

# INSPECTION REPORT

## **CALVERTON PRIMARY SCHOOL**

London

LEA area: Newham

Unique reference number: 102758

Headteacher: Mr Ian Brown

Lead inspector: Dr John Collings

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> November 2003

Inspection number: 260650

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	434
School address:	King George Avenue London
Postcode:	E16 3ET
Telephone number:	(020) 7476 3076
Fax number:	(020) 7511 4287
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Margaret Patient
Date of previous inspection:	28 <sup>th</sup> September 1998

## CHARACTERISTICS OF THE SCHOOL

Calverton Primary School is much bigger than most other primary schools. It has 452 pupils 89 of which are in the Foundation Stage. It is part of an Educational Action Zone and Excellence in Cities initiatives, and has Beacon status. The school has 'enhanced provision' for 14 pupils with autism. The number of free school meals is 31 per cent and above the national average. The number of pupils whose mother tongue not believed to be English is very high at 33.1 per cent. The number of pupils with special educational needs including statements is 20.4 per cent and above the national average. The number of pupils with Statements of Special educational Needs is also above the national average at 3.3 per cent. The school provides out of school care for four hours weekly for 17 pupils. The school has a wide-ranging ethnic mix, which is increasing and currently includes; 165 white, 131 Black African and 13 other groups containing between two and 23 pupils in each. The socio-economic status of school catchment is below average and attainment on entry to the school is wide ranging but well below average. The number of pupils entering and leaving the school at times other than usual is high, and is part due to the number of refugees in the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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1165	Peter Dannheisser	Lay inspector	
22831	Clive Lewis	Team inspector	Mathematics Art and design Design and technology Music Physical education
4350	Clive Whittington	Team inspector	Foundation Stage History Geography Religious education
18283	Sandy Brown.	Team inspector	English Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Calverton Primary School is an effective school** which has been maintained since the last inspection. It is committed to including all pupils to achieve their full potential and gives **satisfactory value for money**.

The school's main strengths and weaknesses are:

- Pupils' good achievement.
- Standards in reading and mathematics are below expectations at Key Stage 1.
- Standards in English, mathematics and science are below expectations at Key Stage 2.
- Very good leadership and management of the headteacher and good leadership and management of key staff.
- Good teaching overall although there is some inconsistency at Key Stage 2.
- Pupils' good attitudes and values throughout the school.
- The 'enhanced provision' remains unsatisfactory.
- Limited high expectations in subjects other than English and mathematics.
- Very good enrichment of the curriculum.
- Very good links with other schools.
- Accommodation in Key Stage 1 and free access to a secure outside play area the Foundation Stage is unsatisfactory.

The effectiveness of the school remains **satisfactory** since the last inspection. The progress made by pupils with special educational needs in the mainstream school is now **good**. Teaching is now **good** overall rather than satisfactory with improved assessment, clear lesson objectives and use of targets for English and mathematics. The use of teaching assistants is now **good** and a significant contribution to the good achievement pupils make. Despite the best efforts of the recently appointed headteacher to address the issues identified in 1998 at the last inspection provision of the 'enhanced provision' remains **unsatisfactory**.

### STANDARDS ACHIEVED

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

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

Pupils' achievement is **good**. By the time pupils leave school at 11 at the end of Key Stage 2; their achievement is **good** in English and mathematics and **satisfactory** in science and **good** overall, and standards in English and mathematics are **below average** and science **well below average**. However, inspection evidence suggests science is now below, not well below average. At the end of Key Stage 1 when pupils are 7 pupils' achievement is **good** and standards in reading and mathematics **below average** and in writing **average**. Children in the Foundation Stage also achieve well. Although very wide ranging overall they enter school **well below average** and do not meet the Early Learning Goals<sup>1</sup> (the goals children are expected to reach by the end of reception) before entering Key Stage 1. There are differences in the performance of boys and girls and other groups of pupils. The school is very carefully monitoring this.

<sup>1</sup> The Early Learning Goals are a set of knowledge, understanding and skills that children might be expected to achieve by the age of five in six areas of learning; language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

The development of pupils' attitudes and personal qualities is **good** and they behave **well**. Provision for pupils' social development is **good** and attendance is **good**. The provision for spiritual, moral, social and cultural development is **good** overall.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education. The quality of teaching and learning is **good** in the Foundation Stage and Key Stage 1 and **satisfactory** in Key Stage 2 and **good** overall, it is the main reason why pupils achieve well. Although the proportion of very good teaching in Key Stage 1 and Key Stage 2 is similar there is a smaller proportion of good teaching at Key Stage 2. Teaching is good in English and mathematics throughout the school but satisfactory in science.

The curriculum is **satisfactory** in all mainstream parts of the school. The school has identified the need to improve the curriculum by increasing the number of cross-curricular links between subjects so that the knowledge, understanding and skills learnt in one subject can be consolidated and applied in another. The support advice and guidance given to pupils are **good** and links with parents **satisfactory**. Links with the community are **good** and those with other schools **very good**.

The quality of education in the 'enhanced provision' remains **unsatisfactory**.

## **LEADERSHIP AND MANAGEMENT**

Leadership of the headteacher is **very good**. The leadership other key staff the effectiveness of management and the governance of the school are **good**. Since the last inspection there has been some instability in school leadership in recent years. However, the strong and purposeful leadership present at the last inspection are now in evidence since the permanent appoint the current headteacher in February 2003. There is now a very clear vision, and emphasis on raising standards and improving the quality of education across the school including those pupils in the 'enhanced provision'.

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

The positive views of parents reflect satisfaction with all aspects of the school's provision. A very small minority of parents express some concerns about behaviour and bullying but the inspection team did not substantiate these. Overall parents are very supportive of the school. They think it is well managed, they are taught well and their children are treated fairly and expected to be responsible and there are good arrangements for introducing children and their parents to school. Individual parents have concerns but the vast majority does not share these. A significant minority of parents would like the school to seek their views more actively. Overall pupils are happy with school. A significant number of pupils thought that other children did not behave well. Through discussion this was largely due to pupils in the 'enhanced provision' and pupils who have been excluded.

## **IMPROVEMENTS NEEDED**

- Standards in reading and mathematics at Key Stage 1.
- Standards in English, mathematics and science at Key Stage 2.
- The quality of education in the 'enhanced provision'.
- The consistency of good and better teaching at Key Stage 2.
- Ensuring high expectations in subjects other than English and mathematics.
- Accommodation for Key Stage 1 and free access to a secure outside play area.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Although standards are generally below average throughout the school pupils achieve well. Children in the Foundation Stage make good progress but **are not in line** to meet the Early Learning Goals before entering Key Stage 1. In English and mathematics pupils' achievement is **good** overall although standards are **below average** at both key stages. In science, achievement is **good** at Key Stage 1 and **satisfactory** at Key Stage 2 and standards **below average** at both key stages. Pupils including those with special educational needs achieve well throughout the school with pupils generally improving at a faster rate than expected.

#### Main strengths and weaknesses

- In national tests over the last few years, standards have risen in English and mathematics at the end of Key Stage 1 but have fallen at the end of Key Stage 2.
- Pupils' standards on entry to the school are very wide ranging but well below average overall, yet the vast majority achieve well.
- There are differences in the performance of differing groups of pupils.
- Pupils achieve well in information and communication technology.
- Standards in the 'problem solving' aspect of mathematics and 'science enquiry' are below expectations.

#### Commentary

1. The commentary below refers to all pupils in the school except those in the 'enhanced provision' which is dealt with elsewhere in this report.
2. The school is part of an Educational Action Zone, which identifies the school as being in an area where attainment is generally below national expectations. On entry to the school attainment is very wide ranging, but overall well below average.
3. From good analysis of the 2003 results by the school and the local education authority the school is aware that different groups of pupils do not attain as well as others, for example; by Year 6 girls doing better in English and boys better in mathematics, pupils who are present for the whole key stage do better than those who are not and older pupils in the year group do better than younger pupil. This is being addressed through much closer monitoring and analysis of pupils' progress to ensure all groups of pupils are given appropriate support and achieve as well as they can.
4. Although wide ranging, the vast majority of pupils enter the school with attainment that is well below average. They achieve well through the Foundation Stage, although the vast majority do not reach any of the Early Learning Goals before entering Key Stage 1.
5. Standards at Key Stage 1 have generally improved steadily over recent years. By the end of Key Stage 1, pupils' average point scores<sup>2</sup> for the 2003 national tests show that standards of pupils aged seven were below average in reading and mathematics but average in writing. When compared to similar schools pupils' standards were average in reading and mathematics and well above average in writing. As pupils come into the school with well below average standards, this results represents good progress and achievement from entry to the end of Key Stage 1.

