

INSPECTION REPORT

St Peter's Catholic Primary School

Romford

LEA area: Havering

Unique reference number: 102335

Headteacher: Mr J Johnson

Lead inspector: Mrs P D Holwill

Dates of inspection: 24th – 26th May 2004

Inspection number: 263554

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

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INFORMATION ABOUT THE SCHOOL

Type of school: St Peter's Catholic Primary School
School category: Primary
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 204

School address: Dorset Avenue
Romford
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Appropriate authority: Governing Body
Name of chair of governors: Mr C Dilworth
Local Education Authority: Havering
Date of previous inspection: 16th November 1998

CHARACTERISTICS OF THE SCHOOL

The school is in the London Borough of Havering, situated close to Romford town centre. It serves mainly Catholic families and is about the same size as most primary schools. There are 204 pupils on roll aged between four and eleven years, with slightly more boys than girls. They come from a wide range of social, economic and academic backgrounds. When children start school, their skills, knowledge and understanding are generally similar to most children of the same age, but this varies from year to year and has a significant impact on the standards of attainment of the small cohorts of as they move through the school. All pupils speak English as their first language. The number of pupils claiming free school meals is below the national average. Just over seven per cent of pupils have special educational needs, which is low. Two pupils have statements of special educational needs. Pupils are admitted to the Reception class at the start of the year in which they become five and most of them have attended some pre-school provision.

The school received the School's Achievement Award in 2002 and the Investors in People Award in 2003. This year, the school is awaiting assessment of their 'Activemark' application and is also working towards the 'Artsmark' award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

Overall evaluation

St Peter's is a **very good** school in which pupils are highly valued and fully included in all aspects of school life. All staff share a very strong commitment to developing the caring ethos in the school which results in the very effective personal development of pupils. There is a very clear focus upon improving standards and enriching the quality of education for all pupils, including those with special educational needs and the higher attaining pupils. In the 2004 national tests at the end of Year 6, standards of attainment are much better than in previous years when there was a dip in the school's results. In all classes, pupils achieve well. The school is led and managed by an excellent headteacher, who is well supported by his deputy and senior staff. The school provides good value for money.

The school's main strengths and weaknesses

- Pupils achieve well because teaching is consistently good with many strong features.
- The headteacher provides outstanding leadership. There is a very clear educational direction to the school.
- Standards of attainment in information and communication technology are well above national expectations.
- Pupils have very positive attitudes to school. They behave very well and relationships are very good.
- Targets set for pupils are not precise enough to help them know how to improve.
- There are too few opportunities for pupils to write at length.

Improvements since the last inspection are good. More opportunities are provided for pupils to investigate and solve problems, especially in mathematics and science and these are having a positive effect on standards, especially for the higher attaining pupils. Provision for pupils' spiritual development is now very good. There have been excellent improvements in standards in information and communication technology. All other issues from the last report have been addressed successfully. The leadership of the headteacher has been central to this.

Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	A*	A	B	D
Mathematics	A	C	C	E
Science	A	D	D	E

KEY: A – WELL ABOVE AVERAGE; B – ABOVE AVERAGE; C – AVERAGE; D – BELOW AVERAGE; E – WELL BELOW AVERAGE

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

Pupils' achievements are **good** overall. In the 2003 national tests at the end of Year 6, standards were above average in English and were average in mathematics. They were below average in science. Compared with similar schools, results in English were below average and they were well below average in mathematics and science. The end of Year 6 standards have declined in recent years. This is principally due to small cohorts with a larger proportion of pupils within the school's catchment area who have special educational needs and social and personal difficulties. At the end of Year 2, when compared with all schools, pupils' results in reading were above average, they were average in writing but they were well below average in mathematics. However, inspection evidence from pupils' work and lesson observations, shows a much improved situation in which standards are rising closer to their previous high levels. This year, for example, a much higher proportion of Year 6 pupils reached the higher Level 5 in the national tests. Similarly, more of the Year 2 pupils achieved the higher Level 3 in mathematics. Many pupils in Years 4 and 5 are also achieving good standards. This is because of the successful and determined measures taken by the school to

promote higher standards and to improve the quality of teaching and learning. The school is working effectively to meet its challenging targets, especially in writing, and is beginning to involve pupils in setting their own targets to help them understand how to improve further. Children make good progress in the Foundation Stage. By the end of their Reception year, most are likely to achieve all the expected early learning goals and many will exceed them in their personal, social and emotional development, mathematics and physical development. Progress for all pupils, including those with special educational needs and the higher attainers, is good. Pupils' attitudes, behaviour and relationships are **very good**. Their spiritual, moral, social and cultural developments are very good overall and are very significant strengths of the school. All pupils are eager to learn and show a very high respect and appreciation for the feelings and beliefs of others. They listen carefully to other's views and work together well to complete their tasks. Attendance and punctuality are very good.

Quality of education

The school provides a **good quality** of education. Teaching and learning are mainly **good or better** across all subjects. Teaching captures pupils' interest and makes them want to do well. The Reception class gives children a good start to their school lives. Teachers create happy and purposeful working environments in which their pupils flourish. They have very high expectations of pupils' work and behaviour. Teachers plan well for different groups, including pupils with special educational needs and higher attainers. In all classes, a good range of interesting and relevant activities are provided and teachers give clear explanations so that pupils understand what is to be learned. In turn, pupils use and practise the skills they have learned well. However, too few opportunities are provided for them to write at length and teachers' assessments are not yet precise enough to help pupils know what they need to do to improve further. The curriculum is broad and balanced with good opportunities for enrichment through participation in sports, the arts and other activities. The care and welfare of pupils, including health and safety procedures, are very good. The school's partnership with parents and links with the community are very good and links with the other schools are good. All these strengths make learning a pleasure for pupils.

Leadership and management

Leadership and management are **good**. The headteacher's leadership is excellent and has inspired very high levels of commitment and loyalty from all members of staff, and respect from parents and the local community. Standards are improving because of the good quality of teaching and learning, so that all pupils achieve well. The school is effectively managed. Staff are very willing to take on responsibilities for subjects and aspects of the curriculum and are determined to ensure that every child's needs are met. There are good systems in place for monitoring pupils' achievements. The learning environment is colourful, attractive and stimulating and all the resources are used well. Governors' effectiveness in carrying out their responsibilities is good. They have a clear understanding of the school's strengths and weaknesses.

Parents' and pupils' views of the school

Parents and carers have overwhelmingly positive views of the school and have no significant concerns. They feel that the school works very well with them and provides them with very good information about their children's attitudes, behaviour and achievements. Pupils enjoy coming to school and feel that their ideas and views are valued and that they trust all the members of staff.

Improvements needed

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

- Involve pupils in setting their own targets for improvement.
- Provide more opportunities for pupils to write at length.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school, pupils' achievements are good and are often very good. There are no significant differences between the achievements of boys and girls. Pupils with special educational needs also achieve well in the school. Currently, in Year 6, standards are above average in English, mathematics and science. Year 2 pupils are achieving above average standards in reading and mathematics and average standards in writing. Pupils currently in Years 4 and 5 are also achieving well and some are already working at levels beyond those expected for their age.

