of the good support they receive, both from teaching assistants and other support staff. Reading skills develop satisfactorily and higher attaining pupils in Year 2 read with growing fluency. In this year group, attainment in writing is below the standard expected - marking and teacher feedback are not thorough enough to help the average and higher attaining pupils improve their work.

50. By Year 6, pupils are able to express and justify their ideas and generally use lively and interesting language: In one lesson in Year 6, pupils were able to empathise with the characters in two stories they were comparing, to create a list of feelings which they then used to create effective poems in a "rap" style. Pupils' reading skills are at expected levels, with some pupils reading at higher levels. These skills enable pupils to learn well in different subjects, especially where more skilled readers are paired with the less able, to work together on comprehension or research activities. The junior library is an attractive and well-organised resource. Junior pupils knew how to use the library computer to research topics and to locate books and authors; they understood the different techniques needed to carry out research on the Internet. However, the school is aware that the infant library is in need of development to bring it up to a higher standard.
51. A focus on improving the standards of writing has resulted in a range of strategies to raise achievement. These include a teacher in Year 6 being employed to give intensive one to one surgeries to pupils to point out what they need to do to raise their standards of writing and the work of the Achievement Co-ordinator to help higher attaining pupils reach their full potential. Marking in Year 6 is thorough and helps pupils know exactly what they need to develop in order to progress to the next level. These initiatives have successfully raised standards in writing, especially at the higher level.
52. A strong feature of the good and very good teaching is the energetic approach that stimulates all pupils to participate, and the good deployment of adults to help the less able pupils and those with special educational needs or in the early stages of learning English. In one outstanding lesson, all elements of the lesson combined to enable pupils to prepare very successfully for the follow-up writing task.

Example of outstanding practice

A lesson in preparation for producing an advertising poster using persuasive language – the second lesson of a series in Year 4.

An outstanding feature of the lesson is the full inclusion of the two support adults throughout the lesson and especially in having a role in the introductory and plenary sessions. A well-paced review of the grammar and structure of the language of advertisements, using real examples, ensures that pupils are well prepared for the task. Pupils of all abilities are able to contribute because, working in pairs and groups of mixed ability, they are given time to discuss their ideas before making their suggestions. A well-prepared video of different TV commercials that appeal to children of their age helps focus pupils on the essence of what makes advertising successful. The teacher encourages pupils to say why: *"because it's pink and smells of strawberries and little girls will like it"* and *"because there are lots of different bits so it's like the story of the film"*. Pupils come to the task of choosing an advertisement and identify what makes it work with enthusiasm and motivation. The selection is very good and includes those from Turkish magazines that appeal to Turkish speakers in the class. The task has been carefully demonstrated and a checklist of what to look for is centrally displayed. By the end of the allocated time, all the groups have annotated their advertisements, showing that they have understood very well what features of the image and language make it work for them:

"It's a promise – it tells you if you buy it it's a good bargain"

"It's nice and sunny and lovely, so you know you'll have a good time"

"It gives details about the technology, so only clever people can buy it"

53. The rigour in marking which is present in Year 6 is not so consistent throughout the school. In some of the books seen, poor presentation, simple spelling errors and inconsistencies in the style and formation of handwriting marred the quality of the content. In Year 2, pupils write at length but are given few opportunities to refine or redraft their writing. Opportunities for writing in other subjects are often limited to gap-filling, labelling pictures or short accounts in worksheets.

Pupils across the school need to have more chance to practise their writing in response to other subjects.

54. Leadership and management are good. The subject leader is an excellent practitioner and good role model. She and the Achievement Co-ordinator are able to provide helpful guidance to teachers. There is a good analysis of test results from Year 2 to Year 6 in order to identify areas for development and this has resulted in the strategies described above. Fine-tuning is needed so that all teachers are aware of individual pupil targets and what they need to do to help pupils achieve to their full potential.

