

# INSPECTION REPORT

## **ST JOSEPH'S RC PRIMARY SCHOOL**

Dagenham

LEA area: Barking and Dagenham

Unique reference number: 101236

Headteacher: Mr D De Cruz

Lead inspector: Mr S Lake

Dates of inspection: 20<sup>th</sup> - 22<sup>nd</sup> October 2003

Inspection number: 260648

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	326
School address:	Connor Road Dagenham
Postcode:	RM9 5UL
Telephone number:	0208 270 6480
Fax number:	0208 595 5061
Appropriate authority:	The Governor body
Name of chair of governors:	Mr B Pateman
Date of previous inspection:	28 <sup>th</sup> September 1998

## **CHARACTERISTICS OF THE SCHOOL**

This is a larger than average Roman Catholic primary school on the outskirts of Dagenham. It serves mainly the parish of Holy Family Dagenham. There are 326 pupils on roll and the school is larger than at the time of the last inspection. The school has a 26 place nursery attended by two groups, morning and afternoon. The school population is changing as families move to the area from central London. About a quarter of the pupils come from an ethnic minority background. Most of these are Black or of Black British African background with another large group of Black or Black British Caribbean background. There are 21 pupils on register of special educational need which is below average. These are a mixture of social, emotional and behavioural difficulties, with some speech/communication difficulties. Two pupils have statements of special educational need which is below average. The number of pupils entitled to free school meals is below average. The school is on two sites separated by a section of closed road.

## INFORMATION ABOUT THE INSPECTION TEAM

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12997	Chris Cheong	Team inspector	Foundation stage
17893	John Warren	Team inspector	Science, Art, Design and technology, Music, Physical education
10611	Martin James	Team Inspector	English, History, Geography
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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</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>13</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>20</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS 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

This school gives pupils a **satisfactory** education. Their learning is **satisfactory** as a result of the **satisfactory** teaching, and the school provides **satisfactory** value for money. Nevertheless it has serious weaknesses in leadership and management. The leadership of the headteacher and most key staff is **satisfactory**. The management by the headteacher and deputy is **unsatisfactory** and the role of the governors is **unsatisfactory**.

The school's main strengths and weaknesses are:

- The quality of teaching in Year 6 is good, but overall less very good teaching was observed than usual and a significant amount of teaching lacks imagination.
- The small teaching groups in English and mathematics help ensure effective learning by pupils.
- The governing body does not fulfil its statutory duty to hold the school to account and is not effective enough in providing a clear strategic direction.
- Pupils' standards in information and communication technology are unsatisfactory at the age of 11.
- The management by the headteacher and deputy is not effective enough.
- The use of literacy, numeracy and information and communication technology across the curriculum is unsatisfactory.
- The provision for the moral and social development of pupils is good and as a result they behave well.
- Provision for the cultural development of pupils is unsatisfactory.
- Assessment information is not used effectively enough to improve achievement or ensure the inclusion of all pupils. As a result the more able do not achieve as well as they should.
- Procedures for child protection are unsatisfactory.

Improvement since the last inspection is **satisfactory** in most areas, but there has been some decline in one important key area. The improvement in standards attained at the age of 11 when pupils leave the school is broadly in line with the national trend, but standards at the age of seven are lower than at the time of the last inspection. This is only partly due to the changing nature of the school. Standards at the age of 11 fluctuate significantly from year to year. This was a key issue of the last inspection and remains a problem. The quality of teaching and leadership, although satisfactory, has declined significantly since the time of the last inspection. In particular the management of the school, including the role of the governing body, is now unsatisfactory.

### STANDARDS

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

*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.*

The table above shows that in 2003 pupils' achievement in mathematics was above that expected when compared with schools that had similar levels of attainment at the age of seven. In English and science, achievement was well above average when compared to the attainment of that group at the age of seven. Inspection evidence shows that pupils in the Foundation Stage achieve the goals they are expected to reach by the end of the Reception year in all of the areas of learning. Attainment is currently broadly average in reading, writing and mathematics at the age of seven. Standards of attainment at age eleven are lower than last year due to cohort differences. Attainment in English, mathematics and science is broadly average at the age of eleven. Standards in ICT at the ages of seven and eleven are below average. In other subjects sampled, where a judgement is possible, standards are in line with national expectations. Pupils achieve satisfactorily overall. Achievement in mathematics is good in Key Stage 2 but satisfactory overall.

Pupils with special educational needs achieve satisfactorily and pupils with English as an additional language achieve satisfactorily. However, more able pupils are not achieving well enough especially in Key Stage 1.

## **QUALITY OF EDUCATION**

The quality of education is **satisfactory** overall but with some areas for improvement. The quality of teaching is **satisfactory** throughout the school, but too little teaching is better than satisfactory and a lot of teaching lacks imagination. The quality of the curriculum is broadly **satisfactory**. Planned links with literacy and numeracy across the curriculum are **unsatisfactory**. The use of ICT across the curriculum is **unsatisfactory**. The care of pupils is **unsatisfactory** in some aspects. Too few staff are aware of the procedures for child protection.

## **LEADERSHIP AND MANAGEMENT**

The leadership by the headteacher and most key staff is satisfactory. Management by the headteacher and deputy is unsatisfactory. In particular, it does not focus enough on improving standards. Too little attention is given to identifying the reasons for fluctuation in standards of attainment. Systems for evaluating the impact of the school development plan and of management decisions are not sufficiently focused upon assessing. The headteacher is aware of the need to improve management and has started to implement some changes. The governing body is not effective but, following training earlier this term, is already putting measures in place to improve its effectiveness.

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

Parents are very satisfied with the school. An analysis of pupils' questionnaires and discussions with them show a large degree of dissatisfaction. In particular, many pupils do not think that others behave well, and a large number feel that lessons are boring.

## **IMPROVEMENTS NEEDED**

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

- Review the management systems and improve the evaluation of their impact.
- Review the teaching methods used to ensure more high-quality teaching that stimulates.
- Review the organisation of the curriculum to ensure that the key skills of literacy, numeracy, and information and communication technology are used more in other subjects.
- Ensure that leadership and management are more focused upon improving standards of attainment.
- Improve the procedures for child protection.

and, to meet statutory requirements:

- Ensure that the governing body procedures for holding the school to account are effective.
- Ensure that the governors provide a clear strategic overview for the work of the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children in the Foundation Stage are on target to meet all of the targets set for children of this age, and achievement is **satisfactory**. Attainment in the core subjects is **satisfactory** at the ages of seven and 11. Pupils achieve **satisfactorily**, **except in** information and communication technology (ICT), where achievement is unsatisfactory.

#### Main strengths and weaknesses

- In the 2003 national assessments pupils attained above the national average in English and science, and their achievement was satisfactory.
- Standards in the core subjects have dropped at the age of seven for several years.
- Standards at the age of 11 vary significantly from year to year; this was a key issue in the last report and remains a weakness.
- Standards in ICT are below average throughout the school and pupils' achievement in this subject is unsatisfactory.
- Too few pupils' attainment is above average.
- Standards attained in mathematics are dropping at the age of.

