

# INSPECTION REPORT

## WOODFORD GREEN PRIMARY SCHOOL

Woodford Green

LEA area: Waltham Forest

Unique reference number: 103068

Headteacher: Mr John Snow

Lead inspector: Tom Shine

Dates of inspection: 21<sup>st</sup> - 23<sup>rd</sup> June 2004

Inspection number: 258480

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: 205

School address: Sunset Avenue  
Woodford Green  
Essex  
Postcode: IG8 0ST

Telephone number: (020) 8504 1629  
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Appropriate authority: The governing body  
Name of chair of governors: Mrs Nicky Pashby

Date of previous inspection: 8<sup>th</sup> February 1999

## CHARACTERISTICS OF THE SCHOOL

Woodford Green Primary School is one-form-entry with 205 pupils on roll, and is average in size. It provides for pupils aged 3 to 11 and has a nursery class that children attend on a part-time basis. It is situated in very pleasant surroundings, on the edge of a private golf course and encircled by Epping Forest. However, although the school is in the London Borough of Waltham Forest it abuts the Borough of Redbridge from where it draws some of its pupils. Other pupils come from a nearby council housing estate in Waltham Forest, but many pupils come from further afield, as the school has, until recently, been under-subscribed, and as a result, the socio-economic intake does not reflect the affluence of the area where the school is located. Just under half the school population is of white British origin, but many minority ethnic groups are represented, including pupils of mixed white and Black Caribbean origin, those from Black British Caribbean, British Pakistani, and Black British African being the most notable. Although the majority of pupils from minority ethnic groups speak English as their first language at home, at least 20 pupils are in the early stages of acquiring English as an additional language. Attainment varies from year-to-year when children enter the school, but it is generally typical for their age. The proportion of pupils known to be eligible for free school meals is similar to the national average. 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, those arising from social, emotional and behavioural difficulties, and multi-sensory needs. The movement of pupils who join or leave the school, other than at the normal times, is lower than average in most year groups. The school is involved in a number of initiatives such as the Small Schools Fund and in 2003 it received a Schools Achievement Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24254	Tom Shine	Lead inspector	English Information and communication technology Special educational needs English as an additional language
8991	Pamela Goldsack	Lay inspector	
15011	Marion Wallace	Team inspector	The Foundation Stage Science Art and design Design and technology Physical education
29378	Ken Watson	Team inspector	Mathematics Geography History Music Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a satisfactory standard of education. Most pupils reach standards expected for their age and achieve satisfactorily. Teaching is satisfactory overall, but there is too much variation in its quality to ensure all groups of pupils learn consistently well. The headteacher's leadership is satisfactory and he is working hard to move the school forward. It gives satisfactory value for money.

#### The school's main strengths and weaknesses are:

- The headteacher has initiated improvements in many areas since his appointment but many staff with management responsibilities require training to fulfil them effectively.
- Satisfactory teaching overall and much that is good, but more consistency would ensure pupils learn more effectively; teachers' marking is inconsistent.
- Most teachers do not check on the progress of their pupils enough and therefore do not match work sufficiently to pupils' needs in their planning.
- Pupils' personal development is good and is reflected in their good attitudes and behaviour, although their attendance is below the national average and is unsatisfactory.
- A good range of additional activities that enhance the curriculum effectively.
- 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 February 1999, progress has been satisfactory, overall. Improvements include those to pupils' personal development and standards in science, information and communication technology (ICT) and religious education. Teaching is generally better than when last reported, although work still continues to be not matched well to the needs of all pupils. Links with parents have improved. Other improvements include an effective programme for monitoring teaching, the opening of a new suite for ICT, and a new Nursery.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

In general, pupils are achieving satisfactorily, but higher attaining pupils could be stretched more. Current standards in English are not as high as the above results suggest, although they are similar in mathematics and science. In the Foundation Stage, children are on course to attain the goals they are expected to reach in the areas of learning where there was sufficient evidence to judge, by the end of Reception. Children make better progress in the Nursery than in Reception but are achieving satisfactorily, overall. In Year 2, pupils are reaching standards in reading, writing, mathematics and science that are below those expected, but their achievement is satisfactory. In Year 6, pupils are also achieving satisfactorily, with their standards in English, mathematics and science being in line with those expected. In ICT and religious education, standards have improved and are broadly as expected and pupils are achieving satisfactorily. There is room for improvement in pupils' presentation of their work in much of the school.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils are keen to learn and behave well. Attendance is below 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 none that is unsatisfactory. Teaching is satisfactory in English, mathematics, science, ICT and religious education, but some good lessons were seen in all of these subjects. Teaching is good in the Nursery and is satisfactory in the Foundation Stage, overall. Teaching is consistently good in Years 3, 4 and 5. In these classes pupils learn well, but in the rest of the school there is too much variation in the quality of teaching for learning to be consistently effective. There is insufficient evidence to judge the general quality of teaching in other subjects. Generally, in their planning, teachers do not take sufficient account of what various groups of pupils have learned in previous lessons and as a result, work is not consistently matched to pupils' needs.

The curriculum is satisfactory throughout the school and there is good provision to enrich the curriculum through additional activities, both during and outside the school day. There are good links with parents and the community. Parents are more involved in their children's learning since the last inspection and they support the school by volunteering to help in classrooms and on trips.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory.** The headteacher's leadership is competent and committed, as a result of which a number of improvements in many areas have been achieved. The headteacher's management is satisfactory. He has a clear understanding of what needs to be done to maintain the momentum for improvement and most procedures and policies are in place. Although generally inexperienced, the senior management team works hard in supporting the headteacher, but some subject co-ordinators are in need of training to fulfil their responsibilities more effectively. The governance of the school is satisfactory.

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

Parents think well of the school and generally have positive views about it. Parents would like more information in reports about their children's progress. Older pupils, whose opinions were sought, like being at the school but would like improved arrangements regarding playground management at lunchtime.

## **IMPROVEMENTS NEEDED**

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

- Improve the quality of teaching to a consistently good level, including teachers' marking.
- Improve procedures to identify the learning needs of all groups of pupils and to check on their progress, so that teachers' planning ensures work is appropriately matched to those needs.
- Develop the role of the co-ordinators and provide training to ensure they become more effective.
- Improve procedures to raise pupils' levels of attendance.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils are achieving **satisfactorily** in Years 2 and 6. Standards in English, mathematics and science are below those expected for pupils in Year 2 and are broadly at expected levels in Year 6. Pupils with special educational needs and those in the early stages of acquiring English as an additional language are also achieving satisfactorily.

#### Main strengths and weaknesses

- Pupils attained exceptionally high standards in the National Curriculum tests in 2003, in reading and writing and high standards in mathematics in Year 2; they attained above average standards in English in Year 6.
- Although pupils are achieving satisfactorily, high-attaining pupils could be challenged more.
- Pupils make good progress in developing their speaking and listening skill as they move through the school.
- Some pupils present their work well, but generally there is insufficient attention paid to this aspect of their work, including handwriting.

#### Commentary

1. The table below shows that pupils in Year 2 are achieving extremely well in national tests compared to those in most schools and indeed in reading and writing, their performance is in the range of the top five per cent of schools across the country. What the table does not show is that the results are equally impressive when set against those in similar schools (that is, schools within the same percentage of pupils eligible for free school meals), where they are just as high. The school points to this year group as being particularly able, with very few pupils with special educational needs or in the early stages of acquiring English as an additional language. The inspection finds that although current standards in reading, writing and mathematics are generally below those expected, most pupils are achieving satisfactorily. Many pupils are attaining the expected standards, but not enough are attaining the higher Level 3. For example, during the inspection, no pupils were reading at Level 3. This is quite a different group compared with last year's Year 2. The current Year 2 has 20 per cent of its pupils with specific special educational needs and nearly a third of its pupils are in the early stages of acquiring English as an additional language.