Main strengths and weaknesses

- Standards are improving and pupils achieve well in all subjects because of the good and often very good teaching.
- By the end of Year 6, pupils are attaining high standards in English, mathematics and science.
- Standards in information and communication technology are very high.
- The quality of pupils' learning is good overall. They work hard and achieve well.
- There are too few opportunities for pupils to write at length and this limits their progress in improving their writing skills.

Commentary

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

Standards in:	School results	National results
English	28.0 (29.1)	26.8 (27.0)
Mathematics	27.0 (27.2)	26.8 (26.7)
Science	27.8 (28.6)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
Reading	16.8 (15.7)	15.7 (15.8)
Writing	15.1 (16.3)	14.6 (14.4)
Mathematics	15.1 (19.1)	16.3 (16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year

1. Results of the Year 2 national tests in 2003 were above average in reading, average in writing and very low in mathematics. Standards in all three subjects were well below those in similar schools. Similarly, in the 2003 national tests for Year 6 pupils, results showed that standards have fallen in the past two years, even though pupils reached good standards in English. Standards were average in mathematics and below average in science. Compared with similar schools, results in English were below average, and they were well below average in mathematics and science where too few pupils attained the higher levels in the tests. The fluctuation in the results are explained by a combination of factors, which include small cohorts, with some of them having a larger proportion of pupils who have special educational needs and social and personal difficulties within the school's catchment area.

2. Inspection evidence from pupils' work and in lessons shows a much improved situation in which standards are rising closer to their previous high levels by the end of Year 6. In this year's national tests, the school has exceeded its challenging targets for improvement with 50 per cent of pupils reached Level 5 in English, including 40 per cent of pupils who reached this higher level in writing. In mathematics, 40 per cent of pupils reached Level 5 whilst in science 100 per cent reached the expected Level 4, and 50 per cent attained Level 5. The school continues to develop rigorous strategies for improving pupils' writing skills even further across the school. Careful analysis of data and test results, and the use of assessment to track pupils' progress, are having a positive effect on raising standards of attainment and are likely to improve further as the pupils currently in Years 4 and 5 move through the school.

3. Attainment on entry to the Reception classes is similar to that expected for children of their age but this varies from year to year. By the time they are ready to start in Year 1, the majority of children are likely to attain the early learning goals in personal, social and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world and in their physical and creative development. Most children are well prepared for the start of the National Curriculum in Year 1. They speak confidently, enjoy learning to read and write a few words without help. Children develop their understanding and knowledge of the world through observing living and growing things, finding out why things happen and how things work. They develop their creativity through using a range of materials, taking part in role-play and learning to recognise symbols in music.

4. In speaking and listening, pupils make good progress in Years 1 and 2 and most speak confidently when answering in class and talking to visitors. By the end of Year 6, standards in speaking and listening are good. In reading, infant pupils quickly develop a good understanding of the sounds letters make. Their reading diaries are used well by teachers and parents to communicate pupils' progress and to keep records of the books they have read. By the end of Year 6, standards in reading are above average and pupils are able to express opinions and preferences confidently. Throughout the school, teachers use the shared reading sessions well to promote pupils' understanding of a variety of texts. In all classes, teachers read aloud to the pupils almost every day, modelling very good reading skills and asking appropriate questions to develop pupil's strategies for understanding text. Pupils are also pleased to be given opportunities to read aloud to an adult.

5. Pupils write for a variety of purposes and audiences, and standards in writing are beginning to match those achieved in reading, but this is not consistent across the school. Although pupils make satisfactory progress in their writing throughout the infant stage, their creativity is impeded through an overuse of unsatisfactory worksheets. However, some very good work was seen in writing in the junior classes, especially in some workbooks of the higher attaining girls in Year 6. These pupils write fluently. In their best work, the average attainers show a good grasp of grammar and punctuation, but there are limited opportunities for extended writing and pupils in almost all classes are not clear enough about what they need to do to improve their work. Presentation of work reveals some low expectations, except in some Year 6 foundation subject workbooks. Here the writing is neatly presented and carefully joined.

6. The pupils currently in Years 2 and 6 are achieving well in mathematics and a higher proportion of Year 6 pupils achieved the higher Level 5 in the national tests than last year's cohort. By the end of Year 2, pupils understand the language of number, have a good knowledge of place value to at least a hundred and can quickly recall addition and subtraction facts to twenty and often beyond. Most pupils can tell the time, and know how many seconds there are in a minute. They solve shopping problems, with the higher attaining pupils working confidently when calculating how much change they may receive from five pounds. By the end of Year 6, pupils have a very good understanding of place value, with many confidently handling very large numbers accurately. They accurately add, subtract, multiply and divide two and three digit numbers, with the majority able to work to two decimal places. They are able to find ways of changing fractions into percentages and to explain clearly the methods they use to the rest of the class. Pupils discuss the most effective

way to solve mathematical problems and give good reasons for their results. Links with information and communication technology are particularly strong and used well to enhance learning.

7. In science, evidence from work analysis and lesson observations during the inspection suggests that standards have improved rapidly. For example, in this year's national tests at the end of Year 6, all pupils attained Level 4 and 50 per cent of them attained the higher Level 5. Pupils currently in Years 4 and 5 are also achieving well. By the end of Year 2, pupils know about living processes and can record the similarities and differences between animals and man. Their practical and investigative work is of a satisfactory level and challenges the higher attainers. Scrutiny of their work shows that they know about health and exercise, development and growth of plants and animals, sources of electricity and simple circuits, materials and forces. By the end of Year 6, the majority are confident in applying their knowledge to experimental work, predicting what might happen, drawing conclusions and then recording their work.

8. At the time of the last inspection, standards were low in information and communication technology and this was a key issue for improvement. Since then improvements have been excellent and standards are now well above national expectations by the end of Year 6. Pupils achieve very well. There are a number of reasons for this. Pupils have very high quality resources, including some interactive whiteboards, and using these helps them learn at a good rate. All aspects of the subject are taught very well and pupils use information and communication technology competently to help them in their work in many other subjects. For example, they use the Internet to research their studies in science, history and geography. In addition, interactive whiteboards are used very effectively in the classes to support work in mathematics and English. Digital video cameras are used in physical education lessons to enable pupils to review and evaluate their work.

9. Pupils with special educational needs, including those with a statement of special educational need, achieve well as they move through the school because of the very good provision made for them. Their needs are identified early, work in classes is set at a suitable level for them, and they receive good quality support from the school's knowledgeable special needs coordinator. A few pupils are given extra support in small groups. Higher attaining girls and boys do equally well and overall there is no difference in the achievements of boys and girls.

10. Pupils' achievements in physical education are good, especially in swimming and games. Standards in history, geography and art and design meet national standards at the end of Year 6. During the inspection period, however, it was not possible to make judgments about standards of attainment in music and design and technology, because too few lessons in these subjects were observed.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are very good. Pupils' moral, social, cultural and spiritual developments are also very good. Attendance and punctuality are both very good.