Language and literacy across the curriculum

55. In the lessons seen in history and geography, pupils were given good opportunities to work together to investigate topics, such as working out a route from a map or to identify features from photographs. This contributes well to developing pupils' speaking skills and their use of key vocabulary. It is especially useful for pupils with English as an additional language because the context of topics is very carefully established. In these subjects, there are insufficient opportunities for pupils to practise their writing skills, especially where recording is limited to worksheets. In mathematics and science, there are insufficient opportunities for pupils to use their literacy skills. There is some recorded work in religious education, but less than normally found.

Modern foreign languages

French

56. French is taught in Years 5 and 6; all four classes have a half hour lesson each week taught by a French assistant. Only one lesson was seen and insufficient evidence was available to make an overall judgement on provision. In a lesson in Year 5, the pupils and the class teacher and support assistant were seated in a circle. A minority of pupils were able to give the French for objects such as hat, boat and towel. When counting in French, the pupils kept up quite well to 29 and a few knew 40 and 50. Most pupils had some understanding of basic French and some improved their understanding during the lesson, but a minority lost interest because they did not feel fully included. With three adults in the class, they would have benefited from working in smaller groups, which would have enabled the quieter pupils to join in more often.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in Years 2 and 6 are below those found nationally but are beginning to rise.
- The school provides well for pupils with special educational needs and English as an additional language.
- The leadership of mathematics is good.
- Information about pupils' achievement is not used well enough to guide planning to meet the needs of all pupils.

Commentary

57. Standards in the Years 2 and 6 national tests for 2003 are well below average and lower than at the time of the last inspection. Nevertheless, most pupils make satisfactory progress from the time they join the school. The school is working hard to improve the quality of teaching and learning in mathematics and has put in place initiatives to improve standards, including new assessment procedures and additional support for some pupils. There are clear signs of improving trends and the setting arrangements in the current Year 6 are making a significant

difference. The standard of work seen indicates that, although generally below those expected, higher attaining pupils are working at, or above, the expected level. Achievement for this group is good, but most pupils are achieving satisfactorily. Although, in Year 2, pupils are achieving satisfactorily in relation to their attainment when they enter the school, their standards are below those expected for pupils of this age.

58. In Year 2, work in pupils' books indicates that a reasonable range of work has been covered, including 'number' and fractions, and 'shape, space and measures'. There are some inconsistencies in the standard of work, including presentation, between the two classes and generally the pupils described as 'above average' are not working consistently at the higher Level 3. In two lessons observed in this year group, one good, the other satisfactory, most pupils knew that a symmetrical shape is made up of two identical halves that are a mirror image of each other. Their standards were satisfactory in both these lessons. Work in the books of pupils in Year 6 indicates that although pupils are reasonably confident working in 'number and algebra', in 'shape, space and measures', and in handling data, they have fewer opportunities to develop their problem solving skills. Three lessons were observed in Year 6, as this year group is divided into three sets. The higher attaining group were reaching standards above those expected and were achieving well. The smaller group, those of below average attainment, were achieving well in relation to their starting points, but were struggling to solve a problem logically. The largest group – those described as of average attainment - were learning well but they were not fully secure in their knowledge of converting time from the 12-hour to the 24-hour clock and back.
59. Teaching and learning are satisfactory overall, but in some lessons teaching was good. Lessons have a clear focus, which is generally shared with pupils. Pupils appreciate the support and help they receive from their teachers and learning support staff in lessons, responding well to their guidance. Pupils are motivated and they demonstrate good attitudes to learning by working hard and trying to do their best. As a result, they make satisfactory progress in the development of their mathematical skills, because they understand what they are to learn.
60. Within lessons, teaching assistants provide good support for pupils with special educational needs or who are in the early stages of acquiring English. They sit with these children during lessons, clarifying what the teacher is saying, so that they know what is expected of them and are able to access the work. This enables them to make similar progress to their peers.
61. The co-ordinator leads the subject well and she has a clear focus on raising standards. The co-ordinator has identified weaker aspects of the curriculum and this process has enabled her to develop an action plan to remedy them. She has encouraged staff to identify weaknesses in pupils' knowledge by finding out what errors pupils make in test papers. Although the co-ordinator has not had sufficient opportunities to check the quality of teaching in order to ensure greater consistency, she has worked well in partnership with the local authority numeracy team to bring about improvements in teaching. This, combined with her determination to raise standards, is beginning to have an impact and is improving pupils' achievement.
62. Satisfactory assessment procedures have been developed, but currently teachers do not make full use of the information they have gained from assessing pupils' work to plan lessons that help all pupils improve their skills and knowledge. The quality of teachers' marking is also variable across the school. Comments do not usually refer to the aims of the lesson or provide sufficient guidance to show pupils what they need to do to improve. In some good lessons, which build effectively on pupils' previous learning, teachers use a more imaginative approach to make the work enjoyable and relevant to the pupils. For example, they play mathematical games or pose questions in the context of everyday life. In general, teachers do not make enough use of this approach and there are not enough opportunities for pupils to explore number patterns and mathematical statements in order to improve their understanding.

