

# INSPECTION REPORT

## **WOODSIDE PRIMARY SCHOOL**

Goffs Oak, Waltham Cross, Hertfordshire

LEA area: Hertfordshire

Unique reference number: 117321

Headteacher: Mr Don Round

Lead inspector: Mr Paul Evans

Dates of inspection: 17<sup>th</sup> - 19<sup>th</sup> May 2004

Inspection number: 258497

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

© Crown copyright 2004

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 228

School address: Jones Road  
Goffs Oak  
Cheshunt  
Waltham Cross  
Hertfordshire

Postcode: EN7 5JS

Telephone number: (01707) 888 333  
Fax number: (01707) 888 223

Appropriate authority: The governing body  
Name of chair of governors: Mr Mark Scrutton

Date of previous inspection: March 1998

## CHARACTERISTICS OF THE SCHOOL

Woodside Primary School, Goffs Oak, is an average sized primary school which provides education for 228 children, 106 boys and 122 girls aged four to 11 years, who live in the Goffs Oak and Cheshunt areas of Hertfordshire. The school received a 'School's Achievement Award' in 2001. It has no specialist status. The socio-economic context of the school is average as is the attainment of pupils joining the school. At the time of the inspection 27 children were attending the school's nursery each morning. Children in the Foundation Stage reach standards that are above expectations by the time they reach the end of reception class in several areas of learning. The proportion of pupils identified as being eligible for free school meals is below the national average. There are no pupils in the school for whom English is an additional language. The proportion of pupils on the school's register of special educational needs is below the national average, as is the proportion of pupils with a statement of special educational need. The largest proportion of these pupils have dyslexia or social, emotional and behavioural difficulties. The proportion of pupils who joined the school other than at the usual times is not significantly different to the national average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20737	Mr Paul Evans	Lead inspector	Foundation Stage curriculum Mathematics Information and communication technology Music Physical education
9121	Mrs Heather Danpure	Lay inspector	
22704	Mr Garry Williams	Team inspector	Special educational needs Science Geography History Religious education
20534	Mrs Nichola Perry	Team inspector	English Art and design Design and technology Personal, social, health education and Citizenship

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Grove  
Clifton  
Bristol  
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>9 - 14</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14 - 15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>16 - 28</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS AND COURSES IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Woodside Primary School is a **good**, happy school. The school provides a good quality of education and gives good value for money. It is viewed very highly by pupils and their parents. Pupils are well prepared for the next stage of their education. The headteacher provides excellent leadership for the school. Very good teaching and learning are now enabling pupils to reach higher standards than before, by the time that they leave. Governance and financial management are good. The leadership and management of subject co-ordinators are very good.

### The school's main strengths and weaknesses

- The leadership and management of the headteacher are excellent. This promotes very good leadership and management among subject co-ordinators and good governance.
- Standards in information and communication technology, religious education and physical education are good.
- Standards in art and design are too low.
- Children achieve well in the Foundation Stage<sup>1</sup> and in Years 1 and 2.
- The overall achievement of this year's Year 6 pupils is satisfactory, but achievement is good in Years 4 and 5. This is a result of the influence of the new headteacher.
- The assessment of pupils' standards in English, mathematics and science is good, but in other subjects is not yet well developed.
- The professional development of staff is very good; this leads to the very good quality of teaching.
- The promotion of equality of opportunity is very good and pupils' spiritual, moral, social and cultural development is very good.
- The care, welfare, guidance and support offered to pupils are very good.
- The school's links with parents and with the community are very good.
- Standards in writing in Years 3 to 6 are not high enough and writing is not well promoted through other subjects.

**The school has made considerable improvement since the last inspection.** The quality of teaching and the leadership and management of the school are much stronger and as a result standards are rising. All issues raised in the last inspection report have been dealt with successfully. The provision for children in the Foundation Stage is now very good.

### STANDARDS ACHIEVED

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

**Pupils' achievement is satisfactory overall.** Children achieve well in the Foundation Stage. Overall achievement at the end of Year 2 is good. By the end of Year 6, pupils' achievement is satisfactory. Pupils with special educational needs achieve well. Children in the Foundation Stage reach standards that are above expectations by the time they reach the end of reception class in several areas of learning. In national tests in 2003 at the end of Year 2 standards were well above average in English and average in mathematics. Teacher assessments in science showed that

<sup>1</sup> The Foundation Stage is the time that children spend in the school before they enter Year 1.

standards were above average. Standards are on track to be above average in the 2004 tests at the end of Year 2. In the present Year 6, standards in English, mathematics and science are on target to be average, which is an improvement on last year's national tests results in mathematics and science, which were below average. While the quality of writing is improving, the school is aware that it is still not good enough. The quality of writing is not well promoted in other subjects. Standards in art and design are not high enough.

In Year 2, standards in information and communication technology (ICT) and physical education are above expectations. Standards in history, geography and music are in line with expectations. In art and design standards are improving but remain below expectations. In Year 6, standards in ICT, religious education and physical education are above expectations. Standards in geography, history and music are in line with expectations.

Pupils' attitudes to their work are very good and their behaviour is excellent throughout the school. Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. Levels of attendance are good.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. The quality of teaching is **very good overall** throughout the school. Teachers' planning is very good and they have very high expectations of what pupils can achieve. This promotes pupils' learning very well and they develop excellent skills in working independently and collaboratively from an early age.

The quality of the curriculum offered to pupils is good. There is a good range of extra-curricular activities. Pupils are very well cared for and receive very good support and guidance. Procedures for pupils' care, welfare, health and safety are very good. The school has very good links with parents and the community.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The leadership and management of the headteacher are excellent. He has an excellent educational vision for the school and is the reason that it is improving. Financial management is good and the governors have a good understanding of the strengths and weaknesses of the school. They have a very good working relationship with the headteacher. The quality of teamwork is now very good throughout the school and subject co-ordinators undertake their role very well. The school now has very good capacity to improve further.

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

Parents have very positive views and are very complimentary about the school. Pupils are also very pleased, particularly with the way that their views are respected and acted upon. They have confidence in all adults working in the school. They work very hard and generally find lessons interesting.

## **IMPROVEMENTS NEEDED**

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

- Continue to improve the quality of writing and its development in other subjects. \*
- Raise standards in art and design.
- Improve the assessment of standards of work in subjects other than English, mathematics and science. \*

---

\* The school has already identified these issues and strategies are being developed or are in the early stages of implementation.

- Further improve the high quality ICT suite by installing appropriate ventilation.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **above expectations** at the end of the Foundation Stage and pupils are on track to achieve **above average** results in the Year 2 tests and **average** standards at the end of Year 6. The overall achievement of pupils is satisfactory. Achievement is good in the Foundation Stage and in Years 1 and 2. The achievement of the present Year 6 is satisfactory overall, but recent improvements in the school's provision are raising achievement across the school.

#### Main strengths and weaknesses

- The excellent vision and team building of the headteacher are the key to rising standards.
- Standards in writing are not high enough and writing is not promoted well enough in other subjects.
- Standards in ICT, religious education and physical education are above expectations, but standards in art and design are too low.
- At the end of Year 6, standards in mathematics and science have improved since last year.