#### Commentary

1. Children start in the Nursery class with standards in line with the national average. By the time they reach the end of the Foundation Stage the majority achieve the goals that they are expected to reach. A few achieve better than this. They make satisfactory progress in all areas of the curriculum except personal, social and emotional development, where they make good progress and standards are good. This is better than at the time of the last inspection. Attainment on entry to Year 1 is average but improving. Children in the Foundation Stage are achieving satisfactorily.

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

Standards in:	School results	National results
reading	15.7 (16)	15.8 (15.7)
writing	14.7 (14)	14.6 (14.4)
mathematics	16 (17)	16.3 (16.5)

*There were 42 pupils in the year group. Figures in brackets are for the previous year*

2. The table above shows that the average score attained by pupils at the age of seven has fallen slightly, whilst at the same time national figures have risen slightly in reading and writing and fallen very slightly in mathematics. Overall attainment at the age of seven has been falling steadily since the time of the last inspection whilst national figures have been rising. Although standards are broadly average at the age of seven, too few pupils' attainment is above average and the management of the school has not been sufficiently focused on halting the decline in standards. In particular, not enough attention has been given to ensuring that more able pupils achieve as well as they should. The table below sets out key judgements on attainment in the core subjects and ICT at the age of seven.



Subject	Judgement in previous report	2003 national assessments	Inspection judgements for current cohort	Comment
Reading	Above average with good progress showing good achievement	Average	Average with satisfactory achievement	Standards are lower than at the time of the last inspection and have fallen steadily, except in 2002, when they rose a little. During the same period standards nationally rose year on year
Writing	Above average with good progress showing good achievement	Average with satisfactory achievement	Pupils attain average standards, and achievement is satisfactory	Attainment rose until 2001, when it fell sharply. Standards have risen a little this year as a result of the well-targeted support for writing
Mathematics	Above average, with pupils making good progress and achieving well	Below average. Given that pupils enter Year 1 at least average, this represents unsatisfactory achievement	Pupils attain average standards, but the work of too few is above average. Achievement is satisfactory	Standards of attainment have declined significantly since the last inspection. In particular, the proportion of pupils whose attainment is above average declined sharply in 2003, and very few pupils were observed whose work was above average during the inspection
Science	Above average, with pupils making good progress and achieving well	N/A	Most pupils attain average standards and achieve satisfactorily, but too few attain above the average, and the achievement of more able pupils is unsatisfactory	Standards have declined since the last inspection. In particular, more able pupils do not achieve well enough

Information and communication technology	Not enough evidence to make a secure judgement	N/A	Below average, and pupils' achievement is unsatisfactory	In the lesson observed standards were broadly average, but the small amount of work available for analysis indicated that standards are below average but improving
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3. Attainment at the age of 11 has varied considerably from year to year. This was a key issue at the time of the last inspection and not enough has been done to deal with fluctuation in standards. However, the trend in the results at the age of 11 is broadly in line with the national trend over the last five years, and attainment over time is slightly above the national average.
4. The attainment of different groups of pupils is not recorded in enough detail and, although the school now has a large group of black pupils, assessment information does not show whether they are doing as well as, better or worse than other pupils. In the lessons observed black pupils were achieving as well as all other pupils, but discussion with many of them showed that those who had moved into the school in recent years felt that they were not learning as well as they were in their previous school. Pupils with special educational needs achieve satisfactorily in relation to the targets set for them.
5. The 2003 national assessments showed an above average number of pupils attaining the higher Level 5. In English this was a considerable improvement since 2002. This has changed for the current cohort and at the time of the inspection more able pupils are not achieving well enough. This variation in standards, particularly of the more able, matches the variation in the school's results over time. Much of this variation is due to inconsistencies in the use of assessment data and management decisions on areas for improvement in the school. The management of the school has not dealt rigorously enough with the issue of more able pupils or the annual variations in standards attained.

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

Standards in:	School results	National results
English	29 (26.4)	27 (27)
mathematics	27.3 (27.8)	27 (26.7)
science	30.5 (30)	28.8 (28.3)

*There were 44 pupils in the year group. Figures in brackets are for the previous year*

6. A particular concern about the standards at the age of 11 is the fact that national assessment results in mathematics have been falling steadily for three years and, in the 2003 national assessments, although attainment was above average compared with all schools the actual points score achieved by pupils has continued to fall. This figure was distorted a little by some changes in the cohort of pupils. Achievement in mathematics is satisfactory for the current cohort of pupils in Year 6. The table below sets out the key judgements.

Subject	Judgement in previous report	2003 national assessments	Inspection judgements for current cohort	Comment
English	Average with a particular strength in reading. Pupils are making good progress and standards are rising	Well above the national average. Achievement is average when compared to attainment at the age of seven	Average. This is a different group of pupils from last year and, although standards are lower, pupils are achieving satisfactorily	The variation in standards continues, but over time attainment is average and pupils achieve satisfactorily
Mathematics	Average, but fewer pupils are achieving above average	Average when compared to national results but well below average compared with attainment at the age of seven	Average. Most pupils are achieving well in relation to their attainment at the age of seven, but too few are attaining above average	As in English, there is variation from year to year, but in 2002 and 2003 pupils' achievement in relation to their attainment at the age of seven was well below average. Standards are falling over time
Science	Above average and progress is good	Well above average compared to national results and average compared to attainment at the age of seven	Average. Most pupils are achieving satisfactorily, but more able pupils are not achieving well enough. Standards in investigative science are securely in line with those in other aspects of the subject	The current Year 6 cohort is not attaining as well as previous cohorts. This masks the fact that attainment in science is consistently average or in many cases above
Information and communication technology (ICT)	Insufficient evidence to make a judgement as not enough is being taught.	N/A	Below average. Attainment is improving slowly as the new computer suite is brought into use, but achievement is unsatisfactory	

7. Religious education was inspected by Brentwood Diocese under section 23 of the Education Act, so no judgements are made on this.
8. Pupils' literacy and numeracy skills are satisfactory but are not used sufficiently across all subjects to support learning. Pupils' ICT skills are not used effectively to support learning. However, one group of pupils uses them more than others to support learning in mathematics. This is due to timetabling which places that group in the ICT suite for their mathematics groups. Although this benefits that group of pupils, the fact that other groups do not use ICT in the same way means that the school is not being inclusive in its approach.

## Pupils' attitudes, values and other personal qualities

Pupils' attendance is **good**. They behave **well** and have **satisfactory** attitudes towards school. The provision for their personal and spiritual development is **satisfactory** overall. Provision for moral and social development is **good**, but the provision for cultural development is **unsatisfactory**.