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<sup>2</sup> All levels of the National Curriculum are awarded a point score. The expected average points at age seven are 15 and at age 11 27. The national average score for all pupils taking the tests are then used as a comparison to grade reading, writing and mathematics and Key Stage 1 and English, mathematics and science at Key Stage 2 in individual schools each year. Tables are adjusted to reflect the national averages before grades are given. The grades are shown in the summary report.



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

Standards in:	School results	National results
reading	14.8 (15.0)	15.7 (15.8)
writing	14.5 (14.3)	14.6 (14.4)
mathematics	15.5 (15.4)	16.3 (16.5)

*There were 52 pupils in the year group. Figures in brackets are for the previous year*

6. The average point scores for national tests for 11 year olds in 2003 show standards were below average in English and mathematics and well below average in science. However, pupils' achievement, based on their prior attainment when they were seven, was good in English and mathematics and satisfactory in science and good overall.
7. Evidence shows that pupils currently in Year 6 are reaching standards that are broadly below average. This includes science where standards have risen so that they are no longer well below average.

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

Standards in:	School results	National results
English	25.9 (26.7)	26.8 (27.0)
mathematics	26.0 (28.6)	26.8 (26.7)
science	27.3 (28.9)	28.6 (28.3)

*There were 60 pupils in the year group. Figures in brackets are for the previous year*

8. There are a number of contributory factors that explain the overall drop in standards for 11 year olds over the past few years, these are:
  - Lack of consistent leadership of the school through changes in senior management, including the headteacher.
  - The increase in the number of pupils moving in and out of the school. Only approximately two thirds of the pupils in Year 6 in 2003 had been in the school since Year 1.
  - There has been a rise in the number of asylum seekers and pupils with English as an additional language.
  - Although now stabilised, half of the number of teachers either joined or left the school in 2002/3. This is significantly higher than the vast majority of schools.
  - The number of pupils in Year 6 in 2002/3 with special educational needs was 33 per cent, nearly twice the national average.
9. Although these factors have an effect on the overall performance of the school, value added<sup>3</sup> achievement at Key Stage 2 is very good compared to schools nationally and good when compared to schools that had similar attainment when the pupils were aged seven. English and mathematics do very well in these comparisons and science less well.
10. When the proportion of pupils attaining Level 5, the higher level expected of 11 year olds, is compared to similar schools, pupils' results in the English and mathematics tests are well above average and in science, average. This demonstrates that higher attaining pupils are appropriately challenged and make good progress in English and mathematics.
11. Each subject of the National Curriculum is composed of different attainment targets, which reflect different aspects of learning within a subject. Within English, standards in speaking and listening are below average. Many pupils are limited by a restricted vocabulary. Standards in reading are below average throughout the school. Pupils are regularly given

<sup>3</sup>Value added measures the progress made by pupils in the school between the results of tests when the pupils were seven and the tests when pupil were 11 and compares this with schools nationally.

good opportunities to engage in group, and silent reading, but there are still many pupils who find learning difficult and who progress slowly. Writing has been identified as an area for development by the school particularly at Key Stage 2, where standards remain below average.

12. In mathematics by the end of the junior phase, the basic 'numeracy' skills of the majority of pupils are approaching levels seen nationally. However, 'problem-solving' remains a major source of difficulty for a significant proportion of pupils due to their frequently weak language skills and resultant difficulty in 'decoding' mathematical problems presented in word form.
13. Pupils' standards in science are below expectations. Pupils' ability to carry out investigations is not as secure as other areas of the science curriculum. This is because a significant majority of pupils are not developing the skills necessary to raise questions, plan and carry out an investigation independently of the teacher. Potentially higher attaining pupils do not achieve as well as they could because planning does not always include sufficiently challenging work.
14. In information and communication technology the school is aware that standards vary across different attainment targets. However, overall standards are below expectations at Key Stage 1 and in line with expectations at Key Stage 2. Strengths are in word processing and use of the Internet, and areas requiring some improvement are control and modelling.
15. Insufficient evidence was seen to make a secure judgement on standards in art and design, music, design and technology and physical education, or in humanities; geography, history and religious education.
16. Pupils who have special educational needs mainstream school are making good progress in lessons because of the quality of support they receive and the work that is planned to meet their needs. Their attainment matches that of their peers because of the additional support provided for them and appropriate when account is taken of their learning needs.
17. Pupils for whom English is an additional language and refugees also make good progress and achieve well. Pupils who gain fluency in English achieve very well and reach standards that are overall higher than other pupils in the school. Pupils who are at the early stages of English, although making good progress based on their prior achievement their attainment is poor compared to other pupils.

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

Pupils' attitudes and behaviour are **good**. Their personal development is also **good**, with their social, moral and cultural development the stronger features; provision for spiritual development is **satisfactory**. Their attendance and punctuality have recently improved and are now good.

### **Main strengths and weaknesses**

- The caring ethos of the school permeates all activities, and helps to promote pupils' good relationships, attitudes and personal development.
- The very good role models of the staff ensure that pupils quickly know the difference between right and wrong and behave well.
- Pupils' moral, social and cultural development is good and their spiritual development is satisfactory.
- The actions taken to improve attendance are very good and having a successful impact.
- The use of learning mentors is good.
- The behaviour of some of the pupils in the 'enhanced provision' and some pupils whose education provision is shared with a special school at time disrupts other pupils.

## Commentary

18. Pupils' attitudes and behaviour are good. The generally positive picture found at the last inspection has been maintained. The majority of pupils are well behaved, and respond well to the caring ethos of the school. When given opportunities to work independently or in groups, pupils work co-operatively, sharing and valuing ideas, and concentrating well on the task.
19. Most children enter the nursery with poorly developed personal and social skills but by the time they reach Year 1 most children work and play happily together, co-operating, taking turns, sharing and learning to behave in a socially acceptable way.
20. Staff work well together to consistently reinforce good behaviour. The pupils with profound communications difficulties who are given extended provision are not always able to benefit from mainstream education in the school, despite the support they receive. Their behaviour can be inappropriate and disrupt others in the class. Equally the integration of pupils who spend some of the week at a special school but have only limited support when they join mainstream classes can prove demanding and on occasion, disruptive.
21. Pupils in the rest of the school say that they enjoy school, and show a considerable pride in being members of the school community. There is a waiting list for participation in the very wide range of activities that the school provides out of school hours. Parents are supportive of the school, and very happy with the values the school promotes. Pupils' behaviour in lessons and around the school is good overall. No incidents of bullying were seen during the inspection, and as the table below shows, two pupils have been excluded from school. There have been very few racist incidents and the learning mentor has dealt these with appropriately.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	165	2	2
White – any other White background	23	0	0
Mixed – White and Black Caribbean	20	0	0
Mixed – White and Black African	14	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British - Indian	13	0	0
Asian or Asian British - Pakistani	6	0	0
Asian or Asian British - Bangladeshi	19	0	0
Asian or Asian British - other	19	0	0
Black or black British - Caribbean	4	0	0
Black or black British - African	131	0	0
Black or black British - other	4	0	0
Chinese	12	0	0
Other ethnic group	13	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

22. Pupils have a very good understanding of right and wrong, which is promoted from a very early age. They benefit from the very good role models set by the adults in school who happen to come from a cross section of cultures. When pupils show qualities such as honesty, politeness, and helpfulness, these are rewarded alongside academic achievement. All pupils are very aware of the class and school rules and this helps the school to be a very orderly community.
23. Values are promoted through the school's programme for personal, social and health education, where a developing sense of citizenship is encouraged through the whole-class discussion periods known as 'circle time'. There are opportunities for pupils to enhance their social development, through taking responsibility, which they do with commitment and pride. The school council meets regularly, although the new council has not yet been elected for this term, and the members take their responsibilities very seriously when making decisions on behalf of the whole school. Some council members are advising another school about setting up a school council. A week's adventure programme for pupils in Year 5 provides a good opportunity for pupils to develop maturity.
24. Pupils are encouraged, through all school activities, to be honest, trustworthy, and well mannered. There are 19 different clubs available in the school and pupil show great enthusiasm and hope to be able to participate. They take them very seriously and these help to encourage a sense of self worth and responsibility. As part of the extended day provision, a large number come to school at 8.00 am and are able to select their own activities. Many also stay on after school and enjoy a more structured series of activities including computer work, games, videos, and the soft room for letting off steam.
25. Pupils are provided with a curriculum that promotes a good understanding of culture in subjects such as history, art and design, music, and English. Pupils' understanding of different cultures is promoted through religious education in which pupils learn about the major world faiths. There have also been several visiting artists, poets, musicians and writers. Pupils visit museums, and exhibitions. There were few multicultural displays evident but the school help pupils to be aware of different cultures. There is no specific focus on those countries from which a significant number of recent immigrants have come. The school recognises the need to expand its cultural resources.