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

Standards in:	School results	National results
English	26.6 (26.6)	26.8 (27.0)
mathematics	26.2 (29.2)	26.8 (26.7)
science	27.8 (29.2)	28.6 (28.3)

*There were 31 pupils in the year group. Figures in brackets are for the previous year.*

#### Commentary

1. When the present headteacher joined the school in 2002 he identified a need to improve the quality of teaching and learning. He was also and remains, absolutely determined to drive up standards. This expectation is now shared by the high-quality team that he has built. The quality of teaching and learning in the Foundation Stage and in Years 1 and 2 is very good and is already clearly affecting pupils' achievement and the standards that they reach. The quality of teaching in Years 3 to 6 is now very good and pupils' achievement and standards are also beginning to rise. However, there has been little time for major changes to have had the impact in Year 6 they have had in other years. Assessment procedures are not well developed for foundation subjects. This limits teachers' ability to plan work which closely matches pupils' differing levels of ability. This means that some pupils do not make the progress that they are capable of.
2. Standards have been raised and inspection evidence shows that this year's Year 6 is in line to reach standards which are average in English, mathematics and science in the 2004, national tests. This is an improvement in mathematics and science over last year's results and pupils in Year 6 have achieved satisfactorily since they joined the school. Pupils in Years 4 and 5 are already showing that they are on target to improve on these results when they take the tests at the end of Year 6. Standards in Year 2 are on track to be above average in the 2004 tests. The trend of improvement in Year 2 is above the national trend and the gap is widening. In Year 6 the trend for all core subjects is below the national trend.
3. When children join the school their levels of attainment are in line with expectations for their age. Very good teaching and learning in the Foundation Stage mean that children achieve well

and, by the time that they join Year 1, they reach standards above expectations in their personal, social and emotional development. They have developed good attitudes to learning and their behaviour is already very good. They also exceed expectations in their knowledge and understanding of the world and their creative and physical development. Standards in communication, language, literacy and mathematical development are in line with expectations.

4. Very good teaching in Years 1 and 2 ensures that pupils continue to achieve well and, by the time that they took the 2003 national tests at the end of Year 2, standards were well above average in reading and writing and average in mathematics. Teacher assessments showed that standards in science were in the top five per cent nationally for the proportion of pupils reaching Level 2 and above. In the 2003 national tests for Year 6 pupils, standards were average in English and below average in mathematics and science. Very good teaching and learning are now raising standards very effectively.
5. The school has very good strategies for ensuring the educational inclusion of all its pupils. In 2002 and 2003 there was a marked difference in the results of boys and girls in Year 2. The school has addressed this and there was no evidence of a significant difference during the inspection. Pupils with special educational needs make good progress overall. The good teaching they receive is effective in raising their attainment. The additional quality of support in the classrooms means that they achieve well. They have confidence to take part in all classroom activities. Thus, good reading and language development helps them to complete tasks in other subjects. However, to some extent, all pupils are affected by the unsatisfactory standards in writing. There is insufficient development of writing in different genres and also too little extended writing. Writing styles and longer pieces of writing are not well developed in other subjects such as history and geography. However, there is now a strong emphasis on developing writing in all lessons and there are clear signs of improvement. The school is aware of the ongoing need to improve writing particularly in Years 3 to 6. Standards in writing are not promoted well enough in other subjects such as history and geography.
6. Evidence from observing lessons and looking at pupils' past work shows that standards in reading, writing and mathematics at the end of Year 2 are above average. Standards are average in science. The difference in the standards in science between this year and last, is identified as the different levels of abilities in the two classes. Standards are in line with expectations in religious education. Standards in ICT and physical education are above expectations. Standards in history, geography and music are in line with expectations. In art and design standards are improving but remain below expectations. Standards in design and technology were not judged.
7. Inspection evidence also shows that, at the end of Year 6, standards are now average in English, mathematics and science. Standards in information and communication technology, religious education and physical education are above expectations. Inspection evidence also shows that standards in geography, history and music are in line with expectations. In art and design standards are improving but remain below expectations. Design and technology was sampled during the inspection and standards were not judged.

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

Pupils' attitudes to their work are **very good**. Their behaviour is excellent and relationships with others are very good. Their personal development, including their spiritual, moral, social and cultural development, is very good. Attendance and punctuality are both good.

### **Main strengths and weaknesses**

- Pupils develop very good attitudes, values and other personal qualities.
- Behaviour is excellent throughout the school because all staff have consistently high expectations of pupils.

- Relationships between staff and pupils are very good and make a positive contribution to pupils' learning.
- The level of attendance is good.

## Commentary

8. Pupils' very good attitudes to work make a positive contribution to their learning. In discussion virtually all pupils say they enjoy coming to school and are able to identify favourite subjects. A significant number participate in the wide range of extra-curricular activities provided by the school. The majority of pupils are very interested in what they are doing and take an active part in all aspects of lessons. They listen attentively to their teachers' instructions, maintain concentration over time and make a positive contribution to classroom discussions. Most pupils are confident, willing and able to talk about their work and explain their ideas to inspectors. Pupils with special educational needs have positive attitudes due to working with motivated, competent teachers and support staff. They behave well at all times and focus on their individual tasks. As a result they are proud of their good achievements.
9. Pupils' behaviour is excellent. Throughout the school there are very high expectations for pupils' attitudes and behaviour. The results of this are that all pupils have very good attitudes to their work and they develop excellent skills in working independently and collaborating with each other in small groups. Their behaviour is excellent and this combination of attitudes and behaviour is having a major impact on their learning and achievement.
10. The atmosphere in classrooms is pleasant, relaxed and friendly. This has a positive effect on pupils' learning and rate of progress. Most pupils are fully aware of what is and is not acceptable behaviour. They have a good understanding of the school rules, understand the reasons for them and work hard to achieve the rewards available to them. Outside lessons, before and after school, at breaks and lunchtime pupils interact very well. They treat the school's accommodation and equipment with care and respect. This contributes to the learning environment, which has a positive impact on their learning. Bullying is rare. The school has a good anti-bullying policy which makes it clear that such behaviour will not be tolerated. Parents and pupils have indicated that these procedures are effective. No pupils have been excluded.
11. There is good provision for pupils' spiritual development. Regular assemblies include time for prayer and thoughtful reflection. Through the school's personal, social and health education programme (PHSE), particularly in 'circle time', pupils are encouraged to explore their feelings, emotions, and relationships with friends and family. Spiritual links are also found in subjects such as religious education, science and history. This helps pupils to feel secure so they can concentrate on their work.
12. The provision for pupils' moral and social development is excellent. There are very high expectations, led by the headteacher and fully supported by the whole school staff, of pupils' behaviour. All adults provide very good role models for pupils, openly valuing their opinions and ideas, which promotes their self-esteem very effectively. As a result, pupils gain a clear understanding of the difference between right and wrong and are aware of the school's code of conduct that encourages them to be responsible for their own actions and consider their impact on others. Pupils are encouraged to help one another and show consideration for others. Relationships between staff and pupils and between the pupils themselves are excellent. Pupils have many opportunities to work collaboratively in pairs and small groups. The range of visits they undertake also enhances their social development, as do the visitors to school that they meet and the extra-curricular activities in which they participate. In religious education, a good range of major religions are studied alongside Christianity, effectively promoting the pupils' cultural development through a greater awareness of the beliefs and traditions of other major world faiths. Staff provide appropriate images in displays and in their choice of books and stories, which help pupils understand the multicultural nature of the society in which they live. Well-planned trips help to broaden pupils' cultural awareness.

13. Attendance and punctuality are good. The level of attendance is above the national average. The school's strategies for promoting attendance are good. There are innovative strategies for the marking of registers with learning support assistants observing the class and marking pupils present or absent while the class teacher involves pupils in their early session activities. This promotes very good use of time at the beginning of sessions for teaching and learning. This has a positive impact on pupils' learning.

**Attendance in the latest complete reporting year**

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.1
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.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is **good**. The quality of teaching and learning is very good across the school and the curriculum is good overall. Pupils are very well looked after and thoroughly enjoy being at school. Very strong partnerships have been established with parents and the local community.

**Teaching and learning**

The quality of teaching and learning is **very good** overall. Assessment procedures are good in English, mathematics and science and music but are not well developed in other subjects.

**Main strengths and weaknesses**

- Teachers have very high expectations of all pupils, including how well they behave.
- Teachers' planning is consistently very good in all year groups and challenges all pupils' learning very effectively.
- Assessment procedures are now good in the Foundation Stage and in core subjects but are not good enough in other subjects.
- Pupils of all abilities are well supported in their learning.
- Teachers know their pupils very well and value highly their contributions to lessons.
- Pupils concentrate and work very hard and their ability to work both independently and collaboratively is outstanding.