### Main strengths and weaknesses

- Because of the **very good** procedures in place to promote them, both the attendance of pupils and their punctuality are **good**.
- Provision for the moral and social development of pupils is **good**.
- Not enough attention is given to promoting pupils' cultural development, particularly the aspects of multicultural education.

### Commentary

9. **Attendance procedures** are strictly applied. Although the school reports a higher than average figure of unauthorised absence, attendance overall is as good as in most other primary schools. Parents leave home early enough to beat the congested traffic and get their children to school on time. They contact the school promptly when their children are unwell. Close attention is paid to ensuring that entries in registers accurately reflect reasons for absence. The school does not consider holidays during term-time and extreme lateness without good cause to be acceptable reasons for pupils to miss lessons. The strongly-reinforced, well-published procedures ensure that parents carefully consider the implications of taking their children out of school for reasons that could possibly be avoided. As a result pupils have very few interruptions to their learning.

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

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.9
National data	5.4	National data	0.5

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

10. Pupils have satisfactory opportunities to reflect upon values, principles and beliefs as a result of the school's strong Catholic ethos. The school provides suitable opportunities for pupils to understand human feelings and emotions, and to consider the impact of these upon others. But teaching styles do not value pupils' questions enough or give them enough opportunities to express their own thoughts, ideas and concerns. The structure of the curriculum does not provide enough opportunity for pupils to make connections between aspects of their learning, and not enough is done to monitor this aspect of their development.
11. The school has a clear moral code based upon Gospel values that is successful in encouraging good behaviour. A clear system of rewards and sanctions enables pupils to understand the consequences of their actions. Teachers provide good role models and engender good relationships between adults and pupils, and between pupils. Pupils are encouraged to take responsibility for their actions. Pupils relate well to other people and show respect for the environment. However, some of the school systems are not effective enough in ensuring equality for all, and not enough attention is given to issues of inclusion.
12. Pupils are aware of some of the local cultural heritage, for example, through study of the Barking fishing industry. Suitable opportunities are provided to participate in drama and music, for example, through the school choir. However, too few opportunities are taken to develop pupils' awareness of multicultural issues or celebrate the rich ethnic diversity within the school.

Very little is visible on the walls to develop pupils' cultural values and too few links are made within the curriculum to develop this aspect.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the quality of education is **satisfactory**.

### Teaching and learning

Overall teaching is **satisfactory** and consequently learning is also **satisfactory**. Assessment is **unsatisfactory**.

### Main strengths and weaknesses

- Teachers have good relationships with their pupils and manage their behaviour well.
- More able pupils are not stretched enough.
- Too much teaching lacks imagination.
- There is some good teaching in the school, mostly of the older pupils.
- There is not sufficient use made of assessment information and too little day-to-day assessment takes place.

### Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (4%)	13 (28%)	29 (60%)	3 (6%)	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.*

- Overall the quality of teaching is satisfactory. However, less good or very good teaching than usual was observed. This judgement is supported by the examination of pupils' books, which shows that in most lessons all pupils receive the same work and many lessons rely heavily on worksheets.
- The quality of the teaching in the Foundation Stage is satisfactory with some good elements. This is a decline from the standards noted in the last inspection. Some good teaching of music takes place in Reception classes, where high expectations and lively teaching help to ensure that children do well. Teachers' strong emphasis on the development of children's personal, social and emotional development and good behaviour helps to ensure good progress here also. Staff help children to settle quickly into school life. They create orderly classrooms where children behave well and are keen to join in and learn. The teaching staff have generally satisfactory expectations of children's learning, but sometimes opportunities are missed to enliven their provision and further extend the learning. Assessment systems are thorough, but teachers do little assessment until the second half of the autumn term. As a result, it is difficult for teachers to match work to the individual needs of pupils during the first half of the term and this slows progress.
- In Key Stages 1 and 2 teaching is satisfactory. Some teaching is good and occasionally it is very good.. Some lessons were unsatisfactory The best teaching observed was in Year 6, where it was more imaginative and motivated pupils well. As a result, pupils learn better in Year 6. Only one lesson in Key Stage 1 was judged to be good or better. Good teaching in the key stage is characterised by high expectations of behaviour and good relationships between teachers and pupils. Good subject knowledge in better teaching is used to move it beyond what is outlined in schemes of work so that more challenge is offered to pupils. This was seen in a mathematics lesson on multiplication where good subject knowledge allowed the teacher to use probing yet supportive questions to increase learning. Pupils in this lesson made good progress, notable for the quality of the work they produced and their answers in the oral session at the

end of the lesson. The pace of better lessons is quick without being hurried and pupils' productivity is high.

16. Teachers have very high expectations of pupils' behaviour and manage it effectively through the appropriate use of rewards and sanctions. They work hard to build good relationships with their pupils, which are particularly evident in the older classes, where an atmosphere of mutual respect exists.
17. In too many lessons all pupils are given the same task, whether it is too easy for them or too hard. Pupils who struggle with tasks, or who are identified as having special educational needs, are often given extra help from teachers and other adults in the room. The more able pupils, however, are not stretched enough and are often held back by the slow pace of the lesson and by the restrictive nature of tasks. These pupils comment on how easy a task is or how bored they are with their work. Work seen in books is often the same for pupils of all abilities, with only a different expectation of how much will be done as a way of differentiating what pupils do and learn. This was particularly evident in mathematics lessons seen in some Key Stage 2 classes. Here, teachers followed a published scheme without considering how they might deliver more challenging work for their more able pupils, being satisfied only with all pupils completing the same page or worksheet. Activities which are sometimes given to 'extend' some pupils were not sufficiently challenging or leading to higher learning.
18. Although teachers encourage their pupils to work hard and most pupils are well behaved and engaged in lessons, too much teaching relies on this good behaviour without providing interest or stimulating enthusiasm among the pupils. Lessons are too often slow in delivery and presented in ways which are mundane and unexciting. Some teachers follow schemes of work and plans slavishly, to the point where they are almost reading from a script. This does not sufficiently take into account the learning styles of the pupils or the different natures of their listening skills. This results in disenchantment, and only limited learning takes place. Teachers often take too long with explanations and demonstration while pupils are expected to listen inactively for long periods of time. In a science lesson seen, most of the time was spent on a very slow demonstration of how to construct a graph. Very little science learning went on in that period. Opportunities to link subjects across the curriculum are often missed, so that literacy skills are not used, applied or learned through subjects, teachers preferring instead to rely on worksheets as a means of recording pupils' work.
19. The teaching of pupils with Special Educational Needs (SEN) is supportive and they are enabled to make satisfactory progress. Teachers prepare good plans with clear targets for improvement for these pupils. Pupils with statements of educational need are given good opportunities to access the curriculum through considerate teaching and good use of outside agencies. The teacher responsible for special educational needs has a clear view of her role and works hard to support the pupils in school. Appropriate training has taken place for staff and the co-ordinator has established good relationships with outside agencies.
20. The school regularly gathers considerable information about the progress of pupils in English, mathematics and science. Teachers use it to report to parents and to complete pupils' reports. In English some information is being used to set pupils targets for improvement. However, in other subjects this information is not always used to group pupils according to their learning needs. No analysis of the performance of different ethnic groups is conducted so the school does not know whether it is ensuring equality of opportunity for all. As result this school is not inclusive.
21. Day-to-day assessment is unsatisfactory. Few opportunities are taken in lessons to assess how well pupils have done so that new learning can be planned based on what they have achieved. Consequently lessons do not take into account pupils' earlier learning, resulting in some work being too easy or unnecessary for some and too hard for others. This was seen in some mathematics lessons where pupils' understanding of fractions was widely varied, but the lesson content was the same for all. No clear assessments were made in this lesson and little advice was given to pupils on how they might improve. Another example of this was seen in a science

lesson where all pupils were being taught how to draw graphs, which many already knew how to do.