### Attendance

26. As a result of very good procedures attendance has recently risen to be broadly in line with the national average. The proportion of absences for which there is no satisfactory explanation, is higher than national average. Most pupils arrive punctually for the start of school. Registration practice is efficient and registers are taken promptly. There are very good procedures to promote good attendance including a learning mentor who keeps records of late comers and carefully analyses all registers daily and contacts all families of pupils whose absences have not been explained on the same morning. As a result the school is improving absence figures. There is close co-operation with the educational welfare officer who can now come in weekly. Rewards are given to pupils for high or improved attendance. Some of the apparent absences are due to pupils leaving the area before being officially 'off-roll'. This is a function of the high mobility of families in the area.

#### **Attendance in the latest complete reporting year 2003 (%)**

Authorised absence		Unauthorised absence	
School data	4.1	School data	2.0
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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good** overall. The **very good** features are the enrichment of the curriculum, and links with other schools and colleges. **Good** features are; teaching, care, support and guidance given to pupils, the way the school acts on pupils' views, and links with the community.

### Teaching and learning

Teaching is **good** in the Foundation Stage and Key Stage 1, **satisfactory** at Key Stage 2 and **good** overall. Teaching of English and mathematics is **good** and science **satisfactory**. Two unsatisfactory lessons were seen. Pupils' **good** achievement is largely as a result of the **good** teaching. The quality of assessment of pupils' work in English and mathematics is **good**, and in science and information and communication technology and other subjects it is **satisfactory**, and **satisfactory** overall.

### Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13 (23%)	22 (39%)	19 (34%)	2 (4%)	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.*

### Main strengths and weaknesses

- There are good relationships between teachers and pupils, which encourage pupils to work hard.
- Teachers plan well, use a range of teaching methods and their knowledge, understanding and skills to stimulate pupils' interest, and challenge their thinking.
- Insistence on high standards of behaviour.
- Teaching of pupils with special educational needs is good, and for those with English as an additional language satisfactory.
- Teaching assistants make a significant contribution to pupils' achievement.
- Although pace is satisfactory overall, some lessons lack pace and a suitably wide range of expectations to ensure all pupils are appropriately challenged.
- The planning to apply and consolidate the knowledge, understanding and skills learnt in one subject in another is in place, but underdeveloped.
- Expectations in some subjects are not high enough.
- Use of assessment to guide teaching and learning is good overall with improvement needed in monitoring the progress of groups of pupils.
- Some learning by the majority of pupils is affected adversely by the irregular and inappropriate behaviour of some of the pupils from the 'enhanced provision'.

### Commentary

27. The strengths in teaching significantly outweigh the areas for improvement. Teaching is well monitored by the headteacher and deputy headteacher and there is a developing programme of monitoring to ensure subject co-ordinators have time to monitor teaching in their subjects. Teaching in the Foundation Stage is good and all staff have high expectations. Effective day-to-day assessment and the well-focused activities in the Foundation Stage ensures that each child makes good progress. The main difference between teaching in Key Stage 1 and Key Stage 2 is that although there is a similar proportion of very good teaching in both key stages, teaching is not so consistent in Key Stage 2, and there is less good teaching than in Key Stage 1.

*There are good relationships between teachers and pupils, which encourage pupils to work hard.*

28. In the vast majority of lessons observed teachers' good relationships with pupils encouraged good behaviour and positive attitudes to work ensuring all pupils are included. This significantly impacts on the standards attained, as pupils want to please their teachers, generally work hard and achieve well. For example, in a Year 2 literacy lesson the teacher engaged all pupils by involving each of them in turn to continue the plot of a story. This made a significant contribution to pupils' speaking and listening skills. Another example of many where good relationships enhanced learning was during a Year 4 mathematics lesson where good use of the interactive white board engaged pupils interest and enabled the teacher to maintain good pace and demonstrate coordinates quickly and effectively.

*Teachers plan well, use a range teaching methods and their knowledge, understanding and skills to stimulate pupils' interest, and challenge their thinking.*

29. Where teaching is good or better a significant element is teachers' good subject knowledge, which provides a variety of well-planned stimulating lessons challenging pupils' thinking. This was particularly evident where the stimulating influence of the poet Kit Wright was used to very good effect to encourage pupils thinking; for example in a Year 6 lesson this, when combined with good relationships gave pupils the confidence and involvement to identify the active and passive verbs in Kit Wright's poem 'All of Us'. The use of 'Marcel' (a stuffed orang-utan) interested and involved Year 2 pupils in explaining how to it how to find out whether a number was odd or even. Good use of a visitor to extend the school theme of remembrance also stimulated pupils interest in history where the visitor related his grandfather's experiences in India in World war 2 and his feelings about being forced to join up, wearing his turban and being expected to fight and kill people.

*Insistence on high standards of behaviour.*

30. Teachers have good strategies to ensure pupils behave well. Significantly, lessons are interesting and in the majority of cases have good pace, have clear expectations and challenge the vast majority of pupils. This in turn involves pupils in learning and consequently, they do not behave inappropriately. Teachers are encouraging which in turn raises pupils' self esteem and pupils want to do well. A good example was seen in a Year 5 science lesson on evaporation where a very good lesson ensured pupils' good behaviour during practical work to enable all to be included and learn from opportunities offered. The behaviour policy is applied consistently and teachers listen to and respect their pupils' responses to questions, include all and have a sense of humour.

*Teaching of pupils with special educational needs and English as an additional language.*

31. The quality of teaching and learning for pupils with special educational needs is good. Teaching is well focused on pupils' needs and targets on individual learning plans are clear and realistic. Although the teaching of pupils with English as an additional language is satisfactory teachers do not adapt teaching styles sufficiently to ensure pupils who are at the early stages of English acquisition make the best possible progress. However, pupils who become fluent in English make very good progress.

*Teaching assistants make a significant contribution to pupils' achievement.*

32. Teachers ensure equal opportunity by using teaching assistants well to support different groups of pupils and ensure that they make good progress. For example; in a very good Year 4 English lesson teaching assistants ensured all pupils were able to take part in presenting factual information about the Romans to the rest of the class and in a Year 3 mathematics lesson the high level of support ensured that pupils in this lower set achieved well.

*Although pace is satisfactory overall, some lessons lack pace and a suitably wide range of expectations to ensure all pupils are appropriately challenged.*

33. Where lessons were unsatisfactory a significant factor was lack of pace and pupils disengaged and learnt little. Other lessons that were satisfactory overall also often lacked pace during parts of the lesson. Another factor that resulted in lessons being satisfactory rather than good was the absence of a range of expectations to ensure all pupils were appropriately challenged. This was more apparent in lessons other than English and mathematics. For example, in a Year 6 science lesson where the introduction was too long and a few pupils lost interest and higher attaining pupils were not challenged sufficiently to create their own method of investigation. Another example of lack of challenge was seen in a Year 4 art lesson where although pupils make appropriate progress overall, there was little challenge for higher attaining pupils.

*The planning to apply and consolidate the knowledge, understanding and skills learnt in one subject in another is underdeveloped.*

34. There are some good examples developing where one part of the curriculum supports another, for example; the development of speaking and listening in a Year 6 history lesson on World War 2 and a Year 2 science lesson on properties of materials, and the use of spread sheets in mathematics. However, overall the application and consolidation of learning in one part of the curriculum in another is underdeveloped. This is also true in information and communication technology. Although there are some good examples such as the use of graphics program in art in Year 1 and Year 5 to explore the styles of Jackson Pollack and Matisse respectively, and the use of the Internet to research for geography in Year 3 and the use of 'Power Point' to present stories in Year 6, overall, information and communication technology is not exploited sufficiently as a tool in other areas of the curriculum. Nevertheless, it is part of the school improvement plan to increasingly develop meaningful links across all subjects of the curriculum.