Mathematics across the curriculum

63. Opportunities for pupils to use their mathematical skills in other subjects are underdeveloped, but pupils were observed using their numeracy skills well in information and communication technology. There are weaknesses in pupils' ability to apply mathematics, and not enough use is made of numeracy in science.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- A well-organised curriculum gives full access to all pupils.
- Although in Year 6 pupils are achieving satisfactorily, not enough pupils are attaining higher levels.
- There is not enough emphasis on developing pupils' skills in scientific enquiry.
- There is good support for pupils with special educational needs.

Commentary

64. In the latest teacher assessments, pupils in Year 2 attained standards well below those expected by pupils of a similar age, while pupils in Year 6 attained standards below those expected of their age group. Currently, throughout the school, the majority of pupils are working at the expected minimum level for their age but very few achieve above this level due to a lack of challenge for more able pupils, and this depresses attainment overall. Pupils in the early stages of learning English and those with special educational needs learn and achieve well, because of the good support they receive in the classroom.
65. Although standards have fluctuated and are not as good as those reported at the last inspection, the organisation of the curriculum has improved and pupils now acquire a sound understanding of the main areas of scientific knowledge. For instance, pupils in Year 1 know that pushing and pulling can move objects and many can name the main parts of a bicycle wheel. In Year 2, they know that mini-beasts have different habitats that provide food, shelter or protection. In Year 3, they are learning that light casts shadows and that transparent materials let through more light than opaque materials. Most Year 5 pupils can confidently name the main parts of a flower and in Year 6 most pupils know that matter can exist in different states, such as solid, liquid and gas. By the end of both key stages, most pupils are achieving satisfactorily.
66. Pupils are generally not as confident when it comes to explaining how they might find an answer to a scientific enquiry. Examination of pupils' work and discussion with them show that their enquiry and investigative skills are below average. They are not systematically and progressively developing skills that will eventually enable them to find solutions to a problem by devising their own tests. Ways of presenting the information are very limited and there is little sign that pupils are considering the most appropriate ways to record their findings, taking into consideration all the factors involved. As a result, the subject is not making a significant contribution to the development of pupils' literacy and numeracy skills. But there is increasingly good use of technology, including computers, linked to microscopes and interactive whiteboards.
67. Teaching is satisfactory, overall. Most teachers have good questioning skills and are very adept at ensuring that all pupils are given a chance to contribute their ideas. Relationships between staff and pupils are very good, and teachers are successful in promoting good speaking and listening skills. However, in many lessons, the learning objectives are not clearly communicated to pupils so that it is difficult for them to build on previous learning or to know what the next steps will be. Teachers are now beginning to assess progress at the end of each

unit of work, but marking is inconsistent and does not often focus on what pupils must do to improve.

68. The headteacher, who is currently acting as co-ordinator, is very aware of the need to appoint a strong subject leader as soon as possible. She understands where the weaknesses are, and knows that extra support will have to be put in place if standards are to rise further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well as they progress through the school.
- The quality of teaching and learning is good.
- Leadership and management are good.