22. Marking of pupils' work is unsatisfactory. Although it is regularly marked and often contains praise, too little information is given to pupils to tell them how well they have achieved or what they need to do to improve further. Consequently their understanding of how they can improve is limited. Some good practice is evident in the books of older pupils in school, especially in their English books, and in these cases marking does support learning satisfactorily.

## The curriculum

The provision for children in the Foundation Stage is **satisfactory**, and the provision for pupils in Years 1 to 6 is also **satisfactory**. Extra-curricular provision and the quality of the accommodation and learning resources are **satisfactory**.

## Main strengths and weaknesses

- The use made of literacy, numeracy and information and communication technology (ICT) to support other subjects of the curriculum is unsatisfactory.
- The enrichment produced educational visits makes a significant contribution to pupils' personal and social development.

## Commentary

23. The curriculum for children in the Nursery and Reception is satisfactory. At Key Stages 1 and 2 the curriculum is satisfactory. All subjects of the curriculum are suitably planned, and statutory requirements are now met. However, at present little use is made of literacy, numeracy and ICT to enhance work in other subjects. The school is aware of this shortcoming, and some planning has taken place, for example, to use both literacy and ICT in history. However, overall the current position is unsatisfactory and this limits opportunities for literacy and numeracy skills to be supported or used effectively in other subjects.
24. The provision for pupils with special educational needs is satisfactory. Teachers are aware of the needs of pupils in their class. However, not enough attention is given to ensuring that the needs of the more able pupils are met consistently. This results in some pupils not achieving as much as they could.
25. The school provides a satisfactory range of extra-curricular activities, including choir, football, netball and cricket. The school welcomes many visitors, including the Bishop of Brentwood, the police, clergy, a storyteller, and drama and music groups. A wide range of educational visits is arranged to places such as Barking, Dedham and various London landmarks. Year 6 pupils visit the Isle of Wight. These activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.
26. The accommodation, although short on outdoor space, is satisfactory and sufficient to enable the National Curriculum to be taught. The school has no field but provides opportunities for games through the use of the playground and occasional use of other sites. Accommodation has been improved since the last inspection and now includes a spacious library that is used satisfactorily to support learning. The new computer suite is not set out well as it doubles as a classroom. Resources for ICT are unsatisfactory, but all other resources are sufficient to support the teaching of the National Curriculum.

## Care, guidance and support

The systems in place to ensure the care, welfare, health and safety of pupils are generally **unsatisfactory**, although **satisfactory** in the Nursery. Pupils' access to well-informed support and guidance is **satisfactory**. The school pays **satisfactory** attention to seeking pupils' views and acting on them.

## Main strengths and weaknesses

- Staff awareness of child protection procedures needs improving.
- Records of first aid treatment are incomplete.
- Not all pupils are clear about how to improve their work.
- Slow progress has been made towards helping pupils and others with limited mobility gain full access to the school and its facilities.
- Personal relationships between pupils are good. They gain support from each other.

## Commentary

27. There are inconsistencies in the procedures for child protection. There is no separate guidance to help staff interpret the generic policy issued to all schools in the authority. The designated teacher for child protection issues is not routinely involved in monitoring pupils' well-being through, for example, the record of first aid treatment, or reported incidents of unusual behaviour that may indicate that a child is trying to communicate a concern. As the majority of staff have not been trained in what to do, say or look for in child protection issues, they are insufficiently alert to pupils who show signs of distress.
28. Procedures for first aid are satisfactory. The strength of the provision is the good number of fully-trained first aiders in school, to whom other staff refer. One class teacher felt it so important to have the full first aid qualification that she paid for her own training during the summer recess. Staff keep a watchful eye on the welfare needs of children in the Nursery and maintain a satisfactory record of first aid. However, there is no area set aside in the main school for sick or injured pupils to be treated in comfort or privacy. A small corner in the office used as a first aid post has no seating area and no space to accommodate anyone in a wheelchair. Governors are aware of access concerns and are seeking to deal with these. Entries in the accident and injury book are not kept up to date, so no account can be taken of the actual number of incidents when assessing potential risks around the school.
29. The school has appropriate means to monitor and record any racist incidents. Pupils recognise that bullying and intolerance amongst groups of pupils exist and that they and their teachers have an important role in combating them. Because of this, most take on board the messages they receive in assemblies and lessons on the need to show care, kindness and tolerance to one other. Over time, most pupils develop a sense of equality and fairness in their relationships with others, helping them to work and play collaboratively. In a well-taught Year 5/6 lesson the pupils began to unravel how healthy lifestyles and constructive relationships could only come about when people faced up to their weaknesses and took steps to overcome them. *"You need to find out both sides of the story before judging why someone behaves as they do"* noted one perceptive pupil.
30. There is generally good engagement with pupils during lessons. However, because teachers do not always assess how well they are doing in the lesson, pupils are not always given the help they need to make steady improvements in their work. This limits the achievement of some pupils.
31. Pupils see the advantage of a calm and orderly school. House captains, elected by pupils, are given jobs by teachers to help the school run smoothly. The headteacher acted on a suggestion from pupils by providing a netball pitch in the playground for a trial period. However, there is no school council to enable pupils to play a more formal role in the development of their community. This limits opportunities for pupils' social development.

## Partnership with parents, other schools and the community

Links with parents and the local community overall are **satisfactory**.



## Main strengths and weaknesses

- The range of information provided for parents about the school and how their children are getting on is **unsatisfactory**.
- Parents make a **good** contribution to their children's learning at home and at school.