Main strengths and weaknesses

- The efforts of parents and carers to ensure the attendance of their children are very good.
- Pupils show a great interest in the life of the school and what it provides.
- Pupils' relationships with each other are very good. This is reflected in the very good behaviour in lessons.
- The school sets very high expectations of behaviour and this enables pupils to clearly distinguish right from wrong.
- The school promotes very good relationships including racial harmony and pupils have a very clear understanding of their individual and corporate roles and responsibilities within the school community.

Commentary

11. Pupils enjoy coming to school. They speak warmly of the friends they make, both adults and other children. The secure welcoming environment the school offers is evident in pupils' confidence and enthusiasm. Harmonious and constructive relationships were seen throughout the inspection. The pupils of all ages show very good attitudes to their work and their life in school. The children in the Reception class progress well in their personal, social and emotional development. They are likely to achieve the early learning goals satisfactorily in this area. Pupils' attitudes to learning are very good. This is reflected in their enjoyment of lessons and their participation in extra-curricular activities, particularly sport and the arts. Pupils say that some lessons are fun and that they have lots of friends.

12. The rate of attendance is well above that of similar schools nationally and continues to be very good since the last inspection. Parents go to great efforts to ensure their children attend school regularly and punctually.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
National data	5.4	National data	0.4

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

13. Pupils are very well behaved and cooperative in lessons. The attitudes and behaviour of pupils with special educational needs are very good, particularly when working on set tasks which have been planned to help them achieve their personal targets. They are fully involved in most classes and keen to contribute to the general feedback at the end of each lesson. All pupils listen to adults and follow instructions because staff set high expectations for their conduct. Pupils are encouraged to take different responsibilities as they progress through the school. Year 6 pupils in particular relish opportunities to act as playground mediators and look after the younger pupils during lunch and playtimes. Any incidents of bullying or racism are rare and where they do occur, the school is quick to deal with them effectively. One pupil has been excluded in the past academic year.

Exclusions

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	174	1	0
White – Irish	2	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0

Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

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

14. The school promotes pupil's spiritual, moral, social and cultural development very well. The development of pupils' spiritual awareness and self-knowledge is very good and is a significant improvement since the last inspection. The school's fundamental philosophy is built very successfully on spiritual values. In daily life, the school fosters principles to which pupils subscribe as members of a sharing community. In lessons, pupils have opportunities to discuss the meaning of very personal experiences. Pupils consider these issues very sensitively, and in assemblies and concerts the whole school manifests its beliefs with each and everyone in the school community. The school teaches pupils the values that help them distinguish right from wrong very effectively, through the very good relationships, the consistently applied behaviour policy and through the good example provided by the adults in the school. It also encourages pupils to take responsibility. For example, Year 6 pupils are actively involved in helping younger pupils at break-time; and, there is a very effective school council. Very good moral development is fostered well through clear rules and reminders of why they should consider the needs of others. The school celebrates cultural diversity very well. Religious leaders visit termly to deliver assemblies and to talk to pupils, and the assembly timetable covers multi-cultural life and events in different faith calendars as well as the experiences of significant people. The school uses the extensive facilities in the area well, and pupils talk excitedly about the museums and other places of interest they have visited.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is broad and well balanced. It is enriched by the good links with the community and after school activities. By the end of Year 6, pupils achieve good standards in mathematics and satisfactory standards in English and science. The standards in information and communication technology are well above national expectations. Pupils achieve well because of the consistently good and often very good teaching. Assessment is satisfactory overall. The school's very effective ethos results in pupils having high self-esteem and helps to ensure that they all do as well as they can.

Teaching and learning

The quality of teaching and learning is good. Teaching is good or better in nearly 80 per cent of lessons and is found in all classes. Because of this, pupils achieve well.

Main strengths and weaknesses

- The good quality teaching results in pupils learning new knowledge and skills effectively.
- Teachers manage their pupils very well and create happy and purposeful working environments in which pupils flourish.
- Extension activities are planned well to challenge the higher attaining pupils.
- Teachers' questions ensure that all pupils are encouraged to give extended answers.
- There is very good use of information and communication technology in the classes.
- Teachers insist on very high standards of behaviour.
- Teachers' marking varies in its usefulness in helping pupils know how to improve.
- Teachers' targets for pupils' improvements are not precise enough.

Commentary

15. The quality of teaching and learning has improved significantly since the last inspection. At that time 10 per cent of teaching was unsatisfactory. It is now good overall with only two percent of unsatisfactory teaching and over a third of teaching which is very good indeed. As a result, pupils in all years are learning at a good rate and achieving well. This is true for pupils of all abilities, including those with special educational needs and the higher attaining pupils. Good and very good quality teaching is found in the Foundation Stage and in the core subjects of English, mathematics, science and information and communication technology.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	12 (33%)	14 (39%)	7 (19%)	1 (2%)	0 (0%)	0 (0%)

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

16. Teachers plan their lessons carefully to interest and engage pupils so that learning is a pleasure for them. Teaching has been made more effective by the introduction of information and communication technology aids, such as electronic whiteboards. These help teachers to present visual information more easily and help them to promote learning in new and interesting ways. This results in pupils learning at a good rate, as they are more involved in the work. Extension activities are also planned to challenge the higher attaining pupils and help them reach higher levels of knowledge and understanding in their work.

17. Strengths of the very good teaching are the teachers' very high expectations of their pupils' work and behaviour. They give clear explanations at the start of the lessons to ensure that pupils have a clear understanding of what is to be learned. At the end of the lesson, the teachers enable the pupils to discuss their work within a larger group, so that pupils are clear about what they have learned. Teachers' thoughtful questions ensure that all pupils are included and are encouraged to give extended answers. They often imaginatively and systematically cover the same question in a variety of ways and encourage all pupils to respond. For example, in a Year 5 numeracy lesson on percentages, the teacher homed in unerringly on two pupils who were experiencing difficulties and, through careful questioning, found out where they were going wrong and corrected their misconceptions. This helps all pupils to consolidate their understanding, and is especially effective in supporting pupils with special educational needs and in helping higher attaining pupils to think more deeply about how they can extend their work further.

18. Pupils are managed very well in class and, as a result, they make good progress. Teachers' calm and supportive approaches lead to particularly good relationships and are very good models for pupils in their dealings with each other. Teachers encourage all pupils to do their very best. In the very good lessons observed, teachers aim to give pupils interesting practical work. In mathematics and science, for example, there is a good balance between investigational and problem solving work by pupils and whole class teaching. This makes learning more effective and fun, as pupils are actively involved. As a result, pupils willingly participate and are eager to learn.

19. The quality of teaching for pupils with lower attainment or special educational needs is good and this means pupils with learning difficulties usually have a similar rate of progress to their mainstream classmates. Teaching is well focused on pupils' needs, and the targets on individual education plans are clear and realistic. Lesson plans make sure that pupils with special educational needs have appropriate work so that they achieve as well as they can. Pupils identified as gifted and talented are taught in some sessions by the headteacher. As a result, more pupils achieved at Level 5 in this year's national tests. Although results in tests were very low last year, there is strong evidence to suggest that the good teaching throughout the school has promoted better achievement for pupils currently in Year 6.