**Summary of teaching observed during the inspection in 31 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (6%)	16 (52%)	12 (39%)	1 (3%)	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.*

**Commentary**

14. Teaching and learning are strengths of the school, which is a considerable improvement since the previous inspection. Strategies established since the appointment of the current headteacher have led to very good improvement over a very short time. This is because he has focused on developing a strong team of teachers and support staff which balances experience and expertise very well. All staff concentrate on improving their teaching and are already working very effectively as a team. This is evident in the way they value feedback on

their practice following regular and ongoing lesson observations carried out by either the headteacher, subject leaders or visiting specialists. Improvements have resulted in all the lessons observed during the inspection judged to be satisfactory or better, with almost all being good or very good and over half being very good or better. Two lessons observed were excellent.

15. In the Foundation Stage teaching and learning are consistently very good. One lesson in mathematical development was excellent, an improvement since the previous inspection. The teachers have a very good understanding of the needs of children of this age. They plan very interesting experiences for them and their assessment of each child's progress is good and used well to plan future work.
16. Overall teaching and learning are very good in Years 1 to 6. In Years 1 and 2 all lessons except one were good or better and one lesson in art and design was excellent as the teacher captured the pupils' attention so completely that they were awestruck. In Years 3 to 6 most lessons were very good and some were good. This represents an improvement in all year groups.
17. Teachers know their pupils well. They have very high expectations of all pupils, including how well they behave and have established excellent relationships within classrooms. This is evident when behaviour in lessons is excellent and pupils of all ages settle to their activities quickly, working outstandingly well, either individually or in pairs or groups as partners in learning. In all lessons observed, teachers show good understanding of the needs of their pupils when they adopt a variety of approaches in their teaching in lessons. This includes very well focused questioning and carefully planned activities to meet the wide range of needs in each class, so that pupils' different learning styles are well catered for. However, when looking at pupils' work it is clear that teachers do not always closely match tasks to the different levels of ability. Adults value highly all contributions from pupils in the classroom, which effectively promotes their self-esteem and positively encourages them to try hard. Further, additional adults in classrooms work well with individuals or groups of pupils so that they make good progress in their learning and achieve well. Teachers demonstrate good use of ICT in their teaching, including some very effectively designed worksheets which support learning at all levels.
18. Assessment procedures, including those for pupils who are gifted and talented and for those who have special educational needs, are now good in English, mathematics, science and music. There are plans in place to further develop them in other subjects. Teachers are particularly aware of pupils with special educational needs and as a result these pupils make good progress. Their individual education plans are used well to match work effectively to their needs and teachers and support staff make helpful notes on their progress.
19. The headteacher's development of whole-school tracking and assessment procedures has resulted in good progress being made on a key issue for improvement identified at the last inspection. The simple but effective documentation is already providing the school with helpful information about how well pupils are achieving in English, mathematics and science. This is helping teachers to plan effectively for pupils of all abilities, which is contributing strongly to raising achievement in all year groups. Teachers devise lesson objectives and individual learning plans which are well matched to pupils' needs and set individual targets in English, mathematics and science. Across the school marking is consistently positive and relates well to lesson objectives and this effectively draws pupils' attention to how well they are performing. They are all aware of their targets so that they are clear about how they can improve. They are rightly proud of their achievement over time, which they can see readily in their books. However, assessment procedures are not good enough in other subjects and this results in teachers giving the same work to all pupils. This means that some pupils do not make the progress that they are capable of in foundation subjects.

20. In all lessons teachers share lesson objectives with pupils so that they are clear about what they are learning. Learning is very good when teachers refer to these objectives during activities and again during the sessions at the end of lessons, where pupils' learning is frequently extended by further teaching. This ensures that pupils of all abilities are challenged. Teachers and pupils are able to assess the effectiveness of learning when all pupils are given the opportunity to decide how well they think they have achieved in each lesson. This further ensures that pupils are really involved in their own learning and encourages them to think about how well they are performing. Homework is also well used to reinforce or further develop pupils' learning and provides parents with good opportunities to be involved.

#### **Example of outstanding practice**

##### **Year 1 art and design lesson**

**Cries of 'Yes!' prevailed as the art lesson began, shortly followed by cries of 'Ooh!' and 'Aah!' as children looked at the array of pictorial examples of how materials from the environment can be used by an expert to create a three-dimensional sculpture.**

Enthusiasm has been fired in these pupils. They are brimming with confidence and ideas as they almost fall over themselves to get started on their own creative sculptures. All aspects of their learning are addressed. Creative skills are inspired through expert teaching, use of resources and modelling of the process. Observational skills are actively taught as pupils look at, feel and study the materials they will be using. Language is extended as they ask and answer questions, cleverly composed to encompass all pupils and discuss ideas with their talking partners. Awareness of the environment is raised as they consider how different materials might be used and what the issues could be. Pupils are involved in excellent evaluation and self-assessment as they consider in turn each of the finished sculptures and how well they match up to those of the expert. The pride in their work was almost tangible, all this delivered by a teacher at the start of her career.

#### **The curriculum**

The school provides a **good** range of high-quality experiences for all pupils and there is **very good** enrichment of the curriculum. Accommodation is satisfactory and resources for teaching and learning are good.

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

- The curriculum in the Foundation Stage is rich and varied, providing a wide range of well-planned, stimulating experiences.
- The curriculum overall is well planned and effective links are made between subjects to promote pupils' enjoyment of learning.
- There is good provision for pupils with special educational needs.
- Enrichment of the curriculum is a strength of the school.
- Good resources support the school well.

#### **Commentary**

21. The curriculum for children in the Foundation Stage is very good and meets their particular needs very well. There is a very good balance of activities arranged by teachers and those chosen by the children which ensures that they learn at a good rate and achieve very well in all areas of learning.
22. The curriculum is inclusive and meets the needs of pupils. All statutory requirements are met. Effective curriculum planning ensures that pupils enjoy a broad and relevant curriculum and schemes of work ensure good progression in the development of pupils' knowledge and skills. The school has improved the curriculum since the previous inspection for the Foundation Stage and Years 1 to 6. Resources for teaching and learning in most subjects are now good and the hardware to promote ICT has improved greatly. The school makes provision for sex education and drugs awareness through its programme for personal, health, social and

citizenship education, which helps pupils to understand themselves and to have successful relationships with others.

23. The provision for pupils with special educational needs is good because teachers plan effectively and receive good support from teaching assistants who understand the pupils well and interact with teaching staff to support their needs. The co-ordinator monitors pupils' progress closely and her support for and regular liaison with, teachers and their assistants ensure an effectively co-ordinated approach to meeting individual needs.
24. The good curriculum and very good enrichment activities have ensured very good interaction with the community which enhances and complements school-based activities. For example, the involvement of both Arsenal and West Ham United football clubs has benefited all pupils, not only in skills development but also in 'all-round development'. The residential experience also introduces new activities and promotes independence and interdependence. Older pupils also experience more adventurous activities, such as sailing, which teaches them to react quickly to situations and instructions and recognise the necessity to become team players.
25. The headteacher and subject leaders effectively monitor the curriculum and report findings to the governing body. Policies and planning documents are reviewed regularly and staff monitor their impact on teaching and learning. Previous areas of concern have been addressed. Subject leaders provide good support for their colleagues.
26. The school grounds are spacious and used well to support learning. Inside, classrooms are adequate in terms of size, but the open-plan approach creates difficulties; for example, if one class is being taught music whilst the area next door is being used for a quiet activity the timetable has to be changed. However, the school is very well aware of this and will address it as soon as finance becomes available. The nursery area enjoys a spacious outdoor area which is secure and well equipped. The nursery building is being refurbished during the summer holidays. Some outside areas of the main school building have been decorated. There is a very well equipped ICT suite but it does not have a ventilation system and it often becomes hot which makes it uncomfortable to work in.
27. Overall, the school is well resourced with appropriate books, equipment and materials. There are sufficient staff to deliver the curriculum effectively and both teachers and support staff are well qualified and appropriately trained which promotes pupils' learning very well.