*Expectations in some subjects are not high enough.*

35. In order to raise standards in subjects such as science and information and communication technology teachers need to plan work that is firmly based on pupils' previous attainment and includes expectations at Level 3 at the end of Key Stage 1 and Level 5 at the end of Key Stage 2 to ensure higher attaining pupils are able to realise their potential.

*Assessment is used effectively to inform teaching and learning.*

36. The school has worked hard since the last inspection and has successfully established consistent systems for assessment and recording in the core subjects of English and mathematics across the school. Assessment in science and information and communication technology is being reviewed to ensure pupils' progress in all aspects of these subjects is monitored. Assessments are used well in English and mathematics to plan an appropriate curriculum. However, this is less apparent in other subjects. The school also has become increasingly aware of the need to monitor the progress of different groups of pupils such as; boys and girls, pupils born at different times of the year and minority ethnic origin, to enable timely intervention where these pupils are not making the progress expected. It is part of the school improvement plan to address this.

*Some learning by the majority of pupils is affected adversely by the irregular and inappropriate behaviour of some of the pupils from the 'enhanced provision'.*

37. The school is committed to including all pupils and giving them a curriculum that enables all pupils to make the best possible progress. However, a number of instances during the inspection demonstrated that the balance between including all pupils from the 'enhanced provision' and the adverse effect at times this had on the learning of other pupils in the school, is inappropriate.

## The curriculum

### How well does the curriculum meet pupils' needs?

The overall quality of the curriculum throughout the school, including the Foundation Stage, is **satisfactory**. The range of extra-curricular activities, together with the number of visits for the pupils and visitors to the school to enrich the curriculum are **very good**. Overall the range and quality of resources and accommodation are **satisfactory**.

### Main strengths and weaknesses

- Good provision for pupils with special educational needs enable them to achieve well.
- Extended day provision for young children is a strength.
- The quality of resources for information and communications technology, English and the library are good.
- There are no opportunities provided for children in the nursery to take reading books home.
- Personal, social and health education is good.
- Although the overall quality of the accommodation is satisfactory, some of the classrooms are too small.
- The contribution to the learning by support staff is good.
- Participation in sport, the arts and other activities is very good.
- Although in its early stages of development the increasing number of ways the English curriculum is being supported through its application and consolidation through other subjects is a developing strength.
- The playing field cannot be used due to broken glass and dog faeces.

### Commentary

38. The school's curriculum is broad and balanced and is based on nationally recommended schemes. The curriculum meets statutory requirements, including the provision for religious education, and sex and drugs education. The quality and range of learning opportunities provided are good. The National Literacy and Numeracy Strategies are used effectively to teach English and mathematics. The school is developing relevant opportunities to work in a cross-curricular way.
39. In the Foundation Stage the curriculum is well balanced and planned to provide a wide range of relevant activities, which are matched to children's needs. However the reception classrooms are too small, but good use is made of the 'quad' for practical activities. Children in these classes have no direct access to a suitable outdoor play area, although they have some use of the nursery's facilities. There are also no opportunities within the classrooms for parental involvement in their children's learning.
40. Provision for personal, social and health education in the school is good. The school is an inclusive school in all its aspects and teachers have positive strategies that develop children's initiative and responsibilities.
41. The school is a very inclusive community and special educational needs pupils are well accepted and integrated. The school pays particular attention to ensuring that the curriculum matches the needs of those pupils identified with special educational needs. The targets set for them are clear and the support and learning experiences provided for them are good. These targets are reviewed and revised termly to make sure they are still appropriate to the pupils' current needs. They make good progress when compared with prior attainment.
42. The curriculum for pupils with English as an additional language is satisfactory. Pupils are included and appropriately supported. However, curriculum planning does not systematically include sufficient adaptations to ensure these pupils, particularly those at the early stages of English acquisition make the best possible progress.



43. The large number of activities provided for the pupils enriches the curriculum. These cover sports and the arts and are available for pupils of all ages. Pupils benefit from a large number of visits out of school. These include the City Farm, a supermarket, zoo, football club, Canary Warf and various museums. Visitors to the school include poets and writers, drama groups and dancers. Children in the Foundation Stage benefit from an 'extended day'.
44. Although the overall standard of accommodation is satisfactory, many of the classrooms are too small, particularly when there are pupils with high levels of special educational needs. The lack of free access to an outdoor secure area for the Foundation Stage is inadequate.
45. However, most teachers use the limited space to its best effect. There is a large playing field, which is unusable due to the large quantities of broken glass and dog faeces, which make it a health and safety hazard. Fencing is being installed to address this. Resources for English, information and communication technology and the library are good. The overall quality and quantity of resources for other subjects are satisfactory and these are used appropriately.
46. Curriculum subject leaders have been identified for each subject area. The teachers and learning support staff in all parts of the school are experienced and work very efficiently together to support the pupils' learning and contribute to their good achievement over time. This is particularly the case in the Foundation Stage. However, the school are reviewing the support for pupils with English as an additional language to make sure there are sufficient resources to ensure these pupils' needs are fully monitored.

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

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

### **Main strengths and weaknesses**

- Health and safety matters are given priority but staff and governors do not themselves participate in regular audits.
- Pupils with severe communications difficulties and those sharing their time between this school and a special school are offered participation in mainstream classes, but this is sometimes unsuccessful.
- Pupils' behaviour is well tracked. They understand right and wrong.
- The quality of support given to pupils who have special educational needs in the mainstream school is very good.

### **Commentary**

47. The school's procedures for ensuring the safety and well-being of pupils are satisfactory. First-aid provision is good and many staff are qualified to provide assistance in the event of an emergency. Safe practice is promoted well in lessons. Equipment is regularly checked and tested and the school is developing a portfolio of risk assessments. In appropriate cases, they have sought external consultants or the education authority's advice. However the staff and governors do not do regular audits themselves, which would help to reinforce a health and safety culture in the school.
48. Child protection procedures meet requirements and the school exercises its responsibilities with vigilance and care.
49. Attendance registers are completed rapidly and any unexplained absences are followed up immediately.

50. Pupils' relationships with adults and each other are good, and have a positive impact on their learning. They are supportive of each other and their teachers. Pupils are very happy and secure, and enjoy school life in an atmosphere where all are valued. Pupils respond well to the help provided, and enjoy the praise that is often given. They enjoy receiving rewards for 'Star of the week' and other certificates, for example, for good and improved attendance. These rewards are strong motivators, especially for the younger pupils. Boys and girls and pupils from different heritages mix well at playtime and lunchtime, and pupils with special educational needs take a full and active part in lessons, and activities at playtimes.
51. Induction arrangements are satisfactory; when children start at school, join at times other than the start of a school year and when pupils move on to the secondary schools. These arrangements, particularly in the Foundation Stage start the work of developing very good and trusting relationships between pupils and staff which give pupils the confidence to seek support and guidance as they move through the school when they have concerns about their work, a personal problem, or when they want to share a success or news of something special. Staff provide a good response to such requests and, through their good knowledge of pupils as individuals and monitoring of pupils' personal and academic development, provide well-informed support, advice and guidance. In addition to teaching staff and teaching assistants, a learning mentor provides a valuable resource for any pupil with a need to sort out problems. Pupils can use this service as individuals or as part of friendship and self-esteem groups. The mentors works closely with parents and outside agencies. Pupils are well supported in the playground by staff trained in behaviour support and able to lead play.
52. The care and support given to pupils with special educational needs is good. Teachers and teaching assistants know the pupils they work with well. The school's values are well reflected in the way the pupils with special educational needs are given the opportunity to take part in all school activities. Their contributions are valued highly and their achievements valued.
53. Pupils within the mainstream part of the school with special educational needs and those with English as an additional language are supported well. The extended day provision before and after school, and the wealth of clubs during and after school, enhance pupils' social skills and have positive impact on behaviour. However, there are times when pupils' learning in the mainstream school is disrupted by pupils from a special school who have part of their education in this school and those pupils who are part of the 'enhanced provision' within the school.
54. The school successfully seeks pupils' views through the school council. These elected pupils consult their classmates before meetings and share their discussions afterwards. As well as council members there are several elected prefects in Year 6. 'Buddies' help newcomers, friends who are chosen to support them, but there are as yet no formal ways in which pupils throughout the school can be given roles to support others – in particular newly arrived immigrants.