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

Standards in:	School results	National results
reading	18.3 (16.0)	15.7 (15.8)
writing	17.9 (14.6)	14.6 (14.4)
mathematics	17.5 (15.3)	16.3 (16.5)

*There were 21 pupils in the year group. Figures in brackets are for the previous year.*

2. The results in the National Curriculum tests for pupils when they were in Year 6 in 2003, were not as impressive as those attained by their younger counterparts, as the table below shows. In English, they attained standards above the national average and in mathematics and science they attained standards that are broadly in line with the national average. 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 attained above the average for these schools in English and matched the average in mathematics and science. These standards are not as high as they might be, because not enough pupils are attaining the higher Level 5.



Boys performed better than girls in English and science and similarly to girls in mathematics. The trend in the school's performance over the past five years has been above the national trend.

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

Standards in:	School results	National results
English	27.7 (27.6)	26.8 (27.0)
mathematics	26.8 (27.2)	26.8 (26.7)
science	28.9 (29.1)	28.6 (28.3)

*There were 26 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 satisfactorily. Pupils' speaking and listening skills have improved since the last inspection and are good by the time pupils leave the school. Pupils are benefiting from increased opportunities to develop these skills, both in formal lessons and in other settings such as drama, assemblies and circle time. Pupils read reasonably confidently and at the expected standard overall and higher attaining pupils read well. Pupils' writing is broadly at expected levels, with some higher attaining pupils, but not enough, writing above those levels. Mathematics has been a teaching focus in the current year but so far there has been no marked improvement on standards, which are broadly in line with those expected. Pupils are achieving satisfactorily but not enough are attaining higher levels, as work set tends not to be matched to those levels. Similar standards are attained in science, where pupils are achieving satisfactorily, but more needs to be done to stretch the more able pupils. This class has nearly a third of its pupils on the register of special educational needs and has also suffered from inconsistent teaching in the past. However, there are no pupils identified as being in the early stages of learning English as an additional language. 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, when they were below expected standards and are broadly in line with those expected. Pupils are achieving satisfactorily in Year 2 and are achieving well in Year 6. In religious education, pupils' standards have also improved since the last inspection and broadly meet the requirements of the Locally Agreed Syllabus. Pupils' achievement is satisfactory.
  
4. Children enter the Nursery class with levels of attainment that, although wide ranging, are generally average for their age in all areas of learning. However, attainment varies from year to year and evidence in Years 2 and 6, with a high proportion of special educational needs and also in Year 2 with a high proportion of pupils in the early stages of acquiring English as an additional language, indicates that their attainment is likely to have been below average when they entered the school. Generally, children make good progress in the Nursery and satisfactory progress in Reception and satisfactory progress overall and children are on course to attain the goals they are expected to reach in all areas of learning. Children with special educational needs and those who speak a first language other than English in Reception, make the same rate of progress as their peers.
  
5. In the rest of the school, pupils with special educational needs progress and achieve satisfactorily in both key stages. Their targets in their individual education plans are generally realistic and achievable. Although the learning support assistants provide good support, there is not enough for pupils with special educational needs but without statements. They would make more rapid progress with more support. Three of the five statemented pupils are from a neighbouring local authority and these receive good additional support from outreach workers. There are approximately 14 pupils in Key Stage 1 in the early stages of acquiring English as an additional language. These pupils receive satisfactory support from their class teachers. But this support would be more effective in enabling these pupils to make good progress, if staff received further training.

6. There is too much variation in how well pupils present their work, including how neat it is, how they form their letters and how they generally pay attention to writing in a consistent style. There are very pleasing exceptions to this criticism. For example, some of the pieces of work of the higher attaining pupils in Year 6 are models of presentation, but these are exceptions. Overall, pupils' letters are not consistently well formed and there is no uniform style of handwriting throughout the school.

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

Pupils' attitudes and behaviour are **good**. Their attendance is **unsatisfactory**. Pupils' personal development, including spiritual, moral and social and cultural development, is **good**.

### **Main strengths and weaknesses**

- Good arrangements to promote pupils' spiritual, moral, social and cultural development.
- Attendance is below the national average and the school is not doing enough to tackle absences.

### **Commentary**

7. All pupils of whatever ability, race or gender are fully included in all aspects of the school. Pupils' positive attitudes have been maintained since the last inspection and they respond well to all that the school has to offer. After-school clubs are popular and well supported by pupils. In the Foundation Stage, children learn to play and work together. Pupils listen carefully to their teachers and ask and answer questions with enthusiasm. They are interested in their work and try hard to do well. The responses in pupils' and parents' questionnaires confirm that pupils like school.
8. Overall, pupils are well behaved in lessons and at other times and have high expectations of behaviour. Their good moral development results in an orderly community with a good atmosphere for learning. Pupils are well aware of the school rules and agree their own class rules at the beginning of the year. The school strategies to improve discipline are successful and behaviour is better than it was during the last inspection. Occasionally, teaching is interrupted to apply sanctions and this dismays pupils; they would also like behaviour improved in the playground. Outdoors behaviour is boisterous but friendly. The headteacher maintains a high profile in the playground and is working hard to improve supervision. Bullying is rare and is corrected when it occurs according to the guidance in the anti-bullying policy.
9. Pupils' good relationships benefit from planned opportunities for them to work in different social contexts, usually as paired or group work in lessons. Older pupils help supervise younger ones during indoor play sessions when it is raining and pupils in Year 6 are making books as keepsakes for children in the Nursery. Pupils appreciate the different backgrounds of their classmates and racial harmony is good. Parents are very pleased that the school is helping their children to become mature.
10. There is a good range of planned opportunities for pupils to reflect on their learning and consider the needs of others. Provision for spiritual development has improved significantly since the last inspection. Worthwhile assemblies with relevant themes allow pupils to consider issues that relate to them, such as perseverance and signs and symbols. Pupils explore the meaning of poetry and participate in dramatic performances enthusiastically. In lessons in personal, social and health education, pupils engage in fruitful discussions during circle time (when pupils are able to express their feelings without interruption).
11. The interesting programme of visitors and class trips provides pupils with a good understanding of British and western culture. The school takes good advantage of its proximity to leading museums and cultural venues. Destinations include the Planetarium, the British

Museum and the Royal Albert Hall. Pupils' awareness of multicultural diversity has improved since the last inspection. For example, in religious education, they study the world's leading faiths and events such as the annual Culture Week extend their views in this area. The school is proactive in its successful approach to promoting pupils' awareness about diversity within modern society in England.

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

Authorised absence		Unauthorised absence	
School data	4.8	School data	1.4
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.*

- Pupils' attendance is below the national average and the school does not do enough to raise parents' awareness about the importance of regular attendance. There is no truancy but family holidays continue to be taken during term time. There were no exclusions in the last reporting year, but one boy had a fixed period exclusion earlier this year. The issues regarding this exclusion have been resolved.

**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 reasonably broad and balanced and is **satisfactory**, overall. The school's care for its pupils is **satisfactory** overall and it gives **satisfactory** levels of support and guidance. It has **good** links, both with parents and 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 than previously. However, pupils do not learn constantly well because the quality of teaching is too inconsistent. There are weaknesses in teachers' day-to-day assessment and planning practices, including marking.