### Care, guidance and support

The care, guidance and support offered to pupils are **very good** and strengths of the school. The welfare, care and support of pupils are paramount and very strongly promote their personal development. Their views are highly valued.

### Main strengths and weaknesses

- All pupils are very well cared for in a safe and healthy environment.
- Pupils are very well supported, helped and guided in all that they do. However, the procedures for assessing their progress in foundation subjects are not well developed.
- The personal social and health education (PSHE) programme strongly promotes pupils' personal development.
- The induction of new pupils into the school is very good.
- The school council effectively voices pupils' views.

### Commentary

28. All pupils are very well cared for, a view strongly supported by parents, because the school has a strong ethos of valuing and helping all its members. Teachers and class assistants know the children in their class very well and children trust them.

29. The school is a safe and secure place to work in because it is well maintained and regularly monitored by staff and governors. The caretaker is very quick to deal with any health and safety issues that arise. The care of sick or injured pupils is good because there are plenty of first-aiders; the records in the accident book show the pupils receive appropriate help.
30. Children learn effectively and develop well as individuals because staff are vigilant and skilful in identifying and responding to their needs. The very good relationships between pupils and between them and all the adults in the school, enable all children to feel confident to ask for help when necessary. Pupils are well briefed about how well they are doing and have targets to aim for, in English, mathematics and science which are regularly reviewed. This is helping them to achieve their potential. However, the assessment of pupils' progress in foundation subjects is not as good as in core subjects. This means that teachers often give the same work to all pupils. Consequently some pupils do not make the progress that they could.
31. The PSHE programme, with a weekly lesson for each class, is effective because it helps pupils' personal development and teaches them how to think about and deal with, various situations. The 'circle' approach is sometimes used to discuss and solve specific issues that have arisen in that class so that pupils can get back to concentrating on their studies. These lessons make a good contribution to their understanding of citizenship.
32. The induction procedures for pupils joining the nursery are very good because there are home visits beforehand and there is regular contact between the staff and parents when the children begin school. Pupils who join the school at other times are also given very good support, including a buddy, to help them settle into their new class. This promotes their self-confidence very well and this has a positive effect on their learning.
33. The school strongly encourages pupils to give their views, through the very effective school council and class meetings, because it values their opinions and sees it as important to involve them in making decisions. The school responds very well to pupils' suggestions; for example, it has fenced off the car park to prevent pupils running out on to the road, has provided drinking fountains and is finalising proposals for lunchtime awards. This raises pupils' self-esteem and self-confidence which has a positive effect on their learning and achievement.

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

Links with parents and carers and the support they provide are **very good** and a further strength of the school. Community links are very good. Links with other schools are satisfactory.

### **Main strengths and weaknesses**

- Parents describe the school as very good and very strongly support it.
- Communication with parents and carers is very good and the information that they are given is very good.
- Links with the community are very good.

### **Commentary**

34. Parents' views about the school are very positive because there is a highly effective partnership between home and school and very good communication between them. Parents welcome the ease with which they can see teachers informally and a very high number attend parents' meetings, open days and information evenings. This raises pupils' self-confidence, knowing that their parents know how well they are doing in school and this has a positive impact on their learning.
35. Information provided for parents, through various documents and a range of meetings, continues to be very good because of its high quality and diversity. Pupils' reports are very good and clearly say what they can do in the subjects they study and give some targets for



improvement. These, together with parents' meetings, provide parents with a good idea of how their children are progressing and how they can help their children to learn at home. This has the effect of raising pupils' learning and achievement.

36. Parents continue to help the school in many mutually beneficial ways; for example, the majority of governors are parents, some parents help in school and on visits and many help the thriving parent teacher association that continues to raise large sums of money for the school and provide social events and a monthly newsletter. Very importantly, many help their children continue their learning at home, which is making a significant contribution to helping them to do well.
37. Links with the community are very good, particularly the continuing sporting links with Arsenal and West Ham football clubs, who provide coaching and help with the physical education curriculum. Another initiative has been established with Tottenham Hotspur Football Club. Parents working for some companies are seeking to help the school by matched sponsorship of money raised by the school. Good links continue with the local church, the Women's Institute and the village. Pupils gain a good variety of views and opinions about various local issues and this has the effect of raising the quality of provision within the school and has a positive effect on pupils' learning and the standards they reach.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good**. The leadership of the headteacher is excellent. The leadership of senior staff is very good. Management throughout the school is very good. The governing body is good.

### **Main strengths and weaknesses**

- The governing body, headteacher and staff work well together as a very effective team in their continual drive to raise standards within a very caring, supportive and secure environment.
- The headteacher is an inspirational leader and a highly proficient manager.
- The senior management team is enthusiastic, committed and well focused on school improvement.
- The well-targeted planning for the school's improvement is being implemented with energetic determination.
- The governing body takes a full and active role in all aspects of the work of the school.
- The finances of the school are prudently managed and appropriately focused on school priorities.

### **Commentary**

38. The headteacher has a very accurate view of what needs to be done to continue to raise standards achieved by all pupils. His very well focused sense of purpose is shared by all staff at the school. The headteacher and assistant headteachers make a formidable team whose experience and expertise complement each other. Together they have strived very successfully in a very short time to ensure that standards continue to rise within a caring and sharing atmosphere, with each person committed to supporting the needs of all. The school is determined to consult with and meet the individual needs of staff. Since the appointment of the new headteacher the school has worked tirelessly to reverse the 'see-saw' trend of their national test results and regularised the crucial elements required for success, such as teaching, planning and assessment, to establish a very secure base. This is already raising standards.
39. Under the skilled leadership of the headteacher and with the consultation of the governing body, the senior management team is enthusiastic and committed to fulfilling the ambitions of all the stakeholders of Woodside School. They work very hard to provide a high quality of

education. The senior management team focuses its energies on continuing to develop procedures and practices that will enable the school to continue to drive up standards. Curriculum leaders share the school's high expectations and work hard to ensure that professional support is provided for teachers and support staff.

40. The school has a well-conceived development plan. Monitoring is securely in place and continuing professional development for teachers and support staff to respond to both individual and school needs is paramount to school improvement and effectively and efficiently managed. Members of the governing body are well informed and are able to identify the strengths of the school as well as areas for development. It is a highly proactive governing body and its regular review and monitoring procedures keep governors well informed. They have a clear understanding of the achievements of the school and decisions made are objective and based on first-hand knowledge.
41. The previous financial year indicated a carry-forward figure within recommended guidelines. The recommendations of the most recent audit report have been addressed. The day-to-day financial operations are effectively and efficiently managed by the administrators and the friendly and efficient welcome to the school provided by administrative staff is highly appreciated by staff, parents, pupils, governors and visitors.

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

Income and expenditure (£)	
Total income	577,631
Total expenditure	594,050
Expenditure per pupil	2,613

Balances (£)	
Balance from previous year	31,227
Balance carried forward to the next year	14,808

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

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

### **Main strengths and weaknesses**

- All children in the Foundation Stage achieve well in all six areas of learning<sup>2</sup>.
- The quality of teaching in all areas of learning is very good. The quality of children's learning is good because they are very well supported by experienced teachers' assistants.
- Assessment procedures are very good and the information gathered is used very well to ensure that children progress well and to plan the next stage of their learning.
- A very good new system has been developed for tracking children's progress throughout the Foundation Stage, but it is at the very early stages of implementation.
- The quality of teamwork in the Foundation Stage unit is very good.
- Good resources help children to learn well and the accommodation is used imaginatively.