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

Parents have **positive** views of the school and the education that it provides. The partnership between school and home is **satisfactory**, and with other schools **very good**, and the community **good**. These play a positive role in supporting pupils' learning at school.

### **Main strengths and weaknesses**

- Parents are happy with what the school provides for their children.
- Links with other schools and industry enrich the provision for pupils.
- Parents are not invited into school for class assemblies.
- The Parent Teacher Association has begun to support the work of the school.
- Reports to parents about their children's progress provide useful information for their families.
- Parents do not have clear information about what their children will be learning.

- Parents do not see the individual education plans of children with special educational needs. They say that their nursery-aged children do not take books home.

## Commentary

55. The positive views of parents reflect satisfaction with all aspects of the school's provision. A very small minority of parents express some concerns about behaviour and bullying.
56. Inspectors support the positive views of parents and understand the concern about behaviour, which mainly stems from difficulties discussed in the appropriate section above.
57. Newsletters and general information provided to parents and annual reports are satisfactory. Reports demonstrate the good knowledge that teachers have of pupils and inform parents about the work that pupils have completed and their attitudes. They provide parents with clear targets or guidance as to what their children need to do to progress to the next stage of their learning. However, it is not a regular feature of the school to inform parents about what their children will learn in next few weeks.
58. The school has no specific arrangements to survey parents and gain their views but all parents find the staff very approachable and willing to address any issues. However parents are not regularly invited into school or class assemblies to share in ongoing achievement.
59. The school do not fully involve parents of special educational needs pupils in the educational planning of their children. However, parents of pupils with special educational needs are kept informed by class teachers and the teacher with responsibility for special educational needs of their child's progress.
60. Very few parents come into the nursery or main school to participate, and the school does visit newly enrolled children in their homes. Many parents support their children well at home by sharing books with them and helping them with their homework. However, while books are taken home regularly in the reception classes, they are not in the nursery. There are reading diaries that ask for comments from parents' of younger pupils. However, although older pupils have a splendid personal organiser, their parents have no similar way of regularly communicating in writing with staff.
61. A parent teachers association has been reconstituted and hardworking parents, many of whom work in the school, have started to raise funds to provide additional resources and learning opportunities for pupils.
62. The good links with the community and a wide range of visits and visitors provide good enrichment of the curriculum and support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others. The school benefits from personal connections with companies who give financial support and time – for example, helping to decorate the nursery.
63. Links with other schools are very good and the headteacher has developed a positive relationship with a nearby primary school. For example, there has been a joint science week with a nearby school, which was also being advised during this inspection about setting up its own school council. Through the education action zone the school cooperates with several local schools that share good practice and organise various amenities such as summer schools and a citizenship week.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school is **good**. Governance of the school is **good**. After a period of limited input into the work of the school, the governing body has now developed a **good** understanding of the school's strengths and weaknesses and is helping to shape the vision and direction of the school. The new headteacher provides **very good leadership** with a clarity of vision, clear sense of purpose and high aspirations. Other key staff share a common purpose and make a **good** contribution to the school's goals and values. The effectiveness of management overall is **good**.

### Main strengths and weaknesses

- The leadership of the headteacher is very good.
- There is commitment of the whole school staff to inclusion and equality and concern for the needs of individuals.
- The governance of the school is good.
- Provision for pupils with special educational needs is well organised and effective.
- There is a need for more formal application of the principles of 'best value' to management and the use of resources.

### Commentary

64. The governing body, after a number of years when it was unable to gain more than a limited input into shaping the vision and direction of the school, has now, under the leadership of the new headteacher, developed a good understanding of the strengths and weaknesses of the school. Governors ensure all statutory duties are fulfilled appropriately and are challenging and supporting senior managers and acting as a 'critical friend' to the headteacher and senior staff effectively.
65. In the past few years there has been considerable uncertainty in the leadership of the school. This has now been addressed and the recently appointed headteacher provides very good leadership for the school. He has a very clear sense of purpose and high aspirations for the school and, in a relatively short period as headteacher – less than two terms - has been very successful in boosting the morale of the staff and in creating an effective team who work together very well and inspire, motivate and support fellow staff and pupils.
66. All school staff and governors are now closely involved in the school's development planning and the resulting school improvement plan, which clearly reflects the school's ambitions and goals, is monitored closely. Curriculum leadership by the headteacher has been particularly successful in ensuring a more 'balanced' curriculum than was in place prior to his arrival. There is now an appropriate emphasis on the 'non-core' subjects – the creative subjects and the humanities - when the stress in recent years has been overwhelmingly on English, mathematics and science, and there is now an appropriate curriculum in place for very young pupils.
67. The leadership and commitment of subject leaders is good. All co-ordinators are responsible for undertaking an annual review of their subject and senior managers constantly monitor performance data, review emerging patterns, observe lessons in their subject and take effective action. The headteacher and all staff have a very clear commitment to inclusion and equal opportunity for all pupils and provide good role models for pupils.
68. The support given to pupils with special educational needs is well organised. The effective manner in which support staff are used is an important factor in the good progress that these pupils make. The support for pupils from ethnic minority groups makes good use of the time and resources available. However, although pupils with English as an additional language make good progress overall the school is aware it needs to monitor this provision more carefully.

69. Target-setting and the monitoring of achievement are well established for individual pupils, and policies for behaviour, planning and assessment are reflected clearly and consistently across the work of the whole school. Staff confirm that the school's performance management systems are well-managed and effective in providing support and in bringing about improvement. Staff new to the school, particularly newly-qualified teachers, speak very positively about the very good level of support they have received.
70. The school's most recent audit report was undertaken a considerable time ago and the main recommendations were acted upon appropriately at the time. Inspection findings, however, confirm that essential management functions are covered well and are not unduly bureaucratic, allowing teachers to get on with their job of teaching the pupils. Well-organised and well-monitored accounting systems help the school achieve their key educational priorities.
71. The governing body is aware of the 'best value' principles of challenge, comparison, consultation and competition, although its application to date in decision-making in such areas as setting targets, planning for improvement, allocating resources to priorities and managing implementation has been largely informal. The school gives satisfactory value for money. It should be appreciated in the figures below that it includes a significant sum for supporting pupils with special educational needs and those pupils supported within the 'enhanced provision'.

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

Income and expenditure (£)		Balances (£)	
Total income	1,718,502	Balance from previous year	115,491
Total expenditure	1,804,725	Balance carried forward to the next	28,968
Expenditure per pupil	3,993		

**Enhanced Provision**

**The effectiveness of the enhanced provision**

Although some improvements have been made, particularly since the headteacher was appointed in February 2003, the key issues for the last report have not been fully addressed and the enhanced provision remains **unsatisfactory**.

- Staff do not have the knowledge or specialised training necessary to work with pupils with severe learning difficulties.
- There are insufficient trained staff to deliver the curriculum.
- There is insufficient support for the school from outside agencies.
- There are insufficient resources to deliver the curriculum, and accommodation is unsatisfactory.
- A good plan is in place to address resource issues.
- Opportunities for pupils to be included in the 'enhanced provision' are good.
- Care and support by teaching assistants are very good.
- Relationships between teachers and teaching assistants are very good.

In addition

- Behaviour of pupils with severe communication difficulties regularly disturbs work in the rest of the school, thus having a detrimental effect on pupils and teachers.