**Main strengths and weaknesses**

- Teaching is good in the Nursery but it is inconsistent in the Reception and is satisfactory overall in the Foundation Stage.
- In their planning, teachers do not take enough account of pupils' progress and therefore work is not consistently set to match pupils' needs.
- Teachers' marking is patchy; they do not emphasis enough how pupils should present their work.
- Teachers have good relationships with their pupils and manage their classes well.

**Commentary**

- Although the overall judgement of 'satisfactory teaching' echoes a similar 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 one per cent was very good. As the table below shows, 50 per cent of lessons in this inspection were good or better and no unsatisfactory teaching was observed. There are a number of reasons for this improvement, including a significant change of teaching staff since the last inspection. An effective programme of monitoring of teaching has also been introduced involving the headteacher, the deputy headteacher and the local education authority's school effectiveness adviser. This has been successful in identifying many of the strengths and weaknesses in teaching. Records

indicate teachers are given constructive feedback. However, because of instability in the teaching staff in the current academic year, the pattern of monitoring has been less constant recently. Lessons observed and work in pupils' books, indicate that the general quality of teaching in English, mathematics and science is satisfactory, although some good teaching was observed in all three subjects. During the inspection, the best teaching was seen in Years 3, 4 and 5. 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. Lesson planning now clearly shows what pupils are expected to learn which was not the case at the last inspection.

**Summary of teaching observed during the inspection in 30 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (13.3%)	11 (36.7%)	15 (50%)	0 (0%)	0 (0%)	0 (0%)

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

14. Since the last inspection a Nursery class was established shortly after the headteacher's appointment. Teaching is good in the Nursery, particularly in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. There was insufficient evidence to form a judgement about teaching in either personal, social and emotional development or creative development. Particularly strong features of this good teaching include challenging children to respond and explain their views to develop their speaking and listening skills; developing children's number skills by using imaginative counting games; and providing stimulating opportunities to develop their natural curiosity and their knowledge and understanding of their surroundings. In the Reception, children make satisfactory progress in these and other areas. Here, the teacher is less skilled and experienced and would benefit from more opportunities to work more closely with the nursery teacher.
15. Systems are being developed to track pupils' progress and to enable the setting of realistic but challenging targets from the end of Key Stage 1 National Curriculum tests, through the optional tests of the Qualifications and Curriculum Authority, to the statutory tests at the end of Key Stage 2. However, in their day-to-day lesson planning, teachers tend not to take sufficient account of what their pupils have learned in previous lessons and do not match the work set closely enough to their needs so that it is suitably challenging for all groups of pupils. Higher attaining pupils tend to miss out as the work is generally matched to the average attaining pupils and work in pupils' books indicates that it is too difficult for some of the pupils of below average attainment, particularly those with special educational needs. Fewer learning support staff to help them, compared to some schools, exacerbates this inappropriate match of work for these lower attaining pupils. More needs to be done to identify and support pupils in the early stages of acquiring English as an additional language. During this term an outside consultant has been appointed to act as the lead co-ordinator to identify such pupils. At the time of the inspection she had identified 19 pupils in the Reception to Year 2 in this category. It is not clear who will take over this task and provide training for teachers when she leaves at the end of term. The school acknowledges that more needs to be done to improve its assessment practices.
16. 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. Teachers' planning identifies the learning objectives and intended outcomes of lessons but their marking does not refer to how successfully these have been achieved. Opportunities are therefore missed to check on whether pupils understand how well they are doing and how they can improve.
17. One of the principles of the school's teaching and learning policy is to foster and promote good relationships and a sense of belonging to the school. It is successful in observing this

principle. The good relationships that are fostered between adults and children in both the Nursery and the Reception continue as pupils progress throughout the school. The majority of teachers and other staff have very good relationships with their pupils and in general the majority of lessons are managed effectively because pupils are interested in what they are learning and work well together in groups. Occasionally a few teachers raise their voices unnecessarily to attract attention, which only serves to increase the noise level.

## **The curriculum**

The overall quality of the curriculum is satisfactory. It is imaginatively enriched through many additional activities. The accommodation and resources are adequate for teaching the curriculum.

### **Main strengths and weaknesses**

- Many opportunities for enrichment, including extra-curricular provision.
- No established curriculum policy to give staff support and guidance.
- Learning support assistants provide good support but there are fewer of them than found in many schools.

### **Commentary**

18. The curriculum meets statutory requirements including provision for religious education and collective worship. There is an effective programme for the teaching of personal, social and health education, including sex education and drug misuse. The National Numeracy and Literacy Strategies are well established but there are occasions when they need further adaptation to meet the needs of all pupils. There is insufficient emphasis given to the systematic development of skills and knowledge through each age group. Nor are they underpinned by sufficiently rigorous assessment procedures, including the identification of pupils with special educational needs and those in the early stages of learning English as an additional language. All subjects are given appropriate time on the timetable, but there is no overall curriculum plan and this leads to some inconsistencies in the way the curriculum is taught, for example in art and design, history and geography. Subject co-ordinators do not regularly monitor teachers' planning to ensure it is firmly based on the knowledge, skills and understanding required for good progress in each subject. As at the time of the last inspection, this lack of rigorous monitoring of the curriculum as it is taught in the classroom results in inconsistencies throughout the school.
19. There is an extensive programme of visits and visitors giving good support to the curriculum throughout the school. This includes dance and drama workshops and regular visits by all classes to places of interest such as museums, the fire station, art galleries and parks. The drama companies, who frequently perform in the school, are chosen for their educational value and they give good support to such subjects as science, geography and history as well as enriching the English curriculum. Pupils in Years 5 and 6 have the opportunity to attend a residential visit to the Isle of Wight where they take part in a variety of environmental activities. Special occasions such as multicultural or science weeks are used creatively and events such as the Celebration of Work and Performance Extravaganza Evening help to raise pupils' confidence and self-esteem.
20. A wide range of extra-curricular activities enrich pupils' learning outside the school day. These include activities with computers, art, a school newspaper, dance, drama and a breakfast club for mathematics. There is also a good range of sporting activities and competitive sports such as netball, cricket and swimming are regularly organised with other local schools. A large number of pupils of all ages take advantage of these clubs that are generally run by members of staff, with the present teacher in Year 6 playing a prominent part.
21. The school premises are in a poor state of repair but plans to address this are already well in hand. The accommodation is adequate for teaching the curriculum, but space is at a

premium, the library is cramped and there are few spaces for quiet areas or to withdraw groups of pupils. The school now has an appropriate computer suite and this has been used well to improve learning in ICT. The hall and playground are just adequate for teaching physical education, but there is no school field. Resources have been improved over the last few years and are good in some subjects, although satisfactory overall. Teaching aids are not always available in classrooms. For example, some lessons were observed where additional whiteboards or an overhead projector would have enhanced learning. Learning support staff are used well in some lessons, but there are occasions when more help is needed, particularly in lessons where different ability groups are working on a variety of tasks. The hall, corridors and classrooms are brightened by a satisfactory variety of display work, but opportunities are missed to give more information about the purpose of the activities represented.

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

The provision for pupils' care, welfare, health and safety is **satisfactory**. The provision of support, advice and guidance based on the monitoring of pupils' achievement is **satisfactory**. The involvement of pupils through seeking, valuing and acting on their views is **satisfactory**.

### **Main strengths and weaknesses**

- Good relationships between pupils and adults provide a trusting and supportive atmosphere.