## Commentary

32. Parents are satisfied with most aspects of the school's work, including what it offers and achieves. Links with parents of Nursery age children start on a secure footing. Children begin school finding they can relate easily to their teachers, and as a result parents have confidence in what the school provides. They are welcomed as helpers and active fund-raisers. The headteacher is available to parents before and after school so that they have a chance to talk to him informally or discuss any concerns. The issue of a home/school agreement helps to promote school rules, procedures and expectations of good conduct. Class teachers make good use of the records they keep on a pupil's personal development to help them focus on issues that are relevant to the parents of that child.
33. However, links with parents are no more than satisfactory because the school makes no special effort to reach out to all families. Information by way of one main newsletter a term plus one report a year on pupils' academic and personal progress contributes little to what parents already know about helping their children to learn. Supplementary letters on school trips and other events more often focus on the organisational aspects of the activity rather than what pupils might gain from taking part in it. The end-of-year reports fail to seize the opportunity of illustrating to parents how they might help their children to make better progress in their learning. They often state what pupils are doing rather than what they ought to be learning or what they need to do to improve. Some important omissions in the governors' annual report mean that parents do not receive all the information they should on management decisions. These include the effectiveness of the provision made for pupils with special educational needs and the action governors have taken to improve the school since it was last inspected.
34. Nevertheless, the dedication of parents to their children's success is evident in the way they respond positively to the chances they are given to work in partnership with the school. Many parents involve themselves in their children's learning by encouraging numeracy, reading, spelling and independent research at home. Parents have responded well to the school's firm stance on punctuality and attendance. The school is pleased with the support it receives from parents on occasions that directly involve their children, such as assemblies, concerts and consultation evenings.
35. Satisfactory links are maintained with members of the local church community, who act as listening ears for staff and role models for pupils. The school works closely with further education colleges to provide curriculum training for students, who in turn give general assistance in a number of classes.

## LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **unsatisfactory**. Leadership is **satisfactory**. The management of the school is **unsatisfactory**. The governance of the school is **unsatisfactory**.

## Main strengths and weaknesses

- The management of the school by the headteacher and deputy headteacher is **unsatisfactory**.
- The school does not evaluate its work rigorously enough. Strategic planning is therefore not prioritised correctly and insufficient detail is recorded on how improvement will be ensured.
- The school's procedures for ensuring inclusion and equality of opportunity, and meeting the needs of individual pupils, are **unsatisfactory**.
- The governing body is not well enough informed about the strengths and weaknesses of the school and does not fulfil its statutory duty to hold it to account.

- Effective induction procedures are in place.
- Performance management strategies are thorough and linked to an organised programme of staff development.
- Leadership is good in English and science, and satisfactory in all other subjects except information and communication technology where it is unsatisfactory.

## Commentary

36. The headteacher provides satisfactory leadership and encourages teachers to take responsibility and be a part of the school team. However, not enough is done to ensure that staff with key responsibilities carry out their tasks effectively. Important responsibilities identified within the roles of headteacher and deputy headteacher are not being carried out and this means that the school is not focusing its resources sufficiently on raising pupil achievement or realising its school aims.
37. The school has recognised for a considerable time the importance of self-evaluation and has provided training for all subject leaders on their leadership and management responsibilities. Some evaluation has taken place of how effective this training has been and further sessions have already been planned. However, the rate at which these developments have taken place has been too slow and has resulted in senior managers, staff and governors not being well enough informed of the school's strengths and weaknesses. As a result of this the school's strategic planning is not secure at identifying appropriate priorities for improvement.
38. Some issues have been appropriately targeted such as the improvement in pupils' writing skills and the reorganisation of smaller teaching units for mathematics. However, other major factors inhibiting achievement have not been identified. These include the over-reliance on and restricted use of the published mathematics scheme, the failure to implement appropriate assessment procedures for all curriculum subjects and the inconsistent implementation of the school's aims. The school development plan and other strategic documents, such as the governing body minutes, do not contain sufficient detail to ensure that all involved fully understand what has to be done and how teaching and, most importantly, learning will be improved.
39. The lack of rigorous self-evaluation has meant that the need to improve inclusion strategies has not been identified by the school. The changing nature of the school means that a large number of black children now attend and too little has been done to identify their progress and attainment. At present the curriculum does not provide sufficient challenge for the most able pupils, especially in mathematics. Procedures have not been introduced for improving the quality of teaching so that the needs of all pupils are met, and yet a third of pupils in their questionnaire returns stated that lessons were not interesting and did not motivate them. When more able pupils were discussing their work they frequently said that they found it too easy, and older pupils were very clear in their opinion that, whilst their work in mathematics did not challenge them, it did help "pupils who weren't very clever in maths".
40. The governing body has already realised that it is not fulfilling its statutory responsibilities effectively. A training programme for all governors had started before the inspection, and its positive effects can already be seen. Governors are able to describe what their responsibilities are and how they will ensure that they are more effective in supporting the school and holding it to account in the future. They realise that they need to receive far clearer information on pupil achievement and they have already significantly improved their analysis of their school's performance.
41. Budgets are planned and monitored satisfactorily. The chair of the finance committee has a good understanding of the budget process and ensures that all procedures are followed effectively. Budget planning is based upon the priorities identified in the school improvement plan and involves all governors in final approval. Funds allocated for specific purposes are spent appropriately and suitable procedures are in place to enable the governors to monitor

expenditure during the year. Overall costs are average and the school gives satisfactory value for money.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	758,888
Total expenditure	766,908
Expenditure per pupil	2,136

Balances (£)	
Balance from previous year	5,923
Balance carried forward to the next	-2,097

42. The school has implemented all performance management requirements and uses the system in a regular and consistent manner. All teachers are covered by the scheme. The headteacher has developed procedures for discussing school issues with other members of staff, and the training sessions and meetings with the midday supervisors are good examples of this. The outcomes of performance management procedures are integrated into the school's continuing professional development strategy, although the evaluation of the impact of any subsequent changes is not rigorous enough. There are effective procedures in place for the induction of newly qualified teachers and other new staff to the school.
43. The co-ordinators for English and science are good. They have a secure understanding of the strengths and weaknesses in their subjects and take effective action. This is a key factor in the often high standards attained. When standards slip, as in English at the age of 11 in 2002, effective action has been taken. However, not enough attention has been given to the falling standards at age seven. The co-ordination of ICT is unsatisfactory. Not enough is being done to raise standards and ensure that ICT is used effectively and equally by all pupils across the curriculum.

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

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

44. The overall provision for children in the Foundation Stage is **satisfactory**. They enter the school with similar standards to those found nationally. When they transfer to the Year 1 classes, the vast majority of children, including those with special educational needs and those with English as an additional language, have made satisfactory progress in their learning. The majority will achieve the Early Learning Goals, the targets for children of this age. There is satisfactory teaching and so children make satisfactory gains in their learning.

#### **Personal, social and emotional development**

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

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

- Children make good progress in this aspect of their development.
- Most children are well behaved and polite.
- They try hard with their work and are keen to contribute in whole-class lessons.
- They settle quickly into the life of the school.
- Good relationships are being established.