### **Commentary**

42. The leadership and management of the Foundation Stage are very good. The curriculum is very imaginatively and effectively planned and the overall provision for children in the Foundation Stage has improved well since the last inspection.
43. At the time of the inspection there were 25 children attending the nursery in the mornings only. There is a reception class with 26 children who attend full time. When children join the school there is a typical spread of abilities and attainment on entry to the school is average. However, in communication, language and literacy and mathematical development pupils' attainment when they join the school is slightly below that which is expected. By the time that they join Year 1 they have made very good progress and reach standards that are above expectations in their personal, social and emotional development. They have developed good attitudes to learning, and their behaviour is already very good. They also make good progress and exceed expectations in their knowledge and understanding of the world, their creative development and their physical development. Standards in communication, language, literacy and mathematical development are in line with expectations.
44. The quality of teaching is very good and has many very good features. For example, the assessment systems accurately identify children's progress and this information is well used to plan the next steps of their learning. The school works closely with parents to ensure that all children have a smooth start to their education and parents are pleased with the systems for admission. The nursery accommodation is not very good, but it is very well used and plans have been agreed for improvements to it which take place during the summer break. The reception class makes very good use of the nursery outside area and the two classes work very closely together as a Foundation Stage unit. The outside area for Foundation Stage children is large and well defined. It combines paved and grass areas and has been very well developed by the staff to cover all areas of children's learning.
45. The provision for children with special educational needs is very good in the Foundation Stage. They are identified early and their needs are very well met because of the care, understanding and skills of the staff. They achieve well in all areas of learning. The Foundation Stage unit is a strength of the school.

---

<sup>2</sup> The six areas of learning for Foundation Stage children are communication, language and literacy, mathematical development, physical development, knowledge and understanding of the world, creative development and personal, social and emotional development.

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

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

### **Main strengths and weaknesses**

- Very good relationships between adults and children create an effective climate for learning.
- Children develop very good skills as independent learners.

### **Commentary**

46. Children achieve very well. They are carefully guided on how they should share equipment and work together and this results in them becoming well behaved before they leave the nursery to join the reception class. This level of behaviour is reached at an early stage because of the very high expectations of all the staff, their very good skills in managing children's behaviour and their high levels of care and patience. The children steadily develop good levels of confidence in tackling new learning, make choices and decisions about their work and develop good attention. Almost all in the nursery class are already showing that they can remain focused on their work, even when they are not directly supervised. All children learn to work well together in groups and have a good understanding of the need to listen to the contributions of others, to take turns and to share resources.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Speaking and listening skills are very well developed and children develop a love of books.
- Children achieve high standards because of the very good teaching they receive.

### **Commentary**

47. The children achieve well in communication, language and literacy, from levels that are below expectations. There is a good combination of activities that are led and directed by the staff, such as the use of a "Big Book" when learning about "Water in our Homes". Children learn to follow the text from left to right and also learn the sounds of letters. They learn to read their own name and steadily build up their levels of vocabulary as they move through the Foundation Stage. Reading skills are developed well and a significant number of children can read clearly by the time they join Year 1. Overall reading skills are in line with expectations when children leave the Foundation Stage. Speaking and listening skills are developed very well and staff very effectively pick up incidental opportunities for extending the children's vocabulary. By the end of the reception year the children have a good appreciation of books and understand that writing conveys meaning. They join in well with well-known stories and most can retell their favourite stories accurately. Reading skills are very well promoted through the regular use of school books at home and in this way parents are effectively helping their children to learn. Frequent opportunities for them to practise in class ensure that they achieve well in this aspect of their learning. The promotion of early writing skills is very good and children are regularly encouraged to 'write' in a variety of contexts, developing from early mark-making to being able to form a variety of letters and words. By the end of the reception year children can write clearly and are beginning to form sentences in their writing.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Adult modelling of mathematical language helps children use it naturally.
- Counting skills are very good.

### **Commentary**

48. In terms of their mathematical development the children achieve well. When they join the school their attainment is below expectations, as a group. When they enter Year 1 their attainment is in line with expectations. By the end of the reception year, children have a good understanding and knowledge of number. Almost all recognise numerals and count up to and beyond 20 with good levels of confidence and accuracy. However, there are some who do not reach this standard because of their poor knowledge and understanding of number when they join the school. The children's learning is enhanced by the good range of counting songs that they sing regularly and which help them to understand the ideas of 'one more' and 'one less'. Very good ongoing development of the children's vocabulary by the teachers and support staff helps them to develop early skills in explaining their mathematical ideas accurately and clearly. For example, during the inspection the children in the reception class confidently counted as a group on and back from one to 24. In discussion the teacher used very good questions to help children to explain how they worked out what number of 'silly socks' were left on the line when there was 'one less'. The 'silly socks' game also introduced alliteration into the children's learning and was a very good example of the Foundation Stage teachers' very good planning to teach several areas of learning in all sessions. The accommodation is used well to promote mathematical development and there are regular opportunities for the children to explore mathematical concepts through sand and water play and for them to learn through first-hand experience and from working outside.

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

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

### **Main strengths and weaknesses**

- Children find out things for themselves through 'free choice' activities.
- Skills in ICT are above expectations.

### **Commentary**

49. The children's knowledge and understanding of the world exceed expectations by the time they transfer to Year 1. Children are enabled to learn through structured play activities and first-hand experience. They have regular 'free-choice' activities which enable them to find things out for themselves. They are steadily developing a good awareness of the passage of time and through taking part in activities such as re-enacting the story of 'Jack and the Beanstalk' they begin to learn about money and growing things. In a very good session children studied 'Water in our Homes' as a follow-on from studying a Big Book called 'The Drop goes Plop!' which introduced the water cycle. ICT is regularly used to teach groups of children and often Internet material is accessed. Children's computer skills are above expectations by the time they join Year 1. They have access to computers in the nursery and the reception class and they use the school's ICT suite. They become enthusiastic learners who develop good levels of interest in all activities.

## PHYSICAL DEVELOPMENT

Provision for physical development is **very good**.

### Main strengths and weaknesses

- Very good opportunities are planned to develop children's physical skills.

### Commentary

50. In terms of their physical development, the children achieve well. When they join Year 1 their attainment exceeds expectations for their age. Their attainment and achievement are promoted well through the use of the very good outside area where they play with large pieces of apparatus and equipment, including many wheeled toys. There are several areas with large climbing equipment and safety flooring which contribute well to their learning. Basic and fine motor skills are taught well and the children learn how to use scissors and cutting tools. They develop an appropriate control of brushes and pencils and most manipulate small objects such as building bricks well.

## Creative development

Provision for creative development is **very good**.

### Main strengths and weaknesses

- Children have good drawing skills.
- They learn to sing well.

### Commentary

51. In the creative area of learning, teaching is very good and children are often taught in small groups. They often make good progress when they are provided with a range of activities from which they can make their own choice, because of the very good support that they are given. They have regular access to painting activities, which are undertaken throughout the day. They regularly use dough for modelling and take part in a good range of craft activities. They learn a good range of songs, which they sing with real enjoyment and they all show a growing ability to sing in tune and to maintain a regular rhythm. They exceed expectations in this area by the time that they move into the infant department.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision for English is **good**.

- In Years 1 and 2 standards are above average in reading, writing, speaking and listening and pupils' achievement is good.
- Teaching and learning are consistently good across the school, with some very good teaching in Years 3 to 6.
- All pupils are well supported in lessons, they have very positive attitudes to their learning and behaviour is excellent.
- Assessment procedures, including marking, the use of writing targets and lesson objectives, are good. However, standards in writing are not as good as they should be in Years 3 to 6.
- Pupils' presentation and handwriting across the school are consistently good and there is good development of speaking skills in all age groups.
- The leadership and management of English are good.