Commentary

69. Standards at the end of Year 6 and Year 2 are typical of those expected nationally. All pupils, including those with special educational needs and pupils in the early stages of learning English achieve well when compared to their prior attainment. Since the last inspection, the school has successfully addressed the issues identified in the previous report. Statutory requirements are now met and the school has made good progress improving the provision for ICT. There is now a computer suite with 14 new computers and these are all linked to a network. All classes are time-tabled for a weekly lesson in the suite. Teachers have experienced intensive training and resources have been enhanced and are now good.
70. Inspection evidence indicates clear progression as pupils move through the school. Pupils in Year 1 confidently log on and off and use the mouse and keyboard to explore computer software programs, developing their ideas and recording their creative work. By Year 2, pupils build well on their previous knowledge and learn to change the graphics and enhance their learning in art and design. They explore images such as stained glass windows observed during a visit to a local church. All pupils are able to change an image on a picture and explain how it was done. More able pupils confidently move boxes and can explain how to reduce the size and how to enlarge. They use mathematical skills well as they identify the length of the boxes. They know how to change the image to make it brighter and lighter. Pupils with special educational needs are supported well: for example, one girl has a larger keyboard to meet her needs. Pupils in Year 3 use computers well to enhance their literacy skills. They enjoy creating statements in response to pictures on the screen and this helps them consolidate their knowledge of settings, action, characters and dialogue. Pupils make good progress learning to handle data and pupils in Year 5 confidently enter work onto a spreadsheet. More able pupils are able to explain how to alter the width of the column. Good teaching in Year 6 ensures that all pupils are able to prepare a Power Point presentation about the River Thames. Pupils research and use their information well and consequently their learning in geography is enhanced. More able pupils use a range of animation to enrich their presentation, such as pictures, different entrances and exits. Pupils with statements of special educational needs are supported well and have positive attitudes.
71. Teaching is good overall. Subject knowledge is good because training has been effective and teachers have worked hard to improve their own skills, knowledge and understanding. All teachers observed were confident in using the interactive whiteboard and lessons have a good balance of direct teaching and hands-on experience. Questions are used well and teachers demonstrate and involve pupils effectively in practical demonstrations. Planning identifies clearly the main learning objectives and vocabulary is used well to build on prior knowledge. Teachers use their observational skills well to give individual feedback. The later stages of lessons are used effectively to celebrate achievements and to reinforce learning. In some

otherwise satisfactory lessons, teaching was less effective as planning did not match the work closely to the needs of pupils.

72. Leadership and management are good. The co-ordinator has a clear understanding of progression throughout the school and of strengths and areas to develop. There is a good action plan that identifies clearly areas for development. The co-ordinator has monitored teaching and learning and carries out annual audits. Resources and accommodation are good.

Information and communication technology across the curriculum

73. There are good examples of the use of ICT in some subjects such as in science, art and design and geography, where it is used effectively. But overall the use of ICT to enhance learning in other subjects is satisfactory. Word processing skills are used in most subject areas of the curriculum and the digital camera and video are used regularly.