#### **Commentary**

45. The personal, social and emotional development of the children is good for their age at this early time in the school year. Good, recent changes to outside play, and a greater emphasis on toys that need two children to make them work, are helping social development through co-operation. Children take turns and share equipment well, both outside and in, because of the good systems staff have put in place. Staff also help children to understand the rules and increase good behaviour and politeness. As a result, children are generally well behaved; they already know routines well and mostly are sensible, when working directly with an adult or with other children. Good relationships are being formed where children feel secure and confident, so the vast majority are keen to contribute in whole-class sessions, are interested in their work and are eager to learn.

#### **Communication, language and literacy**

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

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

- A few more able children write well by the end of the year.
- Opportunities are sometimes missed to develop vocabulary.

#### **Commentary**

46. Children make satisfactory progress over time. In reading, writing, speaking and listening they attain standards in line with those expected. They enjoy looking at books, handling them carefully and talking about the pictures. They know a little about how books work. Staff encourage children appropriately to talk and to listen, for example by suggesting ideas and joining in discussions when playing a number game. The school's policy is to delay the start of learning to read and write, so early in the school year children have not yet started to learn these skills. However, evidence from previous years suggests that this does not have a negative effect on their progress in reading and writing over the whole year. Opportunities are

missed sometimes to extend children's understanding of words and little is done in the Nursery to model writing.

### **Mathematical development**

Provision for mathematical development is **satisfactory**.

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

- Children are keen to learn and contribute in mathematics lessons.
- Children make satisfactory gains in their learning and so attain an appropriate level for their age.
- Too little is done to extend the children who are already confident in counting groups of objects.

#### **Commentary**

47. The majority of children are on track to achieve the level expected of them by the end of the year. Children enter the school with an average knowledge and understanding of mathematics, but a substantial minority are already good at counting objects to 10, and a few can count far beyond this. These children are not challenged enough. Staff provide some suitable experiences, such as encouraging children to count small handfuls of conkers, find the correct numeral and sort objects and toys, for example when putting things away. The majority of children are given satisfactory opportunities to make patterns, such as with coloured beads, but the more able are rarely challenged to devise a more complex pattern or to say how many more beads are needed to make a given number.

### **Knowledge and understanding of the world**

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

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

- Children are acquiring a good understanding of the school environment and the changing seasons.
- Opportunities are missed to develop children's understanding of other cultures and the recent past, and to help them use all their senses to find out about materials and objects.

#### **Commentary**

48. Children's attainment is satisfactory, as is their progress over time. Good use is made of the school grounds and a visit to a nearby park to teach children about the changing seasons. They collect leaves and learn about evergreen trees. In the Nursery they then make satisfactory use of the collected leaves to match to different coloured cards. Good use is made of weekly parent-led small-group cookery sessions. Too rarely are children provided with artefacts from other cultures or taught about the recent past through photographs. Few objects are provided to encourage children to use all their senses or to look closely at natural objects. The use of the classroom computers is satisfactorily encouraged and a suitable range of programs is provided.

### **Physical development**

Provision for physical development is **satisfactory**.

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

- The recent timetable changes to allow more time for outdoor play are aiding the development of skills such as running, pushing and pulling, and moving among other children safely.
- Children, especially girls, use small tools and pencils with increasing dexterity.
- In formal physical-education lessons sometimes too little time is allowed to use developing skills.

## Commentary

49. The provision for physical development is satisfactory, with many classroom activities routine in nature. As a result, the children are likely to make satisfactory gains in their physical skills by the end of the Foundation Stage. Greater use is correctly being made of the secure outdoor areas, and a wide variety of suitable activities are being provided, but in the Reception classes boys too rarely choose tasks that involve fine movements and small equipment. In more formal physical education lessons the large outdoor space is used well, but too little lesson time is used for the refinement of skills such as catching and batting.

## Creative development

Provision for creative development is **satisfactory**.

## Main strengths and weaknesses

- Children make good progress in singing and building a repertoire of songs that they know.
- Little choice is given to children in art activities.
- Opportunities are missed to challenge children by extending their play.

## Commentary

50. Teaching and learning are satisfactory overall. The teaching of singing is good and, as a result, children are able to sing a wide variety of songs to a good standard early in the year. Some good opportunities are provided for musical development by the free access to musical instruments in the outside areas. The teaching of other elements of this area of the curriculum is satisfactory. Too little choice and opportunity for experimentation and decision making are provided in areas such as the exploration of colour, shape and texture. As a result, the displayed children's work all looks similar. Staff provide a satisfactory range of opportunities for children to take part in imaginative role-play activities, both in the classroom and outside, but sometimes opportunities are missed to enliven this provision and further extend the learning by teacher intervention or by the addition of props.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

## Main strengths and weaknesses

- Standards in all aspects of English are average at both Year 2 and Year 6. Pupils' achievement is satisfactory. Standards are lower at Year 2 than they were at the time of the previous inspection.
- The quality of teaching and learning in Year 6 is good.
- Only limited use is made of assessment to provide pupils with a suitable variety of work.
- The use made of literacy in other subjects of the curriculum is unsatisfactory.
- Pupils' attitudes and behaviour are good.
- Pupils' presentation of their work, and teachers' marking of this work, are usually good, especially in Years 3 to 6.
- The role played by the co-ordinator is good.

## Commentary

51. In both Year 2 and Year 6, pupils' speaking and listening skills are broadly as expected. In Year 2, pupils listen attentively to their teachers and to each other, and show a clear understanding of what they have heard. Many answer clearly and confidently, occasionally providing extended answers. They successfully use a range of appropriate vocabulary to add detail to their

comments. A small number of pupils lack confidence in speaking at length, tending to answer in either single words or short phrases. In Year 6, pupils listen carefully in a variety of contexts, including teacher instruction and class discussion, when these take place. A number of pupils are articulate speakers who provide detailed answers, explanations and arguments. They speak clearly, and put their points confidently and concisely. Whilst some are less confident, most are happy to speak in front of other people.