## Commentary

52. In national tests in 2003, standards in Year 2 were well above average in reading and writing when compared to all schools. These results were average in reading and well above average in writing when compared to those of similar schools. In Year 6 standards in English were average when compared to all schools. When compared to the results of schools in which this group of pupils had similar results at the end of Year 2, the results were average.
53. During the inspection standards were found to be above average in Years 1 and 2 in reading, writing, speaking and listening and pupils are achieving well. This is an improvement since the previous inspection.
54. Standards in Years 3 to 6 are broadly average and pupils' achievement is satisfactory over time. This matches the position at the time of the previous inspection. However, there is clear evidence of an improving trend in pupils' achievement and attainment in both lessons observed and in a scrutiny of pupils' work as a result of the good and very good teaching and learning that are now in place.
55. Teaching and learning are consistently good across the school, with some very good teaching. The very good teaching is contributing strongly to the improvements in achievement and attainment observed during the inspection in Years 3 to 6, where the newly established team is already working very effectively together. The pace in these lessons is good and teachers are demonstrating very high expectations so that pupils of all abilities are being suitably challenged and extended. Assessment procedures are effectively identifying those pupils who need more help or direction. The information gathered about pupils' progress is enabling teachers to identify well-focused lesson objectives and to plan activities which match individual or group needs. This is helping more pupils of all abilities to achieve successfully.
56. The school is aware of the ongoing need to improve in Years 3 to 6. There is insufficient development of writing in different genres and also too little extended writing. Writing styles and longer pieces of writing are not well developed in other subjects such as history and geography. However, there is now a strong emphasis on developing writing in all lessons and there are clear signs of improvement. This is being achieved through the introduction of individual writing targets which are being used very well to raise attainment. Teachers ensure that pupils are clear about how they can improve and regularly offer more-able pupils the opportunity to work at a higher level. While improvement is taking place, standards are still below expectations, particularly in Years 3 to 6 and the school plans to maintain its focus on writing until this is corrected. The development of writing through its use in other subjects is a part of this focus. Teachers' marking is consistently good in its positive approach, with additional comments about how well pupils are achieving against lesson objectives. This results in pupils understanding how well they are performing and what they have to do to improve. Handwriting and presentation are consistently good across the school and contribute effectively to both attainment and the great pride pupils have in their work and achievement.
57. The school is making a significant effort to raise standards in speaking and listening by ensuring that lessons are planned carefully to develop these skills through opportunities for talking to 'chat partners' or 'hot seating' (where pupils take the part of a character and answer questions from the rest of the class). As a result, pupils are developing good speaking skills and are increasingly confident when expressing their ideas.
58. Teachers and other adults in the school have established excellent relationships with each other and their pupils, which provide a very good model for pupils. Staff recognise and value highly all pupils' contributions and expect that they will work hard and behave well. This results in very positive attitudes to learning and excellent behaviour.
59. Leadership and management of English have been good over time and have led to a range of improvements since the previous inspection, particularly since the appointment of the current

headteacher. As a result of a very clear vision and total focus on bringing about effective change there has been greater emphasis on improving achievement and the quality of teaching and learning. This has come about through developing the role of the subject leader and providing regular non-contact time for specific monitoring and evaluation activities. Systematic scanning of pupils' books and displays, as well as lesson observations, including with the newly appointed subject leader and visiting specialists, has brought about significant improvement in a short time. The subject leader has already identified ways of developing the school's use of writing targets and is planning to extend the newly introduced assessment and pupil tracking procedures. Priorities for improvement have been identified and good strategies have been developed. The quality of teaching and learning has been improved and the school is evaluating the impact of this on pupils' achievement.

### **Literacy across the curriculum**

60. Development of pupils' basic literacy skills across the curriculum is satisfactory and there are clear signs of improvement. There is good development of pupils' speaking and listening skills across the curriculum. Although there is evidence of writing, including poetry, being used across the curriculum, opportunities to develop pupils' basic writing skills in other subjects are not yet being sufficiently well planned beyond basic levels. The use of ICT in English is broadly satisfactory.

### **MATHEMATICS**

Provision for mathematics is **good**.

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

- Pupils' achievement is now good and standards are improving.
- The quality of teaching and learning is very good overall and the co-ordinator gives very good guidance.
- Assessment systems are very good and teachers use them very well to match work to pupils' growing levels of ability.
- There has been very good improvement in the use of mathematical knowledge and understanding in problem solving and investigation.

#### **Commentary**

61. In Year 2 standards are on target to be above average in national tests. All areas of the mathematics curriculum are taught thoroughly and the quality of teaching and learning in lessons in Years 1 and 2 is good overall and very good in some lessons. This very good provision is replicated in Years 3 to 6 and pupils are achieving well. When considering this together with the evidence from pupils' past work, the quality of teaching and learning is judged to be very good overall. Although standards in other classes are generally above average, pupils in the present Year 6 are on target to reach only average standards in national tests this year. This is because recent improvements have had little time to raise standards further in the present Year 6. Teachers have high expectations of the amount of work that pupils will complete. They also expect pupils to present their work neatly, which leads to pupils taking a real pride in what they do. All work is marked with a lot of written comments, praising pupils' efforts and explaining how they could do even better.
62. In Years 3 to 6, standards are being raised because of very good teaching. There are the same quality of marking and high expectations of pupils' presentation and of the amount of work that they will complete as there are in infant classes. The result of this is that pupils work hard, take a pride in their work and are beginning to achieve well. Much of this improvement is due to the very good leadership and management of the mathematics co-ordinator. She gives very good



guidance to her colleagues, monitors the quality of teaching and learning and identifies areas for improvement.

63. There are very good assessment strategies that are used well to ensure that work is carefully matched to pupils' growing levels of attainment. Assessment information is fed into the tracking system, which enables targets to be modified as it becomes clear whether individual pupils are going to meet, exceed or not reach them. Good strategies are then employed to deal with the situation and ensure that each pupil learns at the optimum rate. This system is relatively new and has only begun to be really effective in the past term and a half. This is because it has taken time for the formative assessment results to build up in the system so that it is truly effective. For this reason it has had least effect on the standards of the present Year 6. Standards have been raised since last year and this group is on target to reach average standards in national tests, with the proportion reaching the higher Level 5 being raised. The effects of the tracking system are more evident in Years 4 and 5 where it is clear that they are on target to be above average when they are tested in Year 6. This is an improvement since the last inspection and is having a positive effect on achievement and standards.
64. The school has identified the use of mathematical knowledge and understanding in investigations and problem solving as an area for development. The number and range of investigations and the development of pupils' problem-solving strategies are now central to the improvements taking place in mathematics in the school. Pupils throughout the school are regularly set investigations or problems and their problem-solving abilities across all areas of mathematics are now good. Often problems are set in the context of a story, which means that pupils have to decide what the key mathematical facts are by reading the problem thoroughly. They also investigate a range of problems and write problems for their classmates to solve. In this way the improvement in problem-solving skills is also used to develop pupils' skills in reading and writing.
65. There has been a good improvement in overall provision since the time of the last inspection.

### **Mathematics across the curriculum**

66. Pupils make good use of mathematical skills in a good range of subjects, including science, geography and history. For example, they use numeracy skills to ensure fair testing and record numerical data found in their experiments. Timelines are used to develop pupils' sense of chronology in history and also to record data in geography. This has a positive impact on their learning. The use of ICT for teaching and learning in mathematics is good.

## **SCIENCE**

Provision for science is **good**.

### **Main strengths and weaknesses**

- Teachers' detailed planning and expertise ensure that pupils learn well.
- There is planned progression and good provision in investigative science.
- Good marking linked to National Curriculum levels and individual targets in investigative science inform pupils well.
- The use of real-life contexts to engage and motivate pupils provides relevance and is developing well.
- There is good emphasis on the use of specific technical language.
- Many opportunities are provided for pupils to plan their own investigative work.
- Assessment is good overall; its use to identify strengths in areas of development is good.