20. Homework is set regularly and is very well planned to help pupils reinforce their learning, try out new ideas and extend their knowledge and understanding. It is often closely matched to the work in class so that it is relevant and meaningful to the pupils. They are encouraged to read widely and for pleasure and to research information that will be useful in future lessons. Most parents support the setting of homework and ensure that their children complete the work set. Homework has a very positive impact on the raising of standards throughout the school.

21. Assessment is satisfactory overall. The information gained from lesson planning is used to set targets for individual pupils and to plan future work that is designed to move them on to the next level. In class, teachers assess pupils regularly to find out what they know and can do. These assessments are often informal and may take the form of probing questions in class or using individual whiteboards for pupils to record answers before showing them to their teacher. Teachers' mark work regularly and more formal tests also add to the information gathered about each pupil as they move through the school. At present, some teachers' marking is too brief and provides pupils with too little information for them to know how well they have done and what they need to do next. Pupils are not yet involved enough in helping to set their own targets so that they are clear about what they need to do to improve.

The curriculum

The school ensures that all pupils have access to a good range of learning opportunities. The curriculum is enriched by a wide range of clubs, practical activities, visits and visitors. The accommodation is very good and the use of the external areas of the school enhances the curriculum. There are good resources for all subjects.

Main strengths and weaknesses

- Good breadth, variety and enrichment of the curriculum enable good achievement.
- The curriculum provides very well for pupils with special educational needs.
- The school has a rich programme of extra-curricular activities.
- Teachers' specialisms are used very well to promote pupils' achievements.
- Very good use is made of information and communication technology across the curriculum.

Commentary

22. The school has used the approved national advice to plan the subject curriculum effectively. A great deal of emphasis has also been directed at including information and communication technology in other subjects and this has been very successfully accomplished. For example, after a physical education lesson, Year 3 pupils returned to their classroom to playback and analyse their performance using a digital video camera. This kind of curriculum development brings cohesion to pupils' learning. In another improvement since the last inspection, pupils are provided with more opportunities to investigate and solve problems in mathematics and science. This has a positive effect on all pupils' achievements, and especially those of the higher attainers. The school has developed a clear framework to ensure that pupils enjoy a well-balanced programme, including timetabled opportunities for personal, social and health education.

23. Literacy and numeracy strategies are adapted effectively to meet pupils' needs. Pupils work well independently and collaboratively, and teachers provide closely targeted support for pupils. Provision for pupils with special educational needs is very good and there are particularly good arrangements to support pupils' learning in many literacy and numeracy classes, where teaching assistants work with individual pupils. Teachers carefully plan work that is suitably challenging, yet realistic, for these pupils. They cover the same activity as their peers, but it is adapted to meet their specific learning targets. Gifted and talented pupils receive extra tuition from the headteacher each week, and their mathematics work, for example, is very well supported through a computer program used in Years 2 and 6. This enables higher attaining pupils to receive appropriate challenges in order to extend their learning and achieve their aims.

24. Teachers' experience and training are very well matched to the needs of the curriculum with a good spread of different talents, skills and knowledge contained within the staff. Teaching assistants have clearly defined roles and provide good support for the pupils. There is good preparation for the next stage of education through the skills taught and the work attitudes that are developed through the curriculum. The school places a high priority on equal opportunities for all pupils to make good progress and achieve the best results they are capable of. Where pupils appear to need a boost to help them achieve, this is also provided. Whatever their level, teachers use knowledge of pupils' achievement to plan work and identify further targets.

25. The curriculum is greatly enhanced by the large number and range of relevant visits planned for pupils and the rich variety of visitors who talk to and work with the pupils in school. The number and range of out of school clubs is good. There is a wide range of activities throughout the year, which cater for girls and boys in the junior classes. The residential visit in Year 6 provides good opportunities for pupils to develop social skills and to interact positively with their friends and adults. Pupils have good opportunities for participation in sports with local schools and within school. They are encouraged to join in artistic activities and many are learning to play musical instruments.

26. Well-matched homework supports pupils' learning outside of school. It is relevant and helps pupils to practise what they have learned. It is carefully organised by their teachers and often provides pupils with a wide and interesting range of activities, such as research and reading for information and pleasure. Most pupils complete their homework promptly and it has a positive effect on their standards of achievement.

27. The school makes very good use of all the accommodation available and it contributes well to teamwork and the very good community ethos. The hall is used for assemblies and indoor physical education. The computer room, used by all classes, and the interactive whiteboards in some of the classrooms, help to provide excellent environments and facilities for teaching and learning. The Reception class and the infant playground have very good play facilities. The school council has plans for an imaginative range of exciting and interesting features to enrich the quality of learning for junior pupils in the near future. The beautiful school grounds are used very well to promote learning in many subjects and, in addition, there is a very peaceful garden set aside for pupils to use for prayer and quiet reflection. The grounds are very well maintained by an enthusiastic gardener. The school building is also very well maintained in a very good and clean condition due to the commitment of the caretaker and cleaner. Classrooms are spacious so that pupils have enough room to work in pairs and small groups on investigative and research topics. The school's learning resources are good and teachers make good use of them to support pupils' learning.

Care, guidance and support

The school provides very good levels of care and attention to the welfare, health and safety of all the pupils. Provision of support, advice and guidance for the pupils are good. There is very good involvement of pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school provides a very warm, caring and purposeful learning environment.
- Pupils have a very good and trusting relationship with adults in the school.
- Pupils have access to well-informed support and guidance.
- The school council needs to take into account the views of infant pupils.

Commentary

28. This is a very caring school where members of staff treat pupils with mutual respect. This ensures that pupils are comfortable about approaching individual teachers or support staff for help or guidance. Pupils are very satisfied with the school and what it provides. This leads to a learning environment that is secure and very harmonious.

29. The staff know the pupils and their families very well, are sensitive to their needs and are able therefore to provide good support for their emotional and physical health. Parents say that the school is helping their child to become mature. The personal, social and health education programme and assessment procedures enable staff to provide targeted support for individual pupils. Assessment procedures for pupils with special educational needs ensure that their progress in achieving their personal targets is good. Pupils giving cause for concern are carefully monitored, and information gained from assessment is used well to support and guide them as they progress through the school. The consistent use of spoken and written praise and help encourages pupils well. Induction arrangements for pupils arriving in the Reception class are very good. The school has identified a number of gifted and talented pupils and a register has been drawn up to ensure that the needs of these higher attaining pupils are met in curriculum planning.

30. Health and safety arrangements are securely in place. Risk assessments are carried out for the premises and school trips. The school is maintained in a very good and clean condition. The diligent caretaker ensures any identified hazards are rectified quickly. The school meals provided are nutritious and there is plenty of choice. Pupils say that the lunches are always good. Very effective child protection procedures are in place and are well known to all staff including those arriving at the school for the first time. There are good links with outside agencies.

31. The school actively encourages pupils to express their views both in informal and formal ways, for example, there is a school council that considers matters as diverse as new playground games and lavatory facilities. This opportunity to contribute to school improvement contributes very well to pupils' personal development. The school has already identified the need to develop this area further by introducing infant membership to the council. This will ensure the voices of the younger pupils will be heard on a more regular and formal basis.