52. In both Year 2 and Year 6, pupils' reading skills are in line with the standard expected nationally. In Year 2 most pupils read texts fluently and accurately, with a suitable level of understanding. They show a secure understanding of phonics, as well as having a good sight vocabulary. They show a clear understanding of the books they read, and many are able to express opinions about their contents. In Year 6 most pupils read with fluency, accuracy and evident enjoyment. They readily talk about what they read, making appropriate reference to characters and events in the stories. Pupils regularly use reference books to find information, and many of them have mastered the skills of skimming and scanning to help them find that information.
53. In Year 2 and Year 6, pupils' attainment in writing is in line with that expected nationally. In Year 2 most pupils successfully write down factual information, as well as writing imaginatively. Good use is often made of vocabulary to bring writing alive, although some pupils find this more difficult. Capital letters and full stops are generally used correctly, and pupils' spelling is usually accurate, or at least phonetically acceptable. The handwriting of most pupils is neat, legible and of a consistent size. In Year 6, many pupils successfully write for a variety of purposes, and they make good use of adverbs and adjectives to add detail to their writing, as well as an increased range of punctuation, including inverted commas. On occasions, pupils produce longer pieces of writing, and appropriate imagination, interest and depth are often introduced. Some pupils, however, lack confidence in producing extended pieces of writing. Most join their letters in a clear and neat handwriting style. Pupils' spelling is now usually good, and they use dictionaries and a thesaurus to improve this aspect of their work still further.
54. The overall quality of teaching and learning is satisfactory, whilst in Year 6 it is good. Teachers have satisfactory subject knowledge overall. Lessons are suitably planned and organised, with teachers carefully following the requirements of the National Literacy Strategy. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction, but they do not always provide them with enough chances to speak, tending to ask questions that only require one- or two-word answers. Teachers are careful to provide appropriate reading books for pupils, who all have books suited to their needs. They are provided with appropriate opportunities to read, and suitable support and encouragement are provided by teachers and learning support assistants. Pupils are usually keen to read, and even when they find the text difficult most are prepared to tackle the words presented.
55. Teachers throughout the school provide an appropriate range of writing activities for their pupils, and detailed help with spelling and handwriting. However, on occasions too long is spent on the introduction to the lesson, which limits the time available for pupils to tackle their writing activities. Further, whilst teachers assess pupils' work regularly, they tend to give the same activities to them all and so the work is not always suited to pupils' particular needs. Most pupils respond appropriately to the opportunities provided, in all aspects of the subject, and their achievement is satisfactory. Where teaching is good, lessons have a brisk pace, pupils are provided with clear advice about improving their work and they work well for extended periods; they are able to achieve well.
56. Good relationships are developed between teachers and pupils, and teachers provide appropriate support during lessons. In this they are helped well by the learning support assistants. Pupils' attitudes to English are good. Most work well on their own, and in groups when required, and they generally persevere with the work set. The majority of pupils are keen to produce a neat and careful standard of presentation in their books, especially in handwriting. Teachers mark pupils' work regularly, and in Years 3 to 6 they provide clear advice for pupils about improving their work. Suitable use is made of homework to give pupils further opportunities to practise and develop their skills.

57. The co-ordinator supports her colleagues well with advice when necessary, and on occasions she observes lessons to see for herself the standards being produced. She has contributed well to identifying recent weaknesses in pupils' performance, and to helping to bring about improvements. She is fully aware of the need to improve the use of assessment, and plans are in place for this to happen. Her leadership role is good.

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

58. The school is keen to develop pupils' language skills, and within English this task is generally tackled well. However, little use is currently made of written language in other subjects. Some writing is produced in history, for instance, but opportunities are often missed elsewhere, such as in science, where writing is often limited by the over use of worksheets.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The mathematics curriculum, whilst meeting the requirements of the National Curriculum, is too restrictive and fails to consistently provide sufficient challenge for all groups of pupils.
- During the inspection pupils were achieving as well as those in similar schools, but achievement by the end of Year 6 is not consistent from year to year, a key issue at the last inspection.
- Teaching observed during the inspection was frequently good, with only a little unsatisfactory, but examination of books shows that teaching is inconsistent.
- Teachers have good subject knowledge and high expectations of pupils' behaviour.
- Teachers do not use a wide enough range of teaching methods.
- The school's own evaluation of its mathematics provision is **unsatisfactory**.

### **Commentary**

59. In many classes the narrow use of a published mathematics scheme is limiting the achievement of pupils of all abilities. Teachers are not presenting new material in a way that provides appropriate challenge for the abilities of different groups of pupils. The same lesson and the same set of activities are provided for too many pupils of different abilities in a class and teachers do not use their day-to-day assessments to plan the next stages of learning. The published scheme enables the school to address all areas of the National Curriculum, but the curriculum adopted by the school places too little emphasis on pupils using and applying mathematics in investigations or handling data.

60. Achievement was average in all lessons observed during the week of inspection, except one, where the attainment of pupils was below average. The scrutiny of pupils' work from the beginning of this year supported this judgement. The 2003 end of Year 2 assessment results show that pupils achieved in line with the national average, but the school's declining trend in mathematics continued. The Year 6 results were again in line with the national average, but when the progress of these pupils is looked at from the infants to the end of the juniors it is well below average. However, the current Year 6 pupils have made good progress in the juniors, and achievement since they entered the school is satisfactory.

61. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers have good subject knowledge and very high expectations of how their pupils should behave. Relationships are good and teachers generally have a very supportive teaching style that encourages pupils to respond well. However, the over-dependence on the published scheme is stopping teachers being creative in how they teach mathematics. Some are unsure of how the school wants them to use the scheme. Teachers use a single approach to meet the needs of nearly all pupils which has resulted in teachers being too limited in the methods they use to help pupils acquire new learning and be productive. Rarely are pupils given sufficient prompts to ensure that they



are working at a brisk pace. Few opportunities are taken for pupils to explain the strategy they used to solve a problem. As a result, pupils do not learn enough from each other in plenary sessions.

62. The school systems by which the subject leader can monitor and evaluate the teaching and learning of mathematics are insufficiently developed. The school has recognised the need to change how it was teaching mathematics, and the use of extra teachers to make smaller teaching groups is having an impact. Some training sessions have been given on how the scheme can be best used, but the school has not evaluated the impact of this training to ensure that the changes are being implemented.

### **Mathematics across the curriculum**

63. Little evidence was seen of mathematics across the curriculum, although a few examples were found of mathematics supporting work in science and the humanities. The school does not have a process at present for planning how best to link pupils' prior mathematics learning into other subjects in a relevant way.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Standards achieved are satisfactory overall, but more able pupils do not achieve well enough.
- There is a good emphasis on teaching the skills and knowledge of investigative science.
- Lessons are often too heavily directed by the teachers and there is too much use of worksheets and practice test questions as a way of recording pupils' learning.
- There is too little use of writing and ICT to support the science curriculum.
- The subject leader has a good vision of improvement of science in school.

#### **Commentary**

64. Pupils leave the Foundation Stage with satisfactory knowledge and understanding in science. By the age of seven, pupils are achieving satisfactorily and attainment is average. By the age of 11 attainment is average overall and for most pupils achievement is satisfactory. However, too few pupils are attaining above the average, and the achievement of more able pupils is unsatisfactory.
65. The school places a good emphasis on ensuring that all programmes of study are covered. This supports pupils' learning well and, as a result, their investigative skills match their knowledge and understanding. This is a key factor in developing an overall understanding of this aspect of science.
66. The teaching of science is satisfactory overall, but there is not enough teaching which is good or better. Teachers' planning for science is satisfactory, but too few opportunities are planned for pupils to take responsibility for their learning. Plans offer insufficient opportunities for more able pupils to be stretched and do not build upon what they already know and can do. For example, one pupil in Year 6 was completing work which was of inferior quality to the work seen from the same pupil when in Year 5. All pupils are expected to complete the same worksheets, which does not encourage the more able to achieve more or give less able pupils appropriate opportunities to access the curriculum. This reduces the school's effectiveness in promoting inclusion.
67. A key factor limiting learning is that much of the teaching in science is too heavily directed by teachers, with pupils often passive learners. As a result, too much teaching is dull and activities are mundane, failing to capture pupils' interest and enthusiasm. On many occasions worksheets are used to record work in science, which not only has a negative effect on pupils' attitudes to

the subject but also limits opportunities for them to develop their literacy skills. Too few opportunities are taken to use ICT to support learning in science.