### **Commentary**

67. Teacher assessments show that at the end of Year 2 in 2003 standards were above average. The proportion of pupils who reached the higher Level 3 was average, but the proportion reaching Level 2 or above was in the top five per cent nationally. In national tests at the end of Year 6 in 2003, standards were below average when compared to all schools. When the Year 6 results were compared to schools in which this group of pupils had similar results in their Year 2 tests, the school's results were well below average.
68. Standards in the current Year 2 are in line with national expectations. The difference in the standards between this year and last, is identified as the different levels of abilities in the two classes. The standards of pupils in Year 6 are on track to be average in the 2004 national tests. This shows good improvement. Standards over the past few years have been somewhat erratic but have now stabilised due to teachers' improved subject knowledge, higher expectations and improved monitoring and assessment. The school's focus on investigative and problem-solving work is now built carefully into planning and is having a positive impact on standards. No significant differences were observed between the achievement of boys and girls. Pupils with special educational needs are particularly well supported and achieve well as a result.
69. In the lessons seen during the inspection, teaching varied between good and very good, with the majority of teaching very good, leading to good progress from pupils. Planning is detailed and teachers' secure subject knowledge is reflected in clear explanations and good questioning. Pupils showed enthusiasm for their work and were very interested in the work they were set. This is due to the emphasis placed on planning work in contexts that are relevant and motivating. For example, work in Year 2 on investigating the importance of light for plant growth prompted good discussion about the need for plants requiring sunlight in order to survive. Pupils recorded their findings in groups and compared them to their own group predictions and those of other groups. Pupils develop good skills of investigative science when working independently or collaboratively. This is also reflected in the range of work seen in pupils' science workbooks.
70. Planning for lessons consistently provides sufficient challenge for the higher-attaining pupils. They respond enthusiastically and make very good progress. In all lessons seen there is good emphasis on the correct use of scientific vocabulary in relation to knowledge and investigative processes. Good emphasis is also placed on pupils developing the skills to record their work systematically. They use the correct scientific language to describe their work. They explain their methods, predict outcomes and properly record their results and conclusions. Teachers' explanations are clear, appropriate and sufficiently detailed, with time taken to ensure pupils' understanding. In discussions teachers probe pupils' knowledge and understanding and challenge their thinking. Practical and investigative activities are purposeful and pupils are encouraged to think about what they have learnt and apply and extend this learning in new contexts.
71. Assessment in investigative science is good and closely linked to marking and target setting. Individual targets are to be introduced in pupils' books shortly so that they can monitor their own progress and become more aware of their own learning. Marking is good, reinforcing the positive aspects of pupils' work as well as systematically identifying areas for development. Good presentation is evident throughout all areas of the school. Pupils take great care in their work, indicating very positive attitudes.
72. The subject leader has a clear vision for development. The use of assessment data to track pupils' performance to identify targets for improving the percentage achieving the higher National Curriculum levels is well developed. Teachers' planning is detailed and evaluated regularly. The co-ordinator is effective and monitors planning, teaching, learning and standards well. The collaborative work, which is strongly encouraged, contributes positively to pupils' moral and social development. Good resources are used effectively to clarify pupils' understanding.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The quality of teaching in ICT is good overall.
- The interactive whiteboard is being confidently used to model ICT procedures for pupils.
- There is good development of the use of ICT in teaching other subjects.
- Planning for the further improvement of ICT use by pupils is good.
- The ICT suite does not have appropriate ventilation.

### **Commentary**

73. Teachers are good at planning lessons that build on the work that pupils have already covered. Consequently standards are above expectations at the end of Year 2 and Year 6. Teachers make good use of the interactive whiteboard in the ICT suite to explain to pupils what they are going to do in lessons. Standards are above expectations at the end of Year 2 and Year 6. Good lesson organisation was evident when a class teacher made very good use of the learning support assistant to help a group of pupils undertaking similar work in the classroom while others used the high quality computer terminals in the ICT suite. This enabled pupils in the suite to use computers without having to share them. This meant that all pupils had high quality work experiences and made good progress. The group working in the classroom also learned well and the same high quality experience in the computer suite was planned for them in the next lesson. The computer suite is very well equipped, however, there is no specialist ventilation system in the suite and consequently it often gets too hot for comfortable working.
74. Teachers demonstrate high levels of confidence when working with computers to help pupils' learning and they provide good role models for pupils. Children in the nursery are introduced to the use of computers as a tool for learning. This provides a very good base for pupils' later learning. Pupils develop knowledge and understanding of how to control other machines by using computers and this promotes their understanding of how computers can be used in the outside world well. They also develop a knowledge and understanding of spreadsheets. In a very good Year 6 lesson, the teacher was very enthusiastic and set high standards for pupils' attention and responses to questions. Pupils learned to use mathematical formulae to calculate results in a spreadsheet. They also explored how changes in the data they put in affected the final results. This was very good cross-curricular teaching of ICT and mathematics.
75. The leadership and management of ICT are good. Longer-term planning indicates good coverage of the ICT curriculum. Improvement planning is effective in that it focuses on the further development of pupils' ICT skills in different contexts. The ICT budget is well linked to the subject plan. Pupils' competence in ICT is good throughout the school. Because of much higher expectations for the subject now, improvement since the last inspection is good. However, assessments of pupils' progress are not well developed.

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

76. Good use is being made of ICT in a range of other subjects. The school is regularly planning to use time in the ICT suite to teach other subjects. This strategy is having a good effect on pupils' learning but has not yet had enough time to have the full impact that it is designed to have on raising pupils' achievement.

## **HUMANITIES**

The planning for the coverage of the required curriculum in history and geography is good. However, the assessment of pupils' progress is not well developed.

## Religious education

Provision for religious education is **good**.

### Main strengths and weaknesses

- Good planning ensures good subject coverage and progression of skills in line with the Locally Agreed Syllabus.
- Pupils in upper juniors are able to state the important roles and responsibilities of religious leaders of different faiths.
- By Year 6, pupils have a good understanding of the teachings of Jesus and relate them to everyday life, particularly for making choices and decisions.
- Teaching is good overall and marking is detailed and helpful to pupils.
- There are some good examples of cross-curricular work using and developing pupils' skills of literacy and ICT.

### Commentary

77. By the end of Year 2, standards are in line with expectations and in Year 6 pupils are well on course to attain standards above those expected in the Locally Agreed Syllabus. This indicates an improvement since the previous inspection, when standards were broadly in line with expectations. It also indicates a continuous upward trend among all pupils, including those with special educational needs. Pupils appreciate how important religion is to different faith groups and understand that people from different cultures follow rules determined by their own faiths. Planning is thorough and clearly identifies the key objectives of the lesson, which are shared with and discussed by the pupils. They understand the importance of the roles of religious leaders in promoting an understanding of their faith and helping their followers to achieve this. They know that in all faiths people have to make decisions and how important it is to make the right choices. Pupils in Year 1, for example, are developing an understanding of the significance of the Festivals of Light and their importance to Christians, Jews and Hindus.
78. Teaching is good. Teachers use a wide range of learning strategies to develop pupils' ideas, encouraging different ways of communicating information by writing in different forms and using ICT to research information on the Crucifixion. Assemblies make an effective contribution to religious education as pupils listen to stories of different religious teachings, sing and pray as a whole community. Relationships between staff and pupils are very good and this contributes very positively to pupils' learning as well as achieving very positive attitudes to their work and respect for each other.
79. The achievement of all pupils is good and the learning of those pupils with special educational needs is supported in well-planned lessons and the effective use of teaching assistants. Co-ordination is good and teachers promote the use of cross-curricular work well, which also assists in raising standards in other areas, such as literacy and ICT. Resources overall are good. Monitoring of planning, teaching, learning and standards is developing well and the use of marking to support assessment is positive and gives good guidance to help pupils improve. However, the assessment of pupils' progress is unsatisfactory as too much is unrecorded.