Partnership with parents, other schools and the community

The school has very good partnerships with parents and with the community. Links with other schools and colleges are good.

Main strengths and weaknesses

- Parents are kept very well informed about the school and their children's progress.
- There are very good procedures for ensuring satisfaction and to deal with any parental concerns or complaints.
- The contribution made by parents to their child's learning at home and in the school is very good.
- The good links with other schools and colleges ensure a smooth transition for pupils to their next stage of education.

Commentary

32. At the parents' meeting and in their responses to the questionnaire, parents said that they are highly satisfied with the work of the school and the education it provides for their children. They say that their children enjoy coming to school and make good progress. They also state that the school is very well led and managed and that the teaching is good. Parents feel comfortable about approaching the school. Teachers are always available at the beginning and end of each day to deal with any concerns or complaints the parents may have. This informal contact ensures very high levels of parental satisfaction and any problems are dealt with swiftly and effectively.

33. Parents are very well informed about the school through the prospectus and in the annual report from governors. Both these documents meet statutory requirements and this is an improvement since the last inspection. There are regular newsletters and school notice boards that keep parents informed of events happening in the school and local community. At the start of each term, parents receive a letter from their child's teacher explaining what is planned in each subject. These letters are greatly appreciated by the parents. They also have opportunities to discuss their child's progress at both formal and informal meetings with teachers. A helpful end-of-year report, containing targets to help their child improve, is provided at these meetings.

34. The school has engaged a good number of parents to help in school. Some listen to pupils read and others help on school trips. The vast majority of parents contribute to their child's learning at home supported by useful curriculum information and workshops provided by the school. There is a very strong and active Parents' Association. Its primary purpose is to facilitate good relations among the parents and between parents and the school. It also provides many valuable resources for the school through its regular fundraising events.

35. The school links well with other schools in the area. 'Best Practice' is shared between head teachers and the schools take part in joint initiatives and events. There is a strong link with a local secondary school and arts college that provides opportunities for teachers' professional development and pupils' higher attainment in related subjects. The sharing of information between the school and a number of secondary schools ensures a smooth transition for Year 6 pupils to the next stage of their education. The very good links with the community include a close liaison with the school nurse, the Church and raising money for the Mayor's Charity, all of which have a positive effect on pupils' personal development.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides excellent leadership. Analysis of pupils' performance is effective, with a strong focus on raising achievement and the quality of education for all. The governors' role in helping to shape the direction of the school is good.

Main strengths and weaknesses

- The headteacher provides outstanding and purposeful leadership.
- The headteacher is supported well by the deputy head and the senior management team.
- Teaching and learning are monitored well and school development planning is good.
- Management is efficient, competent and well informed.
- The management of assessment data for target setting needs to be developed further.
- The school applies the principles of best value to all its decisions.

Commentary

36. The headteacher provides excellent leadership. He gives a very clear direction to the work of the school and has developed a strong focus on raising standards for all pupils. All who work in the school are fully committed to this aim, and this is much appreciated by pupils and their parents.

37. The headteacher constantly reviews school practice and uses internal school evaluation, data analysis and objective external monitoring as methods to raise standards in teaching, curriculum and attainment. Every possible care is taken to ensure that all pupils receive their full entitlement to a good quality education and are treated with respect and consideration at all times. He has generated very high levels of loyalty from all members of staff, and respect from parents and the local community.

38. The school has made many good improvements since the last inspection through the commitment, hard work and vision of the headteacher and his able deputy and senior managers. The development of a coherent programme to monitor and evaluate the quality of teaching and learning in the classes has been a major priority for the headteacher and the system is working very

successfully, resulting in significant improvements in standards. Among the priorities identified by the school are the development of target setting to involve pupils themselves in deciding how to improve their work further.

39. All members of the teaching staff take responsibility for at least one subject and some aspects of the curriculum. As subject leaders they already have suitable monitoring tasks such as checking teachers' lesson planning and work sampling to help ensure that appropriate work is provided for pupils across the year groups in their subject. They have already been successful in this work. In addition, time has been allocated to enable them to fulfil their responsibilities even more effectively by carrying out a subject audit each year. This good initiative provides subject leaders with time to analyse strengths and weaknesses in their subjects, observe their colleagues in the classroom to monitor the quality of teaching and learning, carry out a scrutiny of pupils' work and discuss the subject with the pupils themselves.

40. Performance management contributes well to school development and successfully identifies where improvements are needed to raise standards. The lower national test results for 2003 are of concern to the leadership of the school, who are aware of the causes and are taking determined measures to promote standards with the result that they are now rising towards their previous levels. The deployment of teaching and support staff is very effective and ensures efficient management of the school. The organisation, management and support for teachers new to the school are good. In classes, the teaching assistants work well in close partnership with the teachers so that all pupils, including those with special educational needs are encouraged and supported. No pupil's difficulties are taken as a reason not to strive for excellence. The office staff are helpful and efficient. Parents appreciate the way they are put at their ease when they visit the school.

41. Governors receive very good information from the headteacher and staff and provide them with good levels of support and challenge. They have been concerned to ensure that the achievements of pupils are promoted. The curriculum committee meets regularly to approve policies and discuss future strategies and initiatives. They visit the school regularly to observe the provision first hand to assess its effectiveness. Governors are clear about their roles and their importance to the school. Their effectiveness in fulfilling their statutory and other responsibilities is good.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	618,159	Balance from previous year	55,530
Total expenditure	642,196	Balance carried forward to the next	31,365
Expenditure per pupil	3,196		

42. There is a good system of financial administration with regular monitoring of spending and financial controls. They apply the principles of 'best value', i.e. compare, challenge, consult and compete, to all their decisions and then monitor carefully the impact on financial planning. Educational priorities are supported well through good financial planning. The school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for pupils in the Foundation Stage is **good** overall.

43. Children start school in the Reception class in the September following their fourth birthday. Most children have had some pre-school experience. Good links with the playgroups and a series of visits ensure that children make a positive start to school. The majority of children have skills on entry that are in line with national expectations for children of a similar age but this may vary from year to year.

44. The school has worked very successfully on the key issue from the previous inspection. Teacher's planning carefully identifies opportunities to assess what children are learning and a good record keeping system ensures their progress is regularly checked. Progress is good, most children are on course to meet the expected early learning goals by the end of the Foundation Stage and some will exceed them.

45. Children's attitudes are very good. These stem from high expectations of good behaviour by the teacher and nursery nurse. Relationships in the Reception class are of high quality and help the children to become confident. Learning is well supported by parents at home and some help on a regular basis in school with reading and other activities. Support for children with special educational needs is good in all the areas of learning. Leadership of the Foundation Stage curriculum is satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good communication with parents ensures that children make a positive start to school.
- Children show very good behaviour, attitudes to learning and kindness to each other.
- Children are independent and form very good relationships with the adults and other children in the class.
- Some opportunities to celebrate success are missed.