72. The 'enhanced provision' offers specialist provision for up to 14 pupils diagnosed as having severe communication disorders. There are 12 pupils on role. This includes three pupils on long-term assessment placements. There is no separate written admission criteria or admission procedure.
73. The enhanced provision is not staffed satisfactorily. Two full-time teachers are managed by the special educational needs manager who gives 0.3 time to this role. This does not meet DFES guidelines of a ratio of 5:1 pupils to teacher.
74. Staff in the 'enhanced provision' continue to lack the accredited qualifications necessary to teach pupils with severe communication difficulties. The special educational needs manager is currently working towards achieving a relevant qualification.
75. In line with the current action plan the school has begun to address the need to train staff adequately and has provided opportunities for staff to increase their knowledge and understanding for pupils with severe communication difficulties. This includes training for staff in both the Picture Exchange Communication System (PECS) and in physical restraint methods. This has yet to impact on the whole school and remains a school priority as identified in the action plan.
76. The accommodation is poor. It does not allow a full curriculum to be taught efficiently. The range of information and communication technology provision is unsatisfactory. There are insufficient computers and communication aids. The lack of water and sand prevents students from having access to multi-sensory activities.
77. The curriculum offered to pupils in the enhanced provision is unsatisfactory. It is not sufficiently broad or balanced. There are detailed individual education plans and targets are set to cover pupils' needs in: communication, physical skills, self help and independence, literacy and numeracy. However, they are not sufficiently concise and do not provide a platform for short-term planning. The lack of small step targets means that progress is difficult to monitor.
78. Weekly plans for pupils are detailed and have references to 'p' scales and individual education plans, but are not related to the work of the class to which they are attached as a whole and do not always contain learning objectives for listening and numeracy targets. The statements held by the school often do not reflect pupils' current needs. Annual reviews are held. Often only school staff attend these meetings.
79. Teachers provide good support for individuals. Their patience with pupils is exemplary and they manage pupils very well, although there are a significant number of pupils who display challenging behaviour and who are often disruptive.
80. The use of teaching assistants is very good. They provide good support for identified pupils. They provide individual support for most of the day, assisting in soft play and sensory communication activities as well as supporting in mainstream classrooms when they work with pupils on individual targets.
81. Support from outside agencies is spasmodic due to recruitment and retention difficulties in the area. No Occupational Therapy is taking place at the moment. Speech and Language Therapy has recently restarted. The allocation of 0.1 (2.5hrs) weekly does not provide satisfactorily for the number of pupils requiring support.
82. The special educational needs' manager has a range of management and teaching duties and does not have sufficient time to monitor or co-ordinate the work of the staff in the enhanced provision. The links between the special educational needs manager, teachers and support staff regarding the provision and targeting of support are not secure. Plans are already in place to develop systems that will provide a more cohesive whole-school approach.

83. Links with parents are now generally satisfactory. The school invites parents to annual reviews and welcomes them to contact the school at other times. Daily communication is maintained between school and home in the form of home/school record sheets.
84. The school should consider a review of the 'enhanced provision' to ensure its pupils are appropriately supported and the 'enhanced provision' does not adversely affect the learning of other pupils in the school.

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

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

The provision for children in the Foundation Stage is **satisfactory**, and all the children **achieve well**.

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

- Children achieve well because of the good quality of teaching.
- Very good relationships are formed between the very supportive staff, who make each child feel valued.
- The size of the reception classes is too small and these children have no direct access outdoor play area.
- Assessment in all areas of learning is continuous and thorough and is used effectively to plan the next tasks.
- There are no opportunities within the classrooms for parental involvement in their children's learning.

#### **Commentary**

85. Children achieve well because of the good quality teaching within both nursery and reception classes and because of the very good relationships formed between the very supportive staff, which make each child feel valued. Although children enter the nursery with a wide range of abilities, the general standards on entry are well below average. These standards are lower than at the time of the last inspection. The curriculum is well balanced and planned to provide a wide range of relevant activities, which are matched to children's needs. Assessment is continuous and thorough and is used effectively to plan the next tasks but some opportunities for learning are missed due to the lack of specific planning for child-initiated activities in the nursery. The reception classrooms are too small, but good use is made of the 'quad' for practical activities. Children in these classes have no direct access to a suitable outdoor play area, although they have some use of the nursery's facilities and there are no opportunities within the classrooms for parental involvement in their children's learning.

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

Provision in personal, social and emotional development is satisfactory.

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

- Good teaching results in children having positive attitudes, behaving well and becoming independent.
- Lack of planning for pupil initiated activities in the nursery to extend learning.

#### **Commentary**

86. Most children enter the nursery with poorly developed personal, social and emotional development, lacking independence and most are unable to relate easily to others. Skilful teaching by all adults in the nursery and reception classes ensures that the children begin to develop the necessary skills, and by the time they reach Year 1 most children work and play happily together, co-operating, taking turns, sharing and learning to behave in a socially acceptable way. Resources are used effectively to promote personal and social skills, and many children are becoming independent and responsible through the tasks provided. Children are given ample opportunities to choose their own activities and resources. However, a lack of specific planning for these child-initiated activities in the nursery, with a clear indication of the adults' role, results in missed opportunities to extend children's learning



in these sessions. Indications are that the majority of these children will not achieve the Early Learning Goals.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children achieve well because of the good quality of teaching through a well-planned range of opportunities to develop speaking and listening and, early reading and writing skills.
- The good relationships and high expectations of class teachers and teaching assistants.
- Books are taken home regularly in the reception classes, but not in the nursery.
- The children have generally positive attitudes and often show great enthusiasm.

### **Commentary**

87. Speaking and listening skills on entry to the nursery are generally well below the average for children of this age, with many speaking only single words and some none at all. Good progress is made as children begin to work and play with others, talking about what they are doing. Children enjoy listening to stories and respond enthusiastically to them. High expectations from all staff ensure that most children begin to show understanding through their questions and comments. These skills are encouraged through all activities. The role play areas have, at different times, been a post office, travel agent's, puppet theatre, café, baby clinic and shop. By the time children are ready to enter Year 1, good progress has been made, although their speaking skills are still below the national average.
88. When they start school, many children have little knowledge of books. Here they improve their knowledge and most recognise how books 'work', knowing that print carries meaning. Some want to tell the stories themselves, often with great enjoyment. They join in readily with nursery rhymes. Books are taken home regularly in the reception classes, but not in the nursery. All classes have book areas where the children go to read, and during the inspection, that for children in reception was a cave, where the children used torches to 'read' their books, ensuring a high level of enthusiasm. Letter recognition and sounds are taught and reinforced effectively. Throughout the Foundation Stage, children are given numerous tasks which develop writing, including writing letters, diaries and 'news'.
89. Elements of the literacy framework are used well, and phonics and letter formation are taught effectively. Teachers and assistants have high expectations, but by the time children leave the reception class, few have reached the expectations of the Early Learning Goals for communications, language and literacy and standards overall remain well below average.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children achieve well because teachers plan well focused work.
- Good ongoing assessment ensures tasks are well matched to children's needs.

### **Commentary**

90. Children have little knowledge of numbers when they begin school. By the time they reach the age of five, although most can count to ten, number recognition is poor and few attain the Early Learning Goals for mathematical development. Well-planned activities ensure good quality learning. Children count upwards, gaining greater confidence and understanding of

numbers. Number rhymes and songs are used effectively, singing number songs such as 'One-two-three-four-five' with great enthusiasm. They develop an understanding of size and position, using words such as 'smaller'/'larger' and 'more'/'less'. The children make biscuits in different shapes and talk about what they have made.

91. Once more, the good teaching by all adults and the well-focused activities ensures that each child makes good progress. Every effective day-to-day assessment helps plan suitable activities for the following sessions. By the time children are ready to enter Year 1, good progress has been made, although their mathematical skills are still well below the national average.

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

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

### **Main strengths and weaknesses**

- Some opportunities for learning are missed due to the lack of specific planning for child-initiated activities in the nursery.
- Children have a good range of opportunities to explore the environment and widen their understanding.

### **Commentary**

92. Most children enter the reception class with very little knowledge of their local area or of the world at large. A number of activities foster learning in this area. Children select resources on their own, and begin to use them with care. The overall quality of teaching is good, although the range of activities provided for children in the nursery to choose from are not always fully focused to ensure learning. The children are introduced to a wide variety of experiences to widen their understanding. They explore the environment through visits within the local area (including to the nearby City Farm) and by having visitors within the school. The latter includes a mother with her baby and a visitor who gave the children opportunities to handle snakes and lizards. Due attention here was given to the need for health and safety! Children use computers effectively to develop a wide range of skills such as using the mouse and saving their work. By the time children are ready to enter Year 1, good progress has been made, although their knowledge and understanding of the world is still well below the national average.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- The good range of planned opportunities to extend children's physical development.
- Good use of praise to develop children's confidence.

### **Commentary**

93. Children enter the nursery with well below average skills in physical development. Although the outside area for children in the reception classes is insufficiently developed, the nursery area is used effectively. Here children ride on bikes and other toys, running and jumping. They improve their awareness of the needs of others and the space around them. Children climb and balance with confidence. The rate of overall physical development is good.
94. The children in the reception classes enjoy the more formal physical education sessions which involve dance and movement. Praise effectively reinforces learning and boosts the children's

confidence. Standards, however, remain below average and few children will attain the Early Learning Goals.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers are enthusiastic and lessons have good pace, which involves children in learning.