### **Commentary**

22. The school fulfils its statutory requirements regarding health and safety. Risk assessments of the site are up to date and carried out regularly. Although the building is old there are no outstanding areas of concern. There are sufficient members of staff trained to administer first aid and pupils who need it are treated sympathetically. Pupils with allergies or ailments are also well cared for. Pupils are supervised well at all times. The headteacher is the named teacher responsible for child protection and the school follows the local authority's procedures. The staff handbook contains an overview of guidance. However, the school does not ensure that all members of staff are fully informed about their responsibilities regarding child protection.
23. The small size of the school ensures that pupils are well known by their teachers. Pupils' personal development is recorded well and shared with parents during consultation meetings and in the end of year reports. However, in lessons, pupils are generally given the same work to complete and the work is therefore not matched well to the individual needs of the pupils. Pupils are not given enough guidance on how they can improve and there are not enough opportunities for pupils to evaluate their own work.
24. This is a welcoming school where pupils are happy. The trusting relationships between pupils and teachers and learning support assistants, mean that pupils have at least one adult that they can talk to if they have a concern. This is confirmed by the responses to the pupils' questionnaire and discussions during the inspection. Displays highlight pupils' own work and assemblies celebrate their best efforts. At the time of the inspection the school council was only recently re-established and not yet making an impact. Pupils express their ideas freely during circle time, but there are regular surveys of their views and opinions.

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

The school's links with parents and the community are **good**. Links with other schools are **satisfactory**.

## Main strengths and weaknesses

- Parents are supportive of the school and its work.
- A good home school partnership that helps to extend learning for pupils.
- Pupils' learning is enriched by the school's good links with the community.

## Commentary

25. Overall, the school is highly regarded by its parents. With few exceptions, their views expressed during the inspection were positive. The quality of information provided for parents is satisfactory and meets requirements. The school prospectus and governors' annual report to parents contains the required information in a parent-friendly format. Newsletters from the headteacher are issued regularly. However, a significant minority of parents was dissatisfied with the information they received about pupils' progress in school. Parents are justified in their concerns. The end-of-year reports contain good information about personal development but do not say enough about individual subjects and children's levels of attainment. Class teachers distribute information about the curriculum that will be studied along with other class activities, but there is no school format. Good examples were seen in Year 4 and parents would like all classes to send out similarly helpful written information.
26. Opportunities for parents to become more involved in their children's learning have improved since the last inspection. Parents support the school by volunteering to help in classrooms and on trips. There is a very high rate of attendance at consultation meetings and they regularly attend assemblies. Parents also participate in the school's annual Culture Week. Their efforts are welcomed and valued by the school. The Woodford Green Primary School Parents' Association has a history of organising social and fundraising events. Funds raised have traditionally helped in meeting the running costs of the school's mini-bus and in providing additional resources. The school also works to extend the partnership with parents by offering workshops for them, so that parents can help their children with literacy and numeracy at home. The school values the support it receives from parents but does not regularly carry out surveys of their views and ideas.
27. The school makes good use of resources in the community to extend the range of activities for pupils. This is particularly taxing because unlike many small schools, pupils travel from a wide area and it is not the neighbourhood school for many of its pupils. Pupils benefit from activities such as visits from the Corporation of London Constabulary, cycling proficiency, theatre group visits and competitive sports matches. Pupils visit two nearby churches and their vicars make regular visits to the school.
28. The school maintains appropriate links with ten local secondary schools to ensure the transition to Year 7 runs smoothly. Parents are given written information and induction days for pupils and their parents are in place. Co-ordinators from the three main secondary schools meet with pupils from Year 6 to develop relationships to ease the transition to the next stage of their education. The headteacher makes himself available to help parents, if they need to launch an appeal to secure a place in a particular secondary school.

## LEADERSHIP AND MANAGEMENT

Overall, the school is **satisfactorily** led and managed. The headteacher has a clear understanding of the tasks to be done to maintain improvement. The senior management team is inexperienced but provides firm support to the headteacher. The governance of the school is **satisfactory**.

## Main strengths and weaknesses

- The headteacher is committed to meeting the individual needs of all pupils and is dedicated to getting the best from them.

- Disruption to staffing has stalled progress and many co-ordinators are new to their roles and need training.
- More work needs to be done on checking on how individual pupils are progressing and using this information in teachers' planning.
- The governing body has a reasonable understanding of the school's strengths and weaknesses.

## Commentary

29. Two of the aims of the school are to esteem children as individuals and to present opportunities for all to develop their full potential. The headteacher and his senior staff work hard to ensure these aims are achieved. They are successful in attaining the first, while there remains more work to be done in attaining the second. Pupils are valued as individuals because of the good relationships in the school and the warm, welcoming atmosphere, that enable pupils to be confident, have good, positive attitudes to school and behave well. However, shortcomings in procedures to check on pupils' progress and to plan to meet the needs of all groups of pupils result in higher attaining pupils not having their needs met consistently. In addition more could be done to identify and support the needs of pupils in the early stages of acquiring English as an additional language and pupils with special educational needs. Despite the best efforts of the support staff, there are fewer staff to meet these pupils' needs effectively than normally found. The co-ordinator for special educational needs had only been in that post since last September and has been on maternity leave since January. During her absence an acting co-ordinator has been visiting the school for one day a week this term, but she has not had much opportunity to provide direct support to pupils. Limited evidence suggests that there may be some pupils with special educational needs who have not been so identified in the co-ordinator's absence.
30. However, while much remains to be done, the headteacher has initiated improvements in many areas since his appointment three years ago. While the trend in the school's results is above the national trend in Key Stage 2, with fluctuations because of small year groups, there has been a focus on improving pupils' skills in writing, mathematics and science, although this focus needs to remain. However, in the absence of an overall curriculum plan pupils' skills are not consistently developed in subjects such as art and design, history, geography and music. Since the last inspection there have been improvements in ICT and religious education. The general standard of teaching has also improved and the programme of monitoring has been effective in this regard, but teaching is still too inconsistent. Firm plans are in place for improvements to the interior of the building that are sorely needed. Documentation reveals that the headteacher has shown a reasonably accurate degree of self-evaluation, with many of his judgements of overall quality in the school being similar to those in the inspection findings.
31. Progress in improving pupils' standards, their achievement and the overall quality of teaching, has been hampered by changes of staff and unavoidable absences for long periods such as that of the current deputy headteacher. As a result, the headteacher has not yet been able to work with his substantive deputy for any substantial period of time. Currently, in her absence, the senior management team consists of the temporary co-ordinator for English as an additional language and a senior teacher from Year 6, both of whom are joint acting deputy headteachers and the co-ordinator for the Foundation Stage. They have taken on additional responsibilities such as line-managing the support staff and liaising with the mealtime supervisors. Although they have not been trained in managing people, they fulfil their responsibilities satisfactorily. Many of the subject co-ordinators are new to their roles and since they have not had training in how to monitor teachers' planning and the standards of pupils' work in their books, their effectiveness is limited. Some co-ordinators of specialist subjects, such as ICT, have not had opportunities to monitor teaching.
32. The governing body has a full complement of members, is very supportive of the school and meets its statutory responsibilities. Although over two thirds of the governors are relatively new to the school and have been members only since the arrival of the headteacher, many have



satisfactory understanding of the school's strengths and weaknesses and realise they are still on a learning curve and are keen to learn. During the inspection the chair of governors was absent because of illness, but the vice-chair is reasonably knowledgeable and spends at least a day a week in the school helping in classrooms and gives of his time willingly.

## Financial information

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

Income and expenditure (£)	
Total income	661,051
Total expenditure	679,674
Expenditure per pupil	3,146

Balances (£)	
Balance from previous year	108,869
Balance carried forward to the next year	-82,878

33. The table above shows there is a surplus in the budget of about 12.5 per cent, which is well above what is considered a prudent reserve for contingencies. However, part of the surplus, about £30,000 in grant for the Nursery, was deposited in the school's account in the 2002/2003 financial year, although it related to the 2001/2002 financial year. The governors have done well to set aside about £45,000 of the current balance for substantial refurbishment, the first of a three-year programme, to be undertaken in the summer break. There are no procedures to ensure clear lines of accountability in financial matters between the school and the governors. For example, the governors report that decisions about staffing levels are not sanctioned by them before being taken by the headteacher.