Commentary

46. Children's achievement is good and they are likely to exceed the goals set for them at the end of the Reception year. They respond very well to the high expectations of the staff and other adults. Teaching in this area is good. The range of activities, classroom routines and organisation all support children's development well. Children's behaviour is very good; they listen carefully, concentrate and work happily together with their classmates. Children who find this more difficult are managed very well and supported by staff. A system of rewards acknowledges the children's achievements in all areas of learning. They are so proud to receive a smiley face necklace, and thrilled if chosen to take home 'Mr Happy' at the end of the day. This system is good for children's confidence and self-esteem. There are occasions when opportunities are missed to celebrate individual successes as part of teaching and learning. Most children are independent in managing their own belongings and help others to put on aprons and tidy up. However, they could be more involved in helping with simple tasks, for example, setting out cups for drinks at playtime. Children move about the school sensibly, with confidence and participate well in whole school events. In one assembly observed, they sat quietly, joined in well with the singing and were confident to stand at the front when awarded certificates for achievement.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Most children are on course to meet, and some will exceed, the early learning goals in this area by the end of their Reception year.
- Children are confident in speaking; they listen well and follow instructions carefully.
- Opportunities for children to play a greater role in class activities are sometimes missed.

Commentary

47. Teaching in this area is satisfactory overall. Detailed assessments by all staff ensure that the needs of individual children are identified so that they make progress and their achievement is satisfactory. The majority of children are expected to reach the recommended goals for this area of learning by the end of the Foundation Stage and some will exceed them.

48. Staff work well with the children. They listen carefully to their explanations and help to extend their spoken language. In a show and tell session, the children spoke confidently and answered the teacher's questions to tell the class what they had brought to school. Here, an opportunity was missed to ask the children to think of questions they could ask also. Children listen to each other's ideas and work together well.

49. They are encouraged to read regularly and enjoy looking at books in an area of the classroom which is set aside so that they can choose to sit quietly. Good use is made of adults to support group and individual reading activities. In the group reading activities, the adults use questions well to help the children understand, so that they read confidently and make sound progress. Children are keen to try out their reading skills in class lessons, reading together and asking sensible questions. They can sound out and write simple words and are learning the sounds that letters make and the letter names. All children can write their first name without help and many attempt to write simple words. The higher attaining children can write sentences independently and some are able to use full stops correctly. A writing area encourages children to try out their skills. However, opportunities are sometimes lost in class lessons to show the children how to write simple words and ask them to contribute their ideas about the spelling.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Classroom routines are used well to support children's learning in this area.
- Very good relationships between children and adults help children learn.

Commentary

50. Children's achievement is good, they are learning to count, recognise numbers and use correct mathematical terms. Teaching in this area is good. A wide range of activities is provided for children so that they learn to count up to ten and beyond, write and recognise numbers, name different shapes or coins, and measure length, capacity and volume. Shopping in the jewellery shop gives practical experience of recognising and using different coins and giving change. In one lesson, children were observed using counters to play a Bingo game with the class teacher and Nursery nurse. They were able to count and recognise numbers up to 20, and the higher attaining children knew numbers to 100. At the end of the lesson, the children counted in tens to 100. However, an opportunity was missed to celebrate the success of a hesitant child who had managed to count in tens to 100 for the first time in front of the class. Mathematics is sometimes linked to the

children's art work, for example when the children made pictures using different shapes. Classroom routines are often used to develop children's mathematical skills as for example, when matching the number of children taking school dinner to their tickets at the start of the day. Children were able to say how many more tickets were needed and knew when there was a discrepancy in the number. As a result of this provision, many children already meet the early learning goals set for them at the end of the Reception year and some of them are already working at the first level of the National Curriculum.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- An interesting range of activities helps children learn about the world around them.
- The outside play area and the school grounds provide good resources to support children's learning.

Commentary

51. Children's achievement is good and most of them are on course to meet the goals set for them by the end of the Reception year. Teaching in this area is satisfactory. Children concentrate and cooperate well with each other as they use a variety of tools and equipment. Digging in the garden gives them experience of real life at the 'Garden Centre'. Play with sand and water allows children to find out about natural materials and construction toys help them learn how things fit together. However, there are times when some children need more support with their chosen activities so that they use all their time productively. Children know the names of some small creatures and can identify where they might be found. However, more care needs to be taken to ensure that correct vocabulary and terminology are used so that children are not misinformed. The school grounds are used well. Children were observed pond dipping; they were excited to investigate and find what was lurking underneath the lily pads. The Nursery nurse discussed what they might find, extending their vocabulary and helping them overcome their fears of the unknown. In the classroom, a display of children's photographs of themselves now and as a baby, helps them to learn about change, and links well with work on growth in plants and animals. They enjoy using the computer and know how the mouse is used to control images on the screen. The children learn about other beliefs and cultures through their current topic and in class activities, such as cooking noodles for the Chinese New Year.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outside play area and school grounds provide very good opportunities for children to develop their physical skills.
- Teaching is good and sometimes very good.

Commentary

52. Children's achievements and progress in this area of learning are good. The majority are confident in using their physical skills and are likely to meet or exceed the early learning goals set for the end of the Reception year. The children really enjoy their physical education lessons in the hall and outside on the activity trail. The high quality teaching ensures that children are skilled in using small apparatus. They can throw and catch, bounce and pat small and large balls, aim accurately to roll a ball at an object and throw a bean bag into a bucket. In this area most have already met the early learning goals. They move sensibly in the large hall and use the space well.

Children change their clothes independently, only needing help with the difficult items such as ties, shirt buttons and shoe fastenings. Outside, children are confident in balancing and moving along the activity trail which is a real challenge for some children who are not so tall. They ride wheeled toys with confidence and manoeuvre on the small roadway, taking care not to bump into anyone. In class activities, children handle a wide range of tools and apparatus with growing dexterity. In their writing most have good hand control and a firm pencil grip.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children's work is valued and celebrated in colourful displays.
- Opportunities for children to develop creative skills are sometimes restricted.

Commentary

53. Children achieve satisfactorily in this area of learning and the majority are on track to meet the goals set for them by the end of their Reception year. The quality of teaching is satisfactory. Children have looked at the work of the famous artist, Monet, and used it as a stimulus for their own pictures. The end results are very good and they show control in the use of brushes and colour. Children use different tools and materials, felt tips, chalk, boxes and paints to create things from their imagination. They ably use scissors and sellotape to join materials together to make models. One child described how her sweet machine worked in order to conjure up anyone's favourite sweet on demand. The outside area is used well for activities such as sand and water. A group of children enjoyed making a tent from a large construction toy and sheets, for their role-play. Children have the opportunity to make large chalk pictures on the tarmac surface and draw with felt tips on large sheets of paper. These activities help develop children's imaginations and extend their spoken vocabulary. However, in some activities, where templates are provided or where there is too much adult direction, the scope for developing children's skills in observation and creative techniques is too restricted. They enjoy singing in class and in the assemblies and willingly join in with simple songs and hymns.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Overall standards in English are very good in Year 6.
- Speaking and listening skills are good throughout the school. Pupils speak clearly and confidently, and listen attentively.
- Pupils' achievement in reading is good, including the achievement of pupils with special educational needs.
- Use of information and communication technology extends pupils' work very effectively.
- In some classes, opportunities for extended writing are limited.
- Teachers' marking in most classes does not inform pupils of what they need to do to improve their written work.
- Too many worksheet activities are used in the infant classes, limiting expectations and creativity.
- Writing across the curriculum reveals low expectations in quality of presentation.