HUMANITIES

74. In geography and history there was insufficient evidence to make an overall judgement on provision. Two lessons were seen in religious education. In addition, pupils' previous work was analysed; the Agreed Syllabus was examined and meetings took place both with the subject co-ordinator and a selection of pupils from Year 6, when they spoke about what they had learned in religious education.
75. In history, three lessons were observed and two were seen in geography. A good element in the teaching of history and geography is the well-selected resources and the time pupils have to research and discuss the topics. This helps them to develop their speaking and listening skills and to use key vocabulary effectively, so that they learn well. However, work found in pupils' books is disappointing as much of it is limited to completing worksheets, with an over-reliance on gap-filling, labelling and short, limited accounts. These prevent pupils from practising and improving their literacy skills. In most classes, well-organised displays provide successful reference points for pupils.
76. In a good lesson in **geography** in Year 5, the enlarged maps of the locality provided a good starting point for pupils to refine the accuracy of direction-giving, in order to plan alternative routes. In this well-organised and well-planned lesson, all pupils were fully involved and motivated because of the good teaching and learned well. Pupils showed satisfactory standards and were achieving well. In a satisfactory lesson in Year 6, pupils consolidated their knowledge about river systems, notably the local River Lea, using an Ordnance Survey map. In this lesson, the pace moved slowly and too much time was used on the preparation, leaving limited time for the planned tasks. The Smart Board was used effectively to show relevant sections of the map. In this lesson, pupils' standards were below those expected, but their achievement was satisfactory.
77. In **history**, two good lessons were seen in Years 1 and 4. In Year 1, pupils compared the local area in Victorian and Edwardian times with that in the present. Pupils' technical vocabulary was developed well in this lesson and their standards were in line with those expected, but there was insufficient evidence to judge achievement. In Year 4, in a well-organised session, pupils researched effectively different aspects of the lives of Tudors, ranging from crime and punishment to education and religion. In this lesson, pupils learned well and made good progress in developing their research skills and in recording their findings. Pupils were achieving well and were attaining satisfactory standards. In Year 2, pupils compared the similarities and differences between holidays in the past and present and recorded them correctly. In this satisfactory lesson, the class did not make as much progress as they might have mainly because the noise levels were too high and a calm atmosphere was not created. As a result, it was difficult to judge their achievement, but their standards were satisfactory.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are broadly meeting the expectations of the Locally Agreed Syllabus, but they are not encouraged enough to record in writing what they have learned.

Commentary

78. In a satisfactory lesson in Year 2, the teacher used a Smartboard effectively to display the learning objectives: 'to understand the symbolism of the cross, candle and water used in baptism'. Some pupils struggled with understanding these concepts and, although they were generally able to answer their teacher's questions, many were unable to translate this understanding into their written work. This was because, although she has good subject knowledge, the teacher did not check sufficiently that her pupils had sufficient understanding of symbolism to write about it meaningfully. Standards are in line with the expectations of the Agreed Syllabus overall, and pupils' achievement is satisfactory at the end of Key Stage 1.
79. In a good lesson in Year 3, the teacher made the lesson objectives clear to his pupils: 'To find out what the Torah is, and why it is important to Jewish people'. The teacher used good questioning techniques to check on what his pupils had remembered about the previous lesson to assure himself that they were ready to move on to the next steps, such as the concept of 'precious' and what is precious to his pupils. The lesson was planned well and before watching an excerpt from a video about the Torah, 'Pathways of Belief', he ensured that various groups were given specific points to concentrate on, as they would be the focus of the group work to follow later. Pupils responded well to this good teaching, and were eager to answer their teacher's questions. They showed satisfactory knowledge and understanding of the lesson objectives and, in this lesson, were achieving well.
80. No lessons were seen in Year 6, but in discussion with some of the pupils, they showed satisfactory knowledge of the subject, clearly enjoyed learning about religious education and are achieving satisfactorily. The subject is satisfactorily managed. Although the work in pupils' books indicates that they are currently given few opportunities to record what they have learned, there are good examples of pupils' writing on display in many classrooms.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. In the subjects in this area of learning, there was insufficient evidence to make an overall judgement on provision. Three lessons were observed in art and design, and one in design and technology. Two lessons were observed in music and one was observed in physical education.
82. In **art and design**, the art co-ordinator provides a strong lead for all the staff in the way that he promotes the development of skills and high standards. All around the school, pupils' art-work is celebrated. In the second floor hall, a vibrant display of interesting work shows how well the school has used the artist in residence project to enhance art-work. This gave pupils very good experiences of working with a wide range of materials, skills and techniques to create two, and three-dimensional art-work and sculptures on the theme of trees. The work seen indicates that pupils achieve well and there are many examples of work which shows standards to be above average: for example, Year 2 pupils' charcoal drawings based on the magnified detail of a bicycle part. In the lessons seen, the quality of teaching and learning was very good in one and satisfactory in the others. Teachers planned interesting activities, which built well on previous learning. In all lessons, teachers introduced and encouraged pupils to use technical vocabulary to enable them to talk about their work. In a very good lesson in Year 2, the teacher made very good use of visual resources and questioning to develop his pupils' understanding of the techniques required for making relief tiles. Questions such as, "How do you think this raised

pattern was made?” and “How did the blue get there?” encouraged pupils to draw on and apply their previous experiences. Pupils’ designs, based on those seen on a visit to the local church, demonstrated pupils’ good observational skills and careful attention to the expert advice and guidance from their teacher.