### History and Geography

80. The work was sampled in history and geography. On the evidence available standards in both history and geography are in line with expectations. However, the assessment of pupils' progress is unsatisfactory as too little is recorded and work is offered to all pupils at the same level, too often.
81. Planning ensures good coverage of the subjects, which is well balanced, with appropriate time being allocated. In **history**, seven-year-olds can identify the difference between life in the past

and present; for example, by discussing and recording with labelled pictures a street scene in 1666. They compare new toys to old toys and study famous people such as Florence Nightingale. Eleven-year-olds know the significant features of life in the 1950's and in succeeding decades. They have learned how events such as the Second World War and the emergence of television have changed people's lives. They compare post-war homes, shopping, fashion and sport with those of the present.

82. In **geography**, pupils are sensitive to their own environment and compare it with that of the village of Chembokolli. They identify locations on maps and countries that would need to be crossed when travelling from London to India.

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

83. Evidence for **design and technology** was gathered from displays around the school and from pupils design books. The subject is taught in four-week blocks at the end of each term. In music, pupils' compositions were seen and singing was heard in assemblies. The music co-ordinator's assessments were also seen. These were very good and represent an exception in the assessment of pupils' progress in foundation subjects.

### **Music**

84. Music was sampled during the inspection. The school meets the requirements of the National Curriculum in this subject. Standards are at least in line with expectations.
85. Music sets the mood as pupils enter assemblies and contributes to their spiritual and cultural development. They listen carefully to music from a very good range of other countries. They perform songs to parents at Christmas and Easter. These opportunities promote pupils' self-esteem and self-confidence, which in turn affect their achievement. From looking at pupils' compositions it is clear that standards are well above expectations throughout the school and writing skills are enhanced well in pupils' lyric writing.
86. There is a very good scheme for assessing pupils' achievement and carefully matching that to National Curriculum levels in music. This is a very good tool for promoting pupils' attainment and is typical of the work of the very effective music co-ordinator.

### **Art and design**

Provision for art and design is **satisfactory**.

### **Main strengths and weaknesses**

- There are clear signs of improvement with the appointment of a new specialist subject leader.
- There are three other new members of staff, all in the junior department, who are already having an impact on pupils' learning.
- The use of sketchbooks is weak but improving.
- Resources are now good.
- The Year 3 art club is providing well for pupils who have gaps in their earlier learning.

### **Commentary**

87. Art and design is in a period of transition. The subject has not enjoyed a high status recently due to other priorities and improvement since the previous inspection has been unsatisfactory as a result. However, improvement is already evident in teaching and learning and in the leadership of art and design. Standards are below expectations throughout the school and pupils' achievement is unsatisfactory

88. There are differences between the standards of work seen in sketchbooks and around the school and those seen in the lessons observed. This is because three out of the four teachers in Years 3 to 6 and one of the two teachers in Years 1 and 2 are new to the school. As a result the previous weak subject knowledge and lack of confidence in teaching art, evident from pupils' work, no longer exist. New staff are keen to improve and develop the subject and are already making a difference to pupils' learning.
89. There are similar differences when considering the quality of teaching and learning. Overall, teaching and learning are satisfactory in all age groups. However, this does not reflect the good teaching observed in two lessons in Years 4 and 5 and the excellent lesson in Year 1. These lessons clearly represent the changing scene as a result of newly appointed staff and a strong focus on the subject. In the past, the teaching of skills in art and design has been poorly developed so that work shows significant gaps in pupils' learning. This is reflected in poor observational drawing and attention to colour, shape and pattern. Colour mixing has not progressed beyond basic levels. The use of sketchbooks is weak and shows very limited work and poor attention to planning, experimentation and evaluation. Presentation is poor and work is often little more than scribble in too many books. Pupils in Year 6 now have the new-style sketchbooks introduced by the recently appointed subject leader and there is clear evidence of improvement in all areas so that sketchbooks are now playing their full part in the learning process. All other year groups will be receiving new books shortly. Work in Year 1 sketchbooks is of a different standard altogether, which shows that the subject manager is leading effectively by example.
90. The new subject leader is a specialist and is already making a difference to provision, resources and to teachers' subject knowledge and confidence. She has introduced an art club for Year 3 pupils, focusing on lots of experimentation, mark making and colour mixing which are helping them to develop appropriate skills for their future learning. Pupils' skills are now in the process of being properly developed so that art and design are well placed to improve rapidly. Procedures for assessing pupils' progress are unsatisfactory.

### **Design and technology**

91. No lessons were seen in design and technology so it is not possible to judge the quality of provision or the quality of teaching. There was only limited work around the school as the subject is taught in four-week blocks at the end of term.
92. Work in design books indicates that pupils have access to an appropriate curriculum and are being taught the necessary skills to make progress in their learning. Teachers in Years 1 and 2 use well-designed worksheets to support learning at the planning stage. Investigations are effectively used to help pupils to think carefully about how to approach their chosen activity. There are some good links with mathematics when pupils measure in their planning, but the development of writing has not yet been planned to ensure effective use of labelling, instructions and evaluations. Most work is marked and comments are always positive.

### **Physical education**

Provision for physical education is **very good**.

### **Main strengths and weaknesses**

- The provision for games and gymnastics is very good throughout the school.
- There are very good links with West Ham United and Arsenal football clubs.
- The quality of teaching is very good.
- The subject co-ordinator provides high quality support for all teachers.

## **Commentary**

93. Standards at the end of Years 2 and 6 are above expectations. The school is rightly proud of the breadth of the curriculum that it offers in physical education. All aspects of the subject are well taught. This is a significant achievement for the school and is a good improvement since the last inspection which has a positive effect on pupils' learning and achievement.
94. In keeping with its commitment to the creative arts, the school's provision for dance is good. The quality of teaching and learning in gymnastics is very good. This promotes the development of poise and the use of space and encourages an awareness of the range of movement that is possible. By the time they reach Year 6, pupils have a good range of movements. Throughout the school, pupils make good progress in dance and gymnastics and their achievement is good by the time they leave.
95. Traditional games skills are very well taught throughout the school and well supported through a good range of extra-curricular sports clubs. The school has close working relationships with both West Ham United and Arsenal football clubs. During the inspection, lessons were observed which were taught in partnership between an ex-England international footballer, now attached to West Ham United Football Club and class teachers. They have a very good understanding of each other's strengths and provide very good experiences for pupils. This is because these lessons combine very good subject knowledge and understanding with very good class management and very good learning for all pupils. Over time this has contributed well to class teachers' levels of subject knowledge and expertise, and this impacts well on pupils' learning in other lessons. The school enters games and sports competitions and is often successful. Pupils' achievement is good and the well-subscribed sports clubs benefit those who attend and contribute significantly to their achievement and the standards that they reach.
96. The quality of teaching and learning seen in lessons was very good. The headteacher leads the subject. He gives very good support and guidance to all staff and provides a very good curriculum balance for all classes. Procedures for assessing pupils' progress are unsatisfactory.

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

97. All pupils express pride in their school and the very good school ethos promotes a sense of community. There are effective links with other subjects that help to promote pupils' learning. Their awareness of drug use and misuse and sex education is raised within science. The school council is viewed positively and pupils are keen to fulfil their role as council members. The idea of 'buddies' in the playground is highly valued by both parents and pupils. School planning for personal, social and health education and citizenship and progression across year groups, was evident. Pupils discuss and write about learning to play happily, recognising the value of friendships. They are encouraged to think about wishes they have for themselves and for the world and this encourages them to think more widely about others. Circle time is well used to promote pupils' personal and social development. This provision has a positive impact on their self-esteem, self-confidence and learning.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

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

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

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	4

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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