Commentary

54. At the time of the last inspection, standards in English were average at the end of the Year 2 and well above average at the end of Year 6. The 2003 tests indicate that, at the end of Year 2 standards were above average in reading and average in writing. At the end of Year 6 although overall standards were above average, the proportion of pupils attaining the higher levels in writing was below average. Although results in English still fall below those seen at the last inspection, standards and rates of progress for the current Year 6 have improved significantly, with 97 per cent attaining Level 4 and 50 per cent of pupils attained the higher Level 5 in this year's national tests. However, in some classes, writing still has some weaknesses and the school is taking rigorous action to address this issue. For example, it has found that its involvement in The Homerton Project has had a positive impact, particularly on the priority to improve the quality of boys' writing.

55. Speaking and listening skills develop well as pupils move up the school. In Years 1 and 2, pupils are encouraged to talk to each other to share ideas and to develop confidence in "show and tell" sessions and in role-play. In a Year 2 class, pupils acted out parts of a story with great confidence and humour. One child was selected to be in the "hot seat", and pupils of all abilities were able to ask appropriate questions. Pupils in a Year 4 class dramatised with enthusiasm the story of Pentecost to an audience of parents and friends. Other opportunities to promote pupils' speaking and listening skills include circle time and the school council. The pupils' listening skills are very good, even when they are required to listen for extended periods of time. They enjoy listening to books being read aloud to them.

56. Standards in reading are good throughout the school. This is a similar judgement to the findings in the last inspection. In Years 1 and 2, a significant number of pupils read at an above average level and are able to sustain their concentration over a long period of time. As pupils move through the junior classes, they continue to enjoy reading, and are able to express opinions and preferences. Reading is well taught throughout the school, and supported by parents. Skills are developed effectively in Years 1 and 2 by teaching letter sounds, and how they are combined to form words. A popular reading scheme and a large range of other graded books enable pupils to learn to read with enjoyment at an early stage. In a Year 2 lesson, the class read "The Wiggly Squiggly" aloud with the teacher. Through the shared reading sessions, the teacher use effective questioning skills to help the pupils to understand the story. Pupils with special educational needs also enjoy and achieve particularly well in reading. In all classes, teachers read aloud to the pupils almost every day, modelling very good reading skills and asking appropriate questions to develop pupils' strategies for understanding text. They are pleased to be given opportunities to read aloud to an adult.

57. Pupils throughout the school write for a variety of purposes and audiences, and standards in writing are beginning to match those achieved in reading. Pupils make satisfactory progress in their writing throughout the infant stage, but their creativity is impeded through an overuse of published worksheets. Some very good work was seen in writing in the juniors especially in some workbooks of the higher attaining girls in Year 6, but in some classes achievement in writing is generally below expectations because there are limited opportunities for pupils to write at length. Similarly, pupils in almost all classes are not clear about what they need to do to improve their work. Where the teachers' marking is more detailed, for example in Year 5, pupils make clear progress throughout the year. In this class, the teacher's very effective teaching strategies and high expectations have a significant impact on achievement. This is how one boy started his story:

“Crack! Jack swivelled round to see splintered glass on the floor. He squeezed through the stained glass window landing loudly on a pile of dense, black leaves to break his fall. He sprinted as quietly as he could to the Forbidden Forest with its pitch black cover.”

58. Poetry was seen being taught with enthusiasm in Years 3 and 6, and the pupils benefited considerably from the teachers' good subject knowledge in both lessons. In the Year 3 class, pupils were learning about alliteration, successfully applying it in their own poems. For example,

“One winning whale went whining to the walrus.”

59. Spelling is taught and tested throughout the school, and work seen demonstrates good standards in spelling applied in written work. Handwriting joins are taught but frequently not applied. Presentation of work reveals some low expectations, except in some Year 6 foundation subject workbooks. Here the writing is neatly presented and carefully joined.

60. Teaching is good overall, with some good and one very good lesson observed. One unsatisfactory lesson was seen where the teacher did not convey the teaching points clearly to the pupils and many did not understand what they were required to do. However, the lower attainers in that lesson were well-supported by both the teacher and the teaching assistant and they made satisfactory progress. All lessons are well-planned, although learning intentions are not always clear. However, teachers' marking rarely provides constructive feedback to pupils and assessment does not consistently inform planning for the next steps of learning. In the good lessons teachers demonstrate good subject knowledge. Effective questioning and explanations enhance pupils' responses, ensuring that they make good progress in their learning. In the very good lesson observed, teaching was stimulating and enthusiastic and pupils were challenged to write to a high standard. The teaching assistants provided good support and all pupils' needs were met.

61. Leadership of the subject is satisfactory overall and resources are good. The school's libraries are very well resourced, with fiction and non-fiction books available in each class. New resources for group reading have also been purchased, including some multi-cultural books. The National Literacy Strategy is well established, but it has not been adapted sufficiently to give more opportunities for extended writing. Monitoring and assessment are being developed and the school has recently introduced a tracking system so that individual pupils' progress through the school can be monitored. Data analysis and the use of assessment to inform planning are not yet fully utilised in the school's improvement cycle, but the school's action plan reflects awareness of what needs to be done to raise standards and achievement.

Language and literacy across the curriculum

62. Teachers encourage pupils to use their literacy skills across the curriculum. Some of the pupils' written work, however, reveals low expectations in presentation in other subjects, as well as in English. Particularly good work was seen in information and communication technology. Pupils prepare Powerpoint presentations where speaking and listening are applied, read for information on the Internet and use a word processor and e-mail to compose text. Well-presented written work was seen in history and geography in Year 6.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' achievements in mathematics are good.
- Pupils have very good attitudes to work and behave very well in lessons.
- Teaching is good.
- Pupils are not always clear about how to improve their work.
- The subject is well led and managed.

Commentary

63. Standards attained by Year 2 pupils in the 2003 national tests were well below the national average but results for pupils by the end of Year 6 were similar to those expected nationally. The pupils currently in Year 2 and 6 are achieving well and the school has succeeded in meeting the very challenging target of having 87 per cent of Year 6 pupils attaining the nationally expected Level 4 and a higher proportion of them (40 per cent) attaining Level 5 in this year's national tests. The consistently good and very good teaching is a significant factor in helping pupils reach such high standards. The good quality additional support given to Year 6 pupils, who are identified as being at risk of not achieving the expected level, assists many of them in reaching it successfully. More able pupils are also given challenging work to help them reach the higher levels in the tests both in the classroom and by using a mathematics program in the information and technology room which enables them to work on more advanced tasks at their own pace.