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

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

There is currently one Nursery and one Reception class; 34 children attend the Nursery part-time and there are 27 children in the Reception class. Provision is satisfactory; it is not possible to make a direct comparison with the last inspection because there was no nursery provision previously. The Nursery has been established since the last inspection. Each class has a teacher and a nursery nurse. Attainment on entry varies from year to year, but generally it is broadly average. Children enter the nursery when they are three years and three months old and some children have over a year in the Nursery. There are two intakes into Reception from the Nursery and two from the Reception to Year 1. Three children have been identified with special educational needs in Reception and five children are in the early stages of acquiring English as an additional language. All of these children receive appropriate support and make the same rate of progress as their peers. All children make satisfactory progress overall during the Foundation Stage in all areas of learning. At the time of the inspection, the majority of children were on course to attain the goals they are expected to reach in all areas of learning by the end of Reception. Lower attaining children make satisfactory progress working towards the later stages of the goals.

Parents feel welcome in the Nursery and Reception classes and receive appropriate information ensuring the transition from home to school is smooth. The management of the Foundation Stage is satisfactory. The co-ordinator is new to the nursery phase and to a management role but she has a clear vision and high aspirations. Sound progress has been made integrating the Reception and Nursery class. Procedures to check on children's progress in the Reception are unsatisfactory and are not rigorous enough to ensure all children are appropriately challenged and work is matched closely to their ability. Resources and accommodation are satisfactory with weaknesses in the outdoor area and the Reception class. The outdoor area is limited with no grassed area and limited opportunities for climbing. It is difficult for the Reception class to access the outdoor area. Space is limited in Reception and contrasts with the generous space available in the nursery.

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

34. There was insufficient evidence to form a judgement about provision in this area of learning. No direct teaching was observed during the inspection, but other evidence indicates that learning is satisfactory and children are on course to achieve the early learning goals by the end of Reception. The school day contains an appropriate balance of teacher-directed and child-initiated activities that contribute to children's growing confidence and independence. Children learn to play and work together and quickly learn to share and take turns. In both the Nursery and Reception, children develop positive attitudes to school life and establish good relationships with all adults. The well-considered play activities contribute to children developing their concentration and they are interested and motivated to learn. Children learn to understand the needs of others during the role-play in 'Woodford Green Hospital'.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Children make good progress in the Nursery.
- Children have a positive attitude to books.

## Commentary

35. In the Nursery, children make good progress in improving their speaking and listening skills because the teacher and nursery nurse seize every opportunity to challenge children to respond and explain their views. Nursery children are provided with a wide range of experiences that cultivate and promote the development of early literacy skills. They respond enthusiastically to sharing books and listening to stories. Children enjoy mark making and the good opportunities for role-play ensure children engage in informal speech with others: "These are my babies and I will be the doctor". Speaking and listening skills are reinforced in many situations in Reception. For example, a more able child explains clearly what happens on Fathers Day.
36. Accommodation is cramped in Reception and the opportunities for role-play are limited. The teaching of literacy skills is satisfactory in Reception and there are well organised procedures for children to take their books home. All children have a positive attitude to books and average and more able children are well versed in reading and are able to talk about characters and events in their story. Their confidence in tackling difficult words is less well developed and children are hesitant using their knowledge of letters and sounds when reading. Progress in writing skills is satisfactory and more able children write simple sentences such as, 'The camel is walking around the desert'. Average children write letters and some recognisable words but lower attaining children still need adult support. Children are on course to attain the goals they are expected to achieve by the end of Reception.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Children achieve well and make good progress in their ability to count in the Nursery.
- Teaching and learning are very good in the Nursery.

## Commentary

37. Children make good progress in the Nursery and satisfactory progress in Reception and are on course to meet the goals they are expected to reach by the end of Reception. They develop their ability to count and recognise numbers because there is a strong emphasis in this area of learning and activities are appropriately planned to help children develop their mathematical skills. Very good teaching in the Nursery ensures children are challenged to count their favourite coloured sweets. More able children count to 14 and identify the number 14 on the number footprints. Lower attaining children in the Nursery count up to eight objects. Teaching in Reception is satisfactory and children are appropriately challenged; more able children confidently add two more and take two away. The teacher uses songs well to help children count in twos as they sing 'ten currant buns in a baker's shop'. Good support from the nursery nurse in Reception ensures children make good progress learning about shapes. A few are able to explain the difference between three-dimensional and two-dimensional shapes. The majority of children in Reception can identify basic shapes and lower attaining children can match basic shapes. Children in Reception make satisfactory progress learning everyday words to describe position. More able children understand the terms 'side' and 'edge', but average and lower attaining children are still unsure and need adult support and guidance.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- There are appropriate opportunities to use computers.
- The school site is used well to extend learning.

### Commentary

38. Children are given appropriate opportunities to develop their knowledge and understanding of the wider world. Children make good progress in the Nursery and satisfactory progress in Reception. Teaching in the Nursery is good. An imaginative range of learning opportunities develops children's natural curiosity and adults support children well in investigating their surroundings. They enjoy a walk in the local woodland and are encouraged to draw and describe what they see. There are good opportunities for children to develop an awareness of safety on the roads because children learn to wear safety helmets when riding bikes around the playground. Good teaching in the Nursery helps children develop an awareness of routes. Children make sound progress learning to use the computer and reception children have satisfactory sessions in the computer suite. The majority draw simple pictures and use the mouse confidently. In Reception, where the teaching is satisfactory, children make sound progress using mirrors to observe their own facial features and to draw them. Lego and construction kits are readily accessible and consequently children make sound progress building and constructing a wide range of objects. Children in Reception and Nursery use binoculars and magnifying glasses confidently to observe spiders and bugs.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- The nursery teacher uses language well to extend movement vocabulary.
- Opportunities to develop a broad range of physical skills are limited in the outdoor play area.
- Parent helpers enrich children's dance experience.

### Commentary

39. Children in both the Nursery and Reception classes make satisfactory progress in this area of learning. Good teaching ensures children in the Nursery make good progress experiencing a range of movements as they respond to different percussion instruments. They are learning to move quietly and start and stop on command. Children in Reception made good progress during a dance lesson taken by a parent. They responded well to different music styles and learned to hold their finishing positions. Good progress was made working with a partner leading and following simple actions to the music. Opportunities to develop physical skills in the outdoor play area are less well developed and consequently overall progress is not as good as it could be. However, teaching in Reception is satisfactory overall. Children develop their co-ordination and strength peddling the bikes and riding the scooters around the playground but opportunities for balancing, aiming and climbing are far and few between. Most children grip pencils, paintbrushes and use scissors appropriately. There are suitable opportunities for children to develop their co-ordination, placing shapes in the correct place on jigsaws.

## CREATIVE DEVELOPMENT

40. There was insufficient evidence to form a judgement about provision in this area of learning. Although no teaching was observed during the inspection, evidence from children's work in the classrooms indicates that learning is satisfactory. There are appropriate opportunities for children to explore media and materials; to explore sounds and sing simple songs; use their imagination and communicate their ideas. In the Nursery children are encouraged to mix paint, such as red and blue to make purple. There are good opportunities for nursery children to develop their creative skills and experience imaginative role-play in 'Woodford Hospital' which is used well. Children enjoy writing imaginary notes and recording information. They enjoy using the stethoscope to hear each other's heart beat. Reception children share the nursery provision for two sessions a week, but there is no clear progression in the imaginative play from the Nursery to the Reception class.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- By Year 6, pupils' speaking and listening skills are good and their reading and writing skills are in line with those expected.
- Teaching is satisfactory overall, but some good teaching was observed.
- Some inconsistency across the school in the quality and use of assessment to identify the needs of pupils and in marking to explain to pupils how they can improve their work.