68. The school is rightly adopting a philosophy of more discussion and orally-based science, but at present this is appearing as teachers talking to pupils for extended periods of time rather than engaging them in high-quality debate, which limits opportunities for pupils to develop speaking skills.
69. Where teaching is better, teachers have good relationships with their pupils and high expectations of behaviour. They use searching questions to develop pupils' learning and allow opportunities for them to discuss and expand their thinking in small groups or pairs before sharing it with the class. This was seen in a Year 3/4 class where pupils were encouraged to discuss with a partner when would be the best times during a day to clean their teeth.
70. The subject leader for science is knowledgeable and skilled. She has good vision and high aspirations for how and what pupils will learn. Although monitoring and evaluation of science do take place, they lack sufficient rigour to ensure that new developments are taking place and that standards will be maintained at high levels.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are below average at the ages of seven and 11.
- The school does not have enough resources to support effective teaching of ICT.
- The management of ICT is unsatisfactory.
- Pupils do not get equal access to ICT.
- ICT is not used enough to support learning across the curriculum.

### **Commentary**

71. At the time of the last inspection ICT did not meet the requirements of the National Curriculum programmes of study. The situation has improved as resources have improved and the school is now able to meet the requirements of the National Curriculum.
72. The improvement in resources and the training provided for teachers under the New Opportunities Fund (NOF) are starting to have a beneficial effect upon standards, but this is taking time to work through. Pupils still do not spend enough time using information and communication technology. As a result, although standards of attainment are improving, they remain below national expectations. The changes in the programmes of study and the higher expectations of what pupils can achieve mean that improvement since the last inspection is satisfactory.
73. The management of ICT is unsatisfactory. Very little pupil work was available for analysis. No portfolios of work are kept to enable progress to be judged in ICT and few exemplars are available for teachers or pupils to know what an average piece of work should look like at any stage in the school.
74. Resources remain below national targets for computers in schools, and only a limited range of software is available. Some resources are not used effectively. The computer suite doubles as a classroom, which means that in some ICT lessons furniture has to be moved or pupils work in a confined space. The data projector is not connected for use, and demonstrations in the suite have to use a large-screen television that is not very clear. The co-ordinator has not given enough thought to the setting out of the suite or the access to equipment. All classrooms have computers linked to the network, but little use was made of these during the inspection.

Discussion with pupils indicated that they do not use classroom computers very much in some classes.

75. Access to the ICT suite is limited by its use as a classroom for a large part of each day. Pupils who have their mathematics lesson in the ICT suite have access to computers towards the end of each lesson to support their learning. However, the other three groups in that year do not have this access and so do not have equality of access to ICT. The position of the suite on an upper floor also limits access for pupils and teachers with disabilities.

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

76. Little evidence was available of ICT being used across the curriculum. The history scheme of work identifies suitable opportunities, and there were examples of pupils using ICT. However, some of this is at quite an elementary level, for example printing a short poem but drawing by hand the picture to go with it. Some examples of ICT used to draw graphs were available and maths games were used with one group at the end of a mathematics session. However, generally ICT is not used effectively to support learning across the curriculum. The co-ordinator is aware of this, but not enough has been done to integrate ICT into all schemes of work.

### **HUMANITIES**

77. During the inspection no lessons were seen in geography. A study of teachers' planning and of samples of work completed so far shows that there is appropriate coverage of the subject during the year. For example, this year pupils in Years 1 and 2 have studied different types of houses, both in Britain and in other parts of the world, pupils in Years 3 and 4 have examined a range of maps, and pupils in Years 5 and 6 have studied different features of rivers. Religious education was inspected by the Diocese of Brentwood under Section 23 of the Education Act 1996.

### **History**

Provision in history is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are broadly as expected at both Year 2 and Year 6. Pupils' achievement is satisfactory. Standards have been maintained since the time of the previous inspection.
- Teachers make good use of resources to develop pupils' understanding.
- Only limited use is made of literacy to enhance the quality of work.
- Pupils' attitudes and behaviour are good.

### **Commentary**

78. By Year 2, pupils know suitable details about the past. By sequencing items such as houses and toys they are developing a sound understanding of chronology. Most pupils are also confident in using appropriate historical terminology, such as 'old', 'new' and 'long ago'. Pupils have a secure knowledge of a number of historical figures such as Samuel Pepys, and events such as the Great Fire of London. By Year 6, pupils know relevant facts about a range of historical periods, such as those of the Ancient Greeks, the Tudors and the Victorians. They can recall the lives of famous people such as Henry VIII. They are knowledgeable about local history, especially that relating to the Barking fishing industry.
79. Teachers successfully use photographs, artefacts, videos and visits to foster pupils' interest, and this good use of resources helps pupils to make satisfactory gains in knowledge. Some writing activities are undertaken, but, overall, only limited use is currently made of such activities to enhance pupils' work in the subject. The co-ordinator studies samples of work and has just introduced assessment procedures for the subject. Although she does not yet have the opportunity to observe lessons, her role in overall provision is satisfactory.

80. Pupils clearly enjoy the subject, study artefacts, books and pictures with enthusiasm and settle well to the variety of tasks provided. Pupils have good attitudes which enable them to concentrate on their work and make suitable progress. Most pupils present their work well, taking care with its appearance.

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

81. No lessons were observed in design and technology or in art and design, but pupils' work was examined. Two lessons were seen in PE and two in music. However, only limited extracts of the curriculum were observed.
82. In the PE lessons seen standards were satisfactory. Strengths noted in these lessons were teachers' subject knowledge, good questioning and good behaviour management. Pupils with special educational needs were well included. In one lesson there was insufficient use made of a teaching assistant.
83. In the music lessons seen standards were satisfactory. Again, strengths of these lessons were the behaviour management of pupils and the good relationships. Teachers' subject knowledge was good in both lessons and was evidenced by good questioning of pupils to extend learning.
84. There was little evidence of pupils' art around school and generally the celebration of their work was unsatisfactory. It is likely that standards are unsatisfactory in art. Very few opportunities appear to be taken to develop pupils' appreciation of art from other cultures.
85. There was some limited evidence of design and technology, but too little from which to form judgements. From a scrutiny of timetables it appears that art and design is alternated with design and technology, and this may not provide appropriate coverage of these subjects.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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