### **Commentary**

95. Many children have experienced very little to develop their creative skills or imagination prior to starting school. Throughout their time in both the nursery and reception classes, they make significant progress in their learning. Here there are opportunities for children to take part in a sound range of creative activities. Musical instruments are provided and children use these with increasing confidence. Children sing with enormous enthusiasm, and know songs in other languages (from Ghana). All adults ensure that the lessons have pace and enthusiasm, and the children enjoy their learning. However, the vast majority of the children leave the reception classes still well below average in this area.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**. Standards in English of pupils at the end of Year 6 are **below average**.

### **Main strengths and weaknesses**

- Standards in English are too low.
- Achievement is good.
- The management of the subject is good.
- Pupils are well managed and there are good relationships between staff and pupils.
- Work is not always precisely matched to the prior attainment of higher attaining pupils.

### **Commentary**

96. Standards in English in both Year 2 and Year 6 are below average. Results in 2003 indicate that the attention given to the subject is having a good effect in Key Stage 1 and standards are improving. Performance in Key Stage 2 continues to be affected by the large number of pupils with special educational needs and by problems caused by high pupil mobility.

97. Teachers plan thoroughly for the implementation of the literacy strategy. Pupils make good progress in lessons and achieve well. Time is well utilised and teachers maintain pupils' interest by providing enjoyable activities. In Year 6 pupils work well in writing poems in the style of Kit Wright, who visited the school during the week of the inspection

98. Pupils with special educational needs and those who speak English as an additional language are supported well by teaching assistants. This good support results in pupils working hard and productively in literacy lessons. In a minority of lessons teachers do not challenge the higher achievers sufficiently and pupils do not make sufficient progress in relation to their previous knowledge and understanding

99. Overall standards in speaking and listening are below average. Many pupils are limited by a restricted vocabulary. Some pupils lack confidence in speaking and their listening skills are unsatisfactory. All adults in school support pupils extending their spoken language by encouraging pupils to talk to one another. Planned activities take place throughout the school day and include opportunities to use subject specific language in all areas of the curriculum
100. Standards in reading are below average throughout the school. Pupils are regularly given good opportunities to engage in group and silent reading. This results in their reading skills developing. They become more competent and confident in using a range of strategies to assist them in working out words and in comprehending text. This leads pupils to enjoy books and hence to practise their reading at home. The most capable pupils talk about different authors and stories, identifying key characters. There are still many pupils who find learning difficult and who progress slowly. For this reason the school makes use of an enhanced programme produced by the local education authority to support pupils struggling with their reading. The school library is well stocked and equipped with up-to-date equipment. Classes have regular times to use this good resource for research and independent work as well as for enjoyment
101. Writing has been identified as an area for development by the school. Standards remain below average at Key Stage 2 but work in books shows good progress for most pupils from their very low attainment on entry.  
Teachers ensure that:
- Pupils have opportunities to write across a range of genres.
  - Opportunities for extended writing are built in to the curriculum.
  - In service sessions provide staff with clear guidance.
  - Writing frames are used to support the work of weaker pupils.
102. The management of the subject is good. The emphasis placed on developing high quality assessment procedures allows teachers to plan more effectively and to build on what pupils have already learned. This approach is impacting on the whole school and is contributing to the improvement of standards in Key Stage 1.

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

The school has identified the need to develop literacy skills in other areas of the curriculum within an action plan. There is evidence that pupils are being given some opportunities to use their skills in other subjects, but in general this aspect of learning is underdeveloped.

### **MATHEMATICS**

The school's provision in mathematics is **good** and, although overall standards remain below national expectations, pupils achieve well from a very low level of attainment on entry to the school.

### **Main strengths and weaknesses**

- The good leadership of the subject co-ordinator.
- The good progress made by most pupils.
- The good use of assessment to modify the curriculum and to track individual pupils' progress.
- A need to improve the consistency of teaching in the Key Stage 2 classes.

### **Commentary**

103. Despite the good and often very good progress made by pupils as they move through the school, standards in mathematics at the age of seven and 11 remain below national expectations. This is because of the very low level of attainment of a significant number of pupils on entry to the school, the high proportion of special educational needs and the large number of pupils arriving in the school throughout both key stages with English as a second

language and/or significant special educational needs. For a significant proportion of pupils, their competency in English has a significant, detrimental effect on their attainment in mathematics, and, although by the end of the junior phase, the basic numeracy skills of the majority of pupils are approaching levels seen nationally, 'problem-solving' remains a major source of difficulty for a significant proportion of pupils due to their frequently weak language skills and resultant difficulty in 'decoding' mathematical problems presented in word form.

104. Teaching in mathematics, which ranges from unsatisfactory (in one lesson only) to very good (in several lessons), is good overall throughout the school and is consistently good or better in the infant classes. In most instances teachers demonstrate good subject knowledge, they have good classroom and behaviour-management skills, allowing most lessons to progress at a good pace, and they match tasks well to pupils' abilities and learning needs. This was demonstrated effectively, for example, in a Year 3 lesson, where, through appropriately levelled and challenging work, very effective step-by-step teaching based on good subject knowledge and very good use of information and communication technology to provide visual support materials, pupils maintained a good focus on their work throughout the lesson and achieved well. In the one lesson judged to be unsatisfactory, there was a generally slow pace and a lack of challenge for a significant proportion of pupils in the set, which resulted in unsatisfactory learning in the lesson.
105. Pupils with special educational needs are supported well by classroom assistants and make good progress. However, although the attempt to include pupils with significant special educational needs from the 'enhanced provision' unit into mainstream classes is undertaken a number of lessons were observed where this presented major difficulties and caused constant disruption throughout the lesson. This had a deleterious effect on the progress the remainder of the class were able to make.
106. The subject co-ordinator has achieved a good deal in a very short space of time as subject-leader and is providing good leadership. School test results are analysed in detail and amendments made to the curriculum in the light of what is revealed. Assessment in the subject is good; in addition to the detailed analysis of test results and trends noted above, pupils are tracked individually as they move through the school. Pupils in the Key Stage 2 classes are 'set' for mathematics lessons and throughout the year, additional support via such activities as 'Springboard' or 'booster' mathematics lessons is provided.
107. Although the judgements about achievement are broadly the same, the curriculum provision, the use of assessment and the quality of subject leadership have improved significantly since the previous OFSTED inspection.

### **Mathematics across the curriculum**

Pupils make appropriate use of their mathematical skills in subjects such as science and design and technology, for example, the graphing of their favourite foods in Year 2 and the measuring to identify whether there is any relationship between limb size and age. While there are productive examples of the use of mathematics across the curriculum these links are not exploited sufficiently.

### **SCIENCE**

Provision in science is **satisfactory** at both key stages.

### **Main strengths and weaknesses**

- Standards at the end of both key stages are **below expectations**.
- Good achievement at Key Stage 1 and standards are beginning to rise.
- There is limited analysis of pupils' progress to ensure they are achieving as well as they can and consequently a lack of challenge for higher attaining pupils.

- There is lack of opportunities for pupils to develop increasing independence in carrying out science investigations.
- The new subject coordinator has a clear view of how to take the subject forward and raise standards.
- Pupils' good attitudes and behaviour.