#### Commentary

41. Pupils' standards of attainment are below those expected in Year 2 and are broadly in line with those expected in Year 6. These standards are lower than those reported at the last inspection in Year 2 and are similar to those reported in Year 6. Standards of speaking and listening across the school have improved and are better than those normally found by Year 6.
42. Pupils' language and literacy skills are usually broadly average when they enter Year 1. However, available evidence indicates that the attainment of the pupils in both the current Year 2 and Year 6 was below average when they entered Year 1. The school has identified about a third of the class in Year 2, who are in the early stages of acquiring English as an additional language. Their speaking and listening skills however, are much better than their skills in reading and writing. In Year 6 no pupils have been identified as being in the early stages of acquiring English although there are a number of minority ethnic groups in this class. There are two pupils with statements in this class and three with specific special educational needs. Throughout the school all groups of pupils, including those with special educational needs, speak and listen progressively well as they move through the school. This is because there is more of a focus on developing these skills since the last inspection when weaknesses were identified, such as difficulties in listening and responding to others' contributions during discussion. As a result, these weaknesses have been largely eradicated and pupils' speaking skills benefit from the good opportunities they are given to answer questions and express their ideas and opinions in English and other lessons. Drama, assemblies and circle time provide other opportunities for pupils to develop their speaking and listening skills and to enhance their confidence and self-esteem.
43. In Year 2, pupils have positive attitudes to reading. In addition to the eight pupils in the early stages of acquiring English in this class of 25 pupils, five pupils have specific special educational needs. The general standard is below that expected for pupils of this age, but their reading skills are progressing satisfactorily and they are achieving satisfactorily. By Year 6,

pupils' reading skills are at expected levels, with some pupils reading at higher levels. These pupils are achieving satisfactorily and could have been achieving more if, during their previous school career, they had received a more consistent quality of teaching. These pupils use books and increasingly the Internet, effectively to research topics for subjects such as science, geography and history.

44. In writing in Year 2, attainment is below the standard expected. Given the proportion of pupils in the early stages of acquiring English and those with special educational needs, these pupils are achieving satisfactorily. But the work in their books indicates little evidence of any pupils attaining the higher Level 3. This suggests that there is not enough emphasis, in their teacher's planning, to set work for the more able pupils that is at a realistic but appropriate level of challenge.
45. In Year 6, the majority of pupils are attaining expected standards for pupils this age. More able pupils are attaining standards above those expected and are writing some extended pieces, such as stories, that are exceptionally well written. These show good command of punctuation, as when a girl wrote, "*Right then, we'd better get started,*" said Amy half smiling'. Other pupils use correct punctuation less consistently. Pupils' written work in this class shows no evidence of work being targeted to meet the varying needs of groups of pupils in this class. Higher attaining pupils could be challenged more, while some of the work set for lower attaining pupils, including those with special educational needs, is unrealistically challenging for them.
46. Taking account of the work in pupils' books and lessons observed, the overall quality of teaching and learning is satisfactory. Teachers have secure command of the National Literacy Strategy and plan their lessons accordingly, but deviate from it appropriately as the occasion demands. Teachers generally ask good questions, but in at least one lesson the noise levels were high enough to disturb learning as the teacher did not insist on her pupils waiting to answer questions without shouting out. In a good lesson in Year 6, the teacher's planning was good, the class was well managed and in groups, work was appropriately matched to their needs. However, work in pupils' books indicates that teachers do not consistently demand high enough standards in the presentation of pupils' work, including appropriate attention to basic punctuation and the quality of handwriting. Work is not consistently matched to pupils' abilities and teachers' marking tends not to refer to how well pupils have achieved the learning objectives or how they can improve their work.
47. The co-ordinator was not in school during the inspection as she was on maternity leave, but in interview she was knowledgeable and aware and has monitored teaching of the subject. However, there is insufficient evidence to judge the quality of leadership and management, overall. The quality of teachers' marking indicates that it would benefit from more monitoring of pupils' work and the lack of consistent systems to check on pupils' progress leads to work being set that is not always matched to pupils' needs.

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

48. Language and literacy skills are used satisfactorily across the curriculum. Pupils use their computers to word-process some of their writing and pupils in Year 6 use digital cameras to take photographs. There is good use of pupils' literacy skills in science when pupils record their observations. There is enough evidence to suggest there is satisfactory use of pupils' literacy skills in religious education, geography and history.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The National Numeracy Strategy is used consistently throughout the school.
- There is an appropriate emphasis on number work and problem solving.
- Day-to-day assessment is not used well to guide teachers' planning.
- Higher achieving pupils are not always being challenged with appropriate tasks.

### **Commentary**

49. Pupils' standards of attainment are below those expected in Year 2 and are broadly in line with those expected in Year 6. Compared to their previous low attainment all pupils, including those with special educational needs, are making satisfactory progress and are achieving satisfactorily. These standards are similar to those reported at the last inspection.
50. Teachers are confident in their understanding of the National Numeracy Strategy and basic number skills are consistently taught throughout the school. Much emphasis is placed on number work and problem solving and the majority of pupils in all classes achieve sound standards in this area. However, work in shape, space and measures and in data handling is not as well developed. There are few examples of practical work aimed at developing pupils' measuring or data handling skills and although some use is made of information and communication technology to enhance learning, more use could be made of the technology, particularly in data handling.
51. Work in pupils' books indicates that a reasonable range is covered in Year 2, but few pupils are attaining the higher Level 3 and standards of presentation are not as good as might be expected. In the lesson observed in this year group, most pupils confidently identified all the common coins and most were able to estimate with reasonable accuracy the number of coins in a handful. With help from their teacher pupils were also able to count in 2's, 5's, and 10's. In the group work, many confused estimating the number of coins with estimating their total value so the impetus of the lesson tended to get lost. More able pupils were unable to overcome this problem without intervention from the teacher.
52. In Year 6, work in pupils' books indicates a sound range and quantity of work, but most was aimed at the expected Level 4, with very little at the higher Level 5. Some work was very untidy or unfinished, indicating that some of the less able pupils were finding the work too difficult and giving up. Pupils do not usually write lesson objectives in their books, so teachers' marking does not say if objectives have been achieved, or what pupils need to do to improve. There is no sign of pupils writing targets in their books or evaluating their own work. Nevertheless there are some challenging number and problem solving tasks for more able pupils, a minority of whom are working at Level 5. In the lesson observed in Year 6, pupils were learning to plot on a graph the relationship between distance travelled and time taken by a car travelling at a constant speed. Most managed this with appropriate guidance from the two teachers and voluntary helper who were present, but their lack of confidence meant that they were not able to move beyond this very directed activity into making their own decisions about the layout of the graph or how to interpret the data.
53. Teaching and learning are satisfactory overall, with some good teaching. In the better lessons teachers provided challenging and stimulating activities for pupils related to their previous learning. In general, teachers do not make sufficient use of assessment in their planning, so that tasks tend to be either too easy for more able pupils or too difficult for less able and they are unable to build consistently on previous learning. The co-ordinator is aware of these problems and has sound plans for the development of the subject, but currently monitoring is not rigorous enough to ensure that weaknesses are addressed and best practice is spread more widely.