64. Pupils achieve well. They make good progress in all areas of numeracy and mathematics as they move through the school. Their exercise books and folders show that the work they are given is closely matched to their prior attainment and designed to move them on smoothly to the next stage in their learning. The books of the pupils in Year 5 are particularly good and show that they were very well taught all aspects of the subject to an appropriate depth with helpful teacher comments written to help them move onto the next step of learning. Pupils in Year 6 achieve well and have a very good understanding of mathematics that they are able to use well in problem solving and investigations.

65. Teaching is good overall with much that is very good and occasionally excellent. Lessons are well planned and help pupils make good progress by giving them work tailored to meet their needs. Teachers manage their pupils very well and have very high expectations of them at all times. They constantly encourage them to improve their skills and understanding and challenge them to do their very best. This brings a very positive response from pupils who work hard and are very eager to do well. In a very good Year 2 lesson, pupils solved money problems working out possible combinations of bronze and silver coins to achieve a given total. They were able to record the highest and lowest values confidently and quickly. In an excellent Year 4 lesson pupils worked in groups to find the area and perimeter of various shapes in the playground. They worked with intense concentration and application, sharing out tasks, checking their results and showed a very clear understanding and knowledge about area and perimeter measures, so that they could move on to the extension work and learn even more in the time available. They were justifiably proud of their efforts. In all lessons pupils behave very well and have very good relationships with their classmates and adults. Teachers use the skilled support assistants well to help pupils who need more individual help make good progress and be fully included in lessons.

66. The subject is well led and managed. There is a very noticeable commitment to high standards and every possible avenue likely to help raise pupils' achievement is thoroughly explored. The recent introduction of a computer mathematics program in Year 6 has helped to give confidence to more hesitant pupils and also provides challenging work for the higher attaining. Assessment procedures are sound overall. The information gained is used well to track individuals and groups of pupils as they move through the school and check that they are making suitable

progress. If they are not, then it triggers action to help them improve. However, teachers' marking of pupils' work is inconsistent and in most cases is not yet used well enough to help pupils identify the specific areas they need to improve. In summary, since the last inspection, there has been a good improvement in the provision of opportunities for pupils to pose their own questions and carry out investigations. Standards are rising, teaching is much improved and the management of the subject is now good.

Mathematics across the curriculum

67. The pupils' skills in mathematics are used in other subjects of the curriculum and this helps reinforce their understanding of mathematical concepts by using them in practical and relevant ways. For example, links with information and communication technology are particularly strong. Pupils use programs on the classroom computers designed to improve their mathematics skills and sometimes have their numeracy lessons in the information and communication technology room. There they use programs such as Logo to learn about position and direction and use data handling programs to create graphs.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching is good overall with examples of very good teaching.
- Assessment is not used effectively to set targets and show pupils how they can improve
- Resources are well organised and are sufficient to support the subject.
- Teachers' subject knowledge and opportunities for pupils to investigate and develop questions have improved since the last inspection.

Commentary

68. Standards achieved in Year 6 in the 2003 national tests were average. When compared with similar schools, pupils' results were well below average. This represents an overall downward trend given that results in 2001 were well above average. Standards have improved rapidly. For example, in this year's national tests at the end of Year 6, all pupils attained Level 4 and 50 per cent of them attained the higher Level 5. Evidence from work analysis and lesson observations during the inspection suggests that pupils currently in Years 4 and 5 are also achieving well. In Year 2, standards are typical of those found in similar schools, as a result of the school's development work. Teaching is effective and pupils make good progress including those with special educational needs. No significant differences were observed between the achievement of boys and girls and pupils with special educational needs are well supported and achieve well as a result.

69. In a Year 2 lesson pupils followed up investigative work in the school grounds by devising a fact sheet about animals in their habitats. Pupils know what sorts of creatures are found in different habitats and use information communication technology well to present their findings. Scrutiny of pupils' work, and displays around the school show that pupils know about health and exercise, development and growth of plants and animals, sources of electricity and simple circuits, materials and forces. A classroom display charts the growth of bean seeds as pupils observe changes. In discussion, the higher attaining pupils demonstrate achievement at a higher level, for example, in their understanding of fair tests.

70. In Year 4, the pupils were excited by the challenge to make a working switch that would allow 'Sam Circuit's' bow tie to spin using a motor, battery and cables with clips. They worked in groups, each with their own model, using their knowledge of circuits and electricity to try and test their ideas. They worked effectively and collaboratively sharing their ideas to solve the problem. There was great excitement as one group managed to make the bow-tie spin! This lesson was very successful and carefully planned so that all pupils were challenged and achieved well.

71. In Year 6 pupils investigate ecosystems in the school environment. The teaching in the lesson was very good. Clear explanations, very good subject knowledge and the use of the interactive whiteboard, ensured that pupils were highly motivated and enthusiastic, ready to identify what they found. Outside the pupils placed their hoops in an area of the garden that has been allowed to grow wild. The higher attaining pupils were challenged to place their hoop in several areas and explain why different plants can be found in each area. In this lesson, the pupils' achievement was very good.

72. Discussion with pupils in Year 6 shows that the higher achieving pupils are being extended. They have a good understanding of investigative processes and can explain the key factors for a fair test. For example, their knowledge and understanding of separating substances shows achievement at a higher level than expected nationally. This is a good improvement on the last inspection.

73. Teaching is good overall with examples of some very good lessons in Years 4 and 6. All teachers have very high expectations of behaviour. There is very good use of information and communication technology as, for example, in video clips of lighting which help to bring the study of electricity to life and in photographs of a growing bean taken with the digital microscope. Planning across the school is good; it is detailed and sets out what pupils will learn. However, there is sometimes too little detail of differentiated work for pupils of different abilities. Scrutiny of the pupils' work shows that standards in their writing and presentation are variable. In some classes there is an over use of worksheets which do little to take their learning forward, as they do not always meet the pupils' individual needs. Evidence of extended work in scientific enquiry is not consistently recorded by all classes.

74. The programme for learning is based on national guidelines and teachers plan carefully to give pupils the opportunity to investigate and experiment. Marking, assessment and planning are not used effectively enough to set individual targets so that pupils understand better how they are doing and what they need to do to improve. Assessment is effective in monitoring pupils' progress at the end of each topic. Work is usually marked and most of it acknowledges whether or not pupils have met the learning objective for the lesson. However, this is not sufficiently detailed to allow pupils to understand what they need to do next.

75. The leadership and management of the subject are satisfactory. A subject audit has been completed and monitoring systems have been established. The school makes good use of data and conducts good analysis to show strengths and weaknesses. Areas requiring further work have been identified including improving provision for the higher attaining, testing at Year 4 and the development of a science club. Resources are sufficient to support the curriculum and are well organised. The school grounds are a very valuable resource for science teaching and are used well for this purpose.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- A networked computer room and very good resources, including interactive whiteboards, enhance pupils' learning and achievement.
- Teachers' very good subject knowledge and confident teaching.
- Leadership and management of the subject are very effective.
- Very good opportunities to use information and communication technology across the curriculum enhance pupils' motivation and achievement in other subjects.
- Pupils' understanding of what they need to do to improve their work is not fully developed.

Commentary

76. The school has promoted very good improvement in information and communication technology since the