## Commentary

108. Improvement since the last inspection is unsatisfactory as pupils in the 2003 national test results showed pupils' attainment well below average at both key stages where at the time of the last inspection they were average. However, current achievement at Key Stage 1 is good as pupils come in well below average and inspection evidence shows pupils' attainment in Year 2 is below average not well below average. There is satisfactory achievement at Key Stage 2 as inspection evidence shows pupils make steady progress and by Year 6 continue to below average. With standards now below average rather than well below well in 2003 national tests, standards are improving.
109. Apart from the features that contributed to the generally lower standards in the 2003 national tests detailed elsewhere in this report, there are a number of issues related to science that need improvement. Although there are assessment systems in place to monitor pupils' progress these are not used sufficiently to set work that meets the need of the full range of ability in classes and as a result expectations are not high enough to challenge higher attaining pupils.
110. Pupils carry out a sound range of practical work but the difference between practical work to consolidate knowledge, understanding and skills of the curriculum, and an investigation that uses evidence to answer a question raised, is not always clear. This leads to limited opportunities for pupils to apply their knowledge, understanding and skills to questions they have raised for themselves and consequently overall, pupils' ability to carry out an investigation independently is below average. However, pupils show real enthusiasm for the subject.
111. The use of science to support the development English, mathematics and information and communication technology is satisfactory. Teachers plan links and exploit opportunities when these arise; however, more systematic planning would enable a wider range of opportunities for these subjects to apply the knowledge, understanding and skills gained in one in another.
112. Overall teaching is satisfactory. The strengths in teaching are: the good relationships between pupils and pupils and the teacher, where opportunities for discussion are exploited to develop 'speaking and listening', as seen in a Year 2 lesson when pupils describe the properties of the materials they had explored. Teaching is also good when there is good pace, good classroom management and development of investigative skills, for example, in a Year 5 lesson where pupils devised their own way of investigating evaporation.
113. Teaching is less successful when the pace is slow and pupils disengage, and pupils observe rather than being involved in practical work and there is insufficient challenge to meet the needs of all pupils.
114. No significant difference between the attainment of boys and girls was identified during the inspection and all pupils are supported and included in class discussion including those with special educational needs.
115. The co-ordinator has been in post since September and leadership of the subject is satisfactory. She is enthusiastic and committed to raising standards and has identified some of the reasons for low attainment and is addressing these systematically.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

### Main strengths and weaknesses

- Standards are in line with expectations at Key Stage 2 but below at Key Stage 1.
- Achievement is good at both key stages.
- The school has Beacon status for information and communication technology.
- There is very good leadership and management of the subject.
- Pupil, parent and community involvement in the subject is good.
- There is limited analysis of pupils' progress to ensure they are achieving as well as they can and consequently a lack of challenge for higher attaining pupils.
- Although there is developing use of information and communication technology across the curriculum there is insufficient systematic planning to make the best use of opportunities.

### Commentary

116. At the last inspection standards met expectations at both key stages. Although standards may seem to have declined at Key Stage 1 because they are now below expectations, expectations in information and communication technology have increased significantly over the last five years. There have also been a number of other influences that have had an effect on standards), the most significant of these being that, overall, pupils now enter the school with well below average standards.
117. The reasons for Beacon status for the school for information and communication technology are the school's involvement in a significant amount of training of staff within the school itself and in supporting neighbouring schools. The school based training is beginning to have a significant effect on raising standards through the increased skills of teaching assistants, greater use of the interactive white boards installed in the school and increasing awareness of cross-curricular opportunities to use and apply information and communication technology skills in other areas of the curriculum. The school also runs a computer club for pupils and runs courses for parents.
118. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2 and good overall. An example of good teaching was in Year 3 where the teacher used the interactive white board well to engage pupils' interest and to model and explain exactly what she wants from the pupils. This resulted in pupils working quickly, quietly and with enthusiasm to 'cut and paste' pictures from a CD-ROM into a 'Word' document. All pupils, including those with special educational needs are fully included and encouraged to make a contribution in lessons which makes a valuable contribution to their speaking and listening skills.
119. Lessons are well structured and develop the knowledge, understanding and skills identified in the well-modified nationally approved scheme of work used by the school. Lessons have sufficient pace to maintain pupils' interest and pupils behave well and work hard. A significant feature of the lessons seen was the good relationships between pupils and their teachers.
120. Assessment of pupils' progress in information and communication technology is undergoing change as a result of a review that showed that although procedures were followed they did not inform future planning sufficiently, resulting in some higher attaining pupils not being challenged sufficiently.
121. As a result of very good leadership and continuous review of practice, the subject has a high profile in the school and community, and pupils achieve well. However, to improve the subject further the school needs to consider:

- Reviewing how the skills learnt in information and communication technology are applied and consolidated in other subjects.
- Ensuring assessments made are used to plan work is sufficiently challenging particularly for higher attaining pupils.
- Maintaining the high profile through greater use of display throughout the school.

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

122. Information and communication technology lacks sufficient planned opportunities for pupils to apply and consolidate, and apply the knowledge, understanding and skills developed in information and communication technology lessons to other subjects. The school has recognised this and it is being addressed through the school improvement plan. There are some good examples already in place, for example, the use of CD-ROM to import weather pictures into 'Word' to support geography, use of data bases on the class favourite fruits to support data handling in mathematics in Year 2 and the use of 'Power Point' to tell stories in Year 6.

### **HUMANITIES**

123. In humanities, work was sampled in **history** and **geography**, with only one lesson seen in history and none in geography. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average in both key stages.

124. This required content of the syllabuses for geography, history and religious education are covered appropriately and the curriculum is enhanced by good programme of visits to add interest and excitement. Geography and history are covered in rotation each half-term. Although too little teaching was seen to judge standards of attainment or the quality of teaching, the high quality of displays around the school show something of what is covered. These include work on the Ancient Greeks (Year 3), the Romans (Year 4) and the Tudors (Year 5). In Year 3 a map shows where the pupils originate. A map in one classroom details the route taken by three Lithuanian pupils from their homeland to this country. These are inclusive in valuing each pupil. Teachers are finding ways to extend the English curriculum through these three subjects. For example, pupils have written postcards home from an imaginary holiday destination in Year 1, and in Year 6 have written a diary of an evacuee in history. The latter is to be followed by an information search using computers (a useful link with information and communications technology). As yet there are no processes for assessment or monitoring teaching and learning.

### **RELIGIOUS EDUCATION**

Provision in religious education is **satisfactory**.

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

- All pupils, representing a wide variety of different religions within the school, are valued.
- Useful visits are made to the local church, but insufficient use is made of the places of worship of those non-Christian religions studied.
- As yet there are no processes for assessment or monitoring teaching and learning.

#### **Commentary**

125. Too few lessons and too little work were seen to make a judgement on the quality of teaching or standards reached. By the time pupils reach Year 6, they have a satisfactory understanding of other religions, have made Islamic prayer mats and appreciate the significance of Remembrance Day. These pupils are beginning to link what they learn in



religious education with real life. The leadership and management of religious education is sound and the curriculum is based on the locally agreed syllabus.

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

126. Only one lesson was seen in art and design, none in design and technology, none in music and two in physical education. It is not therefore possible to make a firm judgement about provision. In addition to observing lessons, inspectors spoke to co-ordinators about their work and spoke to pupils about what they had learnt.
127. The leadership and management of these subjects is successful in ensuring that the basic curriculum is covered, using nationally accepted schemes of work for geography and history. Resources are used effectively, particularly in terms of providing first-hand experiences with a good range of visits out of school. These include the City Farm, a supermarket, zoo, Canary Warf and various museums.
128. Although insufficient evidence was obtained to make secure judgements on the quality of teaching in the creative arts subjects, in the few lessons seen, in art and design and physical education only, the quality of teaching ranged from very good to satisfactory. Where teaching was very good – in a Year 6 physical education lesson - this was characterised by very good classroom management skills which resulted in very good behaviour and allowed the lesson (a gymnastics lesson) to progress at a very good pace throughout.
129. Currently the posts of curriculum leader for music, art and design and design and technology are vacant and, until suitable staff are recruited, they are being 'overseen' by the headteacher and the deputy headteacher. Schemes of work for the creative arts are based on government-recommended schemes of work and these provide secure continuity and progression in key skills for each subject as pupils move through the school. Assessment sheets are completed for each unit of work undertaken and these are collected and analysed by the co-ordinators. Although a survey of art and design work produced during the current term produced satisfactory evidence of 'art' activities related to other curriculum areas, particularly history, limited evidence was available of activities designed to develop key 'art and design' skills. However, this weakness is effectively balanced by the strength of the annual 'Arts Week' which is designed to unite many of the key teaching objectives for the term. During this week, pupils work with experienced community artists and fine arts students in a range of art and design activities incorporating a wide range of techniques and materials.
130. Resources for the four subjects are broadly satisfactory. Accommodation, although similarly broadly satisfactory, is restricted in a number of ways. For example, the hall is rather a small space for a whole class of Year 6 pupils to undertake their physical education activities safely - although the teacher taking the class mentioned above was very clear about all safety aspects of the lesson and managed the activities well to avoid pupils accidentally bumping into each other as they undertook their activities - and several classrooms have very limited room for practical art or design and technology activities.

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

131. Only one lesson was seen in this area of the school's work and so no judgements are made about overall provision. This is however a significant part of the school's work. The programme for personal, social and health education includes work on healthy eating, general health, sex, drugs and opportunities to discuss important issues. There is a good range of opportunities for pupils to take responsibilities, for example, elected prefects and representation on the school council. School council representatives are visiting other schools to support them in setting up a school council.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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