## Mathematics across the curriculum

54. Opportunities for pupils to use their mathematical skills in other curriculum areas are underdeveloped. Increasing use is being made of ICT, but pupils' skills could be used more widely in day-to-day activities and in subjects such as science, geography and art and design.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Work is not well matched to the needs of individual pupils because procedures to check on pupils' progress are unsatisfactory.
- Pupils' progress is good in Years 3 and 5.
- The school makes good use of the school site to enhance learning.

### Commentary

55. Standards are below those expected for pupils' ages in Year 2 and in Year 6, pupils are attaining standards that are expected of pupils of a similar age. Compared to their attainment when they entered the school, pupils in both these year groups are achieving satisfactorily. Pupils with special educational needs and those who are in the early stages of acquiring English as their first language make the same progress as their peers. Since the last inspection standards have improved in Year 6 when they were below the standard expected for their age. However, not enough pupils are attaining the higher levels. The quality of leadership and management is satisfactory and this is an improvement on the last inspection when it was judged to have shortcomings.
56. Work in pupils' books indicates pupils have made sound progress by the end of Year 2. More able pupils have a sound understanding of living things and they capably draw the life cycle of a frog and butterfly. They identify why some plants grow when they have water while those without water do not grow. However, work is not closely matched to the needs of all pupils and as a result lower attaining pupils do not always complete the work, which is too difficult for them.
57. Scientific procedures are developed appropriately as pupils progress through the school. There are suitable opportunities for pupils to learn from observation and investigation. More able and average pupils in Year 6 have a sound understanding of a fair test and can explain how to apply it in an investigation. An analysis of their work and discussion with pupils indicate they have sound ability to explain and record basic life processes, life forms, materials and their properties and physical processes. More able pupils in Year 6 explain clearly the difference between an artery and a vein, while average pupils are confident in understanding and explaining the main functions of muscles in the body and the importance of oxygen. Mathematics and literacy are used appropriately to enhance learning. In Year 5, for example, pupils use bar graphs to show working pulse rates and in Year 3, pupils grow sunflowers and measure their growth. There is limited use of ICT to enhance learning in science, but pupils in Year 6 use the Internet effectively to research information for their topics.
58. Due to timetable changes, no teaching was observed in either Year 2 or Year 6 during the inspection. However, evidence based on an examination of pupils' work and discussion with pupils indicates that teaching is satisfactory in both of these classes. Teaching observed in Year 3 was good and very good teaching was observed in Year 5. In the good lesson the teacher's enthusiastic and challenging questions helped her pupils consolidate their knowledge of how shadows are formed. In the very good lesson in Year 5, the teacher used very good



strategies to teach her pupils about the relationship between sound and vibration and managed her class extremely well, producing very good responses.

59. Procedures to check on pupils' attainment and track their progress are unsatisfactory as work is not planned to match the needs of all groups of pupils. Teachers record attainment at the end of Year 2 and Year 6, but there is no evidence of ongoing observations and recordings. Leadership and management are satisfactory overall. The co-ordinator has worked hard to ensure pupils learn through observation and investigation. She has a clear plan to develop the subject, but has not monitored teaching and learning across the school. Science days with a common focus such as 'Eggs,' enrich the curriculum for all pupils. Resources are satisfactory and easily accessible. Good use is made of the school site and the surrounding Epping Forest to enhance learning. Visits and visitors are used well to enrich the science curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards have improved significantly since the last inspection.
- There are good links with some other subjects.

### **Commentary**

60. Although only two lessons were observed, work on the walls in classrooms and discussions with pupils indicate that they are attaining standards that broadly match those expected for their ages in Year 2 and Year 6 and in Year 6 all groups of pupils, including those with special educational needs, are achieving well. There was insufficient evidence to judge the quality of teaching in Key Stage 1, but available evidence indicates it is satisfactory in Key Stage 2.
61. In a good lesson in Year 1 in the computer suite, pupils were confident using their computers to present mathematical information in the form of pictographs, using pie and bar charts to classify the characteristics of the faces of their classmates, such as the colour of their eyes and hair. This was a new computer program to the pupils and they showed satisfactory knowledge and understanding of it and made good gains in their knowledge in this lesson, as the teaching was good. The teacher's planning was effective and the learning objectives were set out clearly. Although the noise level was fairly high in this lesson it was not disturbing and was due mainly to their excitement. The pupils worked effectively in pairs and were engrossed in what they were doing. In Year 2, pupils have been working successfully on a computer program '2 Question' in learning to sort information using appropriate questions. In science, they were investigating the differences between animals and the places animals like to live in, using questions such as 'can it climb trees?' 'does it live on land?' and 'does it eat meat?'
62. In the computer suite, a selection of pupils from Year 6 were eager to show what they had learned by opening their computer files. They used the technology confidently and were keen to demonstrate the school's computer website. They printed out a selection of work at the inspector's request, including some of their work in literacy, which they had originally written out in long hand and had then word-processed. This included the arguments for and against their teachers being asked to wear uniform in school. Their work was attractively headed with bold titles using the 'Word-Art' program. They use the Internet effectively to research their topics in science where they extracted useful information about eggs and nestlings. In history, they were able to access the website of the National Maritime Museum and in geography and history they printed out helpful information about 'The Ancient Indus Valley'. They clearly enjoy using the technology, have very positive attitudes to it and are well behaved.
63. Most aspects of the subject have improved well since the last inspection, when standards at the end of both key stages were below those expected and pupils had too few opportunities to

develop and consolidate their skills throughout the school. Standards are now in line with those expected for pupils' ages and increased to the point that they are now keeping pace with the national rise in standards. There is now much more emphasis on the progressive development of pupils' skills and teachers follow the national guidance in their planning. The well-equipped and spacious computer suite is a much better resource than the cramped area reported in the last inspection and the school is well-resourced for appropriated software. The co-ordination of the subject is satisfactory. The co-ordinator is knowledgeable and enthusiastic but does not have the opportunity either to monitor the quality of teaching or to ensure teachers' planning emphasises an appropriate progression of skills throughout the school. Class teachers themselves do not monitor nor record their pupils' progress sufficiently.

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

64. There has been satisfactory improvement in the use of the technology throughout the curriculum since the last inspection. There is some good use of the technology in mathematics, such as the use of bar and pie charts and pupils have used spreadsheets in numeracy when adding and subtracting shopping lists. But the technology could be used more in data handling. Older pupils have extracted information from the Internet well for use in their science, history and geography projects and the technology is used well in literacy. A bank of simple digital cameras is used effectively throughout the school to enhance pupils' learning. For example, pupils in Year 6 have taken photographs of nursery children to scan them into the individual storybooks they are making for them.

### **HUMANITIES**

In geography and history there was insufficient evidence to make an overall judgement on provision as only one lesson in geography was observed. In religious education two lessons were seen and in addition pupils' work was analysed and there were meetings with the headteacher and a group of the older pupils.