83. In **design and technology**, a good lesson was seen in Year 1. Pupils’ work indicates that pupils have opportunities to practise an appropriate range of skills, and design and make their own products. These pupils were challenged to apply the skills acquired in earlier lessons and this required them to constantly evaluate and adapt their designs and approach to making. They clearly enjoyed the topic of designing playground equipment and were motivated to persevere, even when things were not going so well. Teaching and learning were good. The school consults pupils on the development of, and improvements to, the school environment in the Joined-Up Design Group and this greatly enhances the curriculum and their understanding of the relevance of the subject in everyday life.
84. In **music**, a specialist teaches pupils for two days each week and planning, which is based on national guidance, ensures a reasonable balance of opportunities to develop pupils’ key musical skills. In the two lessons seen, teaching was very good in one and satisfactory in the other. In a very good lesson in Year 1, activities were well matched to the pupils’ needs. The pupils were highly motivated so that they made quick progress in their understanding and use of symbols to represent dynamics, such as loud and quiet. Their playing on untuned percussion instruments, in small groups, was of a standard typical for their age. The instrumental taster scheme, where pupils have the opportunity to try out different tuned instruments, contributes well to the music provision, as does the tuition on steel pans. The djembi drumming club and singing club further enhance the curriculum effectively. Pupils regularly take part in musical performances in school and in local community events, including the Hackney Music Festival. They have exciting opportunities to see and work with professional performers such as the London Symphony Orchestra and opera singers, and these enrich further their musical experience.
85. In **physical education**, a good lesson was observed in Year 4 in games, where pupils were learning well. The teacher demonstrated good subject knowledge and gave clear teaching points. Pupils made good progress in the tennis lesson, improving their ability to throw, catch and hit a small ball. Standards, however, were below those expected for pupils of this age, as only a few pupils had the required accuracy, control and consistency to receive and direct the ball to a specific target.
86. Discussion with pupils in Year 6 indicates that all statutory curriculum areas of activity are experienced. Pupils demonstrate a sound knowledge of the effects of exercise on the body and sound knowledge of attack and defence strategies in games. Although there is no grassed area, the school makes good use of the playground space available, including the roof top patio that is used well during the lunchtime for athletic activities. The current pupils in Years 5 and 6 have had swimming lessons, but the local pool is now closed. The school is currently investigating the use of alternative pools to ensure that all pupils continue with the swimming programme.
87. Although the majority of classes have only one lesson each week, the curriculum is enhanced effectively by good provision for sport outside the school day and a large number of pupils attend various clubs. Play workers and lunchtime supervisors make a valuable contribution in extending opportunities for physical activity, organising a range of small games and athletic activities. There are good opportunities for pupils to show initiative and organise and lead their own club, such as Irish dancing and street dancing sessions led by pupils in Year 5. The co-ordinator has worked hard to improve gaps in resources and to improve the extra-curricular provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This curriculum area was sampled, but available evidence suggests provision is **good**.

88. There is an effective personal, social and health education programme that contributes well to pupils' personal development. Three lessons were observed in circle time (when the teacher and pupils discuss issues relating to personal, social and health education) and all three lessons were satisfactory. However, it is likely that these lessons were not representative of the school's provision, which is a strength of the school. This is because the school places great store on this area of its work and takes an inclusive approach to the subject. Assemblies, the curriculum generally, the rich quality of out-of-school activities and the very good quality of pupils' spiritual, moral, social and cultural development, combined with the high levels of care, contribute effectively to personal, social and health education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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