65. Throughout the school, work in **geography** and **history** is planned on a two-year cycle. This enables classes to work together on the same topic and share the available resources. However, it was not clear from the pupils' workbooks that skills learned in one year-group were built on in the succeeding year. As reported at the last inspection, curriculum planning does not give sufficient emphasis to the systematic development of skills through all age groups. There was very little evidence of more able pupils in Year 2 or Year 6 achieving the higher levels of which they are capable. There is no system for assessing levels and generally, teachers' marking does not indicate whether pupils have achieved the learning objectives or what they need to do to improve. In Year 2 for example, pupils write about the travels of Barnaby Bear, but there is little sign of them beginning to express their own views or contrast one area with another. By Year 6, pupils are showing more awareness of similarities and differences between contrasting areas and are using different sources to gather evidence, for instance studying artefacts from the Indus Valley to find out more about that particular civilization.
66. Teachers plan a sound range of activities and experiences and good use is made of termly visits to places of interest to enrich the curriculum. Good cross-curricular links are exploited; for example in a Year 2 assembly, pupils gave a presentation on the theme of 'By the Seaside'. Through drama, art, music and song, children presented a story that focused on broad cultural, historical and geographical aspects of holidays by the sea. Learning in all these areas was enhanced and pupils' confidence and self-esteem clearly benefited.
67. In the one lesson seen, in Year 3, the teacher showed good questioning skills when talking about the world's climate zones, and pupils responded well, showing sound knowledge of different countries. All were familiar with a globe and the use of maps and plans to show different geographical and political features. The quality of the discussion meant that the

lesson made a good contribution to speaking and listening skills and all pupils, including those with special educational needs, made appropriate contributions and learned well.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils achieve satisfactorily and are broadly meeting the expectations of the locally agreed syllabus.
- Pupils' presentation of their work is very variable.

### Commentary

68. Provision for religious education has improved since the last inspection when it was judged to be unsatisfactory. The subject receives appropriate curriculum time, resources have improved and pupils now have more secure knowledge of major world faiths. In a lesson in Year 3 about Muslim prayer, the teacher's good subject knowledge, very good questioning skills and high expectations for behaviour, created a positive atmosphere in which all pupils learned very well. A highlight of this lesson was the moment when two Muslim boys went to the front of the class to talk about how they prepare for prayer. With minimal intervention from the teacher, they answered questions in a totally open and unaffected way about many aspects of their religion. The other pupils were fascinated and because relationships were so good the session made a very real contribution to pupils' social, cultural and spiritual development as well as improving their knowledge of Islam.
69. In a lesson in Year 6, pupils studied the story of Joseph and were considering the feelings that he and his brothers might have had. Pupils showed a good range of vocabulary, with suggestions such as 'arrogant', 'self-centred', 'jealous' or 'bewildered'. The contribution to literacy skills was good, but the planned activities did not advance the pupils' knowledge or stimulate them to think more deeply about the moral issues involved. Opportunities were missed to use such strategies as paired discussion or role-play to bring the story alive, engage the pupils' attention and challenge their thinking.
70. Little written work was available for analysis during the inspection. The standard of the work seen was very variable with much factual writing or the retelling of religious stories. There was very little sign of pupils being challenged to evaluate the effect that religious beliefs can have on their own or other people's lives. In a discussion with pupils in Year 6, they showed satisfactory knowledge of different religions. Most were able to describe the main features of each religion but found it difficult to pinpoint the key similarities and differences. Although the school does have some imaginative special events such as a multicultural week, insufficient use is made of the wide range of ethnic and religious traditions in the school and local community to improve the curriculum. The school now has a good collection of religious artefacts, although few are on display around the school. The headteacher is the acting co-ordinator pending a new appointment next term.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There is insufficient evidence to make an overall judgement about the quality of provision in art and design, design and technology, music and physical education. One lesson was observed in design and technology and music and two lessons were seen in physical education. No lessons were observed in art and design. Extra-curricular clubs were observed in art and design and physical education.

71. Work on display in **art and design** suggests that standards are broadly in line with those expected. In Year 2, pupils made satisfactory progress using fabric to create different leaf

designs. The art club is well attended by Years 1 and 2 pupils who enjoy creating sand pictures. Artwork is used well to enhance learning in history. Pupils in Year 4 create satisfactory pastel drawings of Tudor characters and a few samples of work from Year 6 show good attention to detail in the pastel drawings of the Golden Hind. Cultural development is enhanced well in Year 5, where pupils learn about Pacific Island cultures and create attractive displays of vivid dye pictures, using colour and pattern well. The previous report identified a lack of progression in skills as pupils progress through the school and limited evidence from the display suggests that this is a weakness that still remains. Discussion with pupils in Year 6 indicates they have limited knowledge of professional artists' work and an appreciation of a range of artistic styles.

72. In **design and technology**, pupils' work indicates there is appropriate coverage of the curriculum and opportunities to design and plan, make and evaluate their own work. Pupils in Year 6 make satisfactory progress evaluating a range of commercially made biscuits and plan and make their own biscuits. They write sound written evaluations and suggest how to improve the quality of the biscuits. A few of these pupils create their own science board game to help pupils in Year 3 improve their knowledge of science. In a satisfactory lesson in Year 2, pupils made sound progress designing a toy with a winding mechanism. Year 3 pupils make good use of the school site designing models to show how they can improve their school environment.
73. In **music**, the recent loss of a specialist teacher means that most music lessons are now class based. However, planning for skills development is not consistent throughout the school. In discussions with pupils in Year 6, it is clear that there is too much variety in the quality and frequency of musical experiences that the various classes receive. However, music is used well on occasions such as assemblies and end-of-term presentations. During the inspection, the Year 2 class showed sound musical skills in singing in two parts to the accompaniment of percussion instruments. In a whole school singing practice, pupils sang with enthusiasm, but opportunities were missed to develop pupils' understanding of the way singing can be used expressively to reflect the mood of the chosen piece and to build on previous learning. No attempt was made to identify what more advanced skills might be expected from older pupils in the school. However, in a lesson in Year 5, pupils learned very well because the planned activities focused rigorously on developing pupils' skills. Very good relationships and the very good class management of the teacher were crucial in creating an atmosphere where pupils were challenged and inspired. In group activities, they showed a good understanding of simple musical notation and were able to combine singing and percussion sounds showing a good appreciation of how different parts fit together to create an overall effect. All pupils, including those with special educational needs, were fully involved, enjoyed the activity and made good progress.
74. Provision in **physical education** is enriched by the very good range of extra-curricular clubs and activities. These are well attended and provide opportunities for pupils to extend their skills and knowledge about games, athletics, dance and gymnastics. Opportunities for pupils to take part in inter-school competitive events are good and the school achieves well against other schools in swimming, football, netball and athletics. There are very good opportunities for pupils to take part in gymnastics and dance-displays for parents and friends.
75. In the two lessons observed, teaching was satisfactory in one and good in the other. In both lessons standards were typical for pupils of their age. Good teaching in an indoor lesson ensured pupils in Year 4 developed good co-operative skills when challenged to arrange themselves in order of their date of birth on a bench. The teacher had good class management and used questioning skills well, as a result of which pupils learnt to be sensitive to the needs of others when faced with a problem-solving physical challenge. Pupils in Year 5 demonstrated sound knowledge about the technical aspects of throwing a foam javelin and changing a baton in a relay race.

76. Resources are satisfactory but there are weaknesses in the accommodation. The hall is too small for large classes of older pupils and results in limited activity levels. There is no field or grassed area and the playground surface has a severe slope at one end. The adventure playground equipment enables pupils to develop their balancing and agility skills and pupils benefit from using playground equipment such as the caterpillar tracks and skipping ropes to develop physical skills during the break times.

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

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

77. There is an effective programme to develop pupils' personal, social and health education, including sex education and drug misuse. In the Foundation Stage, children experience a well-balanced programme of teacher-directed and child-initiated activities. These contribute effectively to children's growing confidence and independence and enable them to play and work together while learning to be co-operative and to take turns. In lessons in personal, social and health education, pupils engage in fruitful discussions during circle time. Pupils enjoy these sessions and would like to see them offered regularly in all classes. A good example took place in Year 3, where pupils ably exchanged ideas about the changing rights and responsibilities of children as they become older. Assemblies also provide effective opportunities for pupils to reflect on issues to which they are able to relate and can identify with.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

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

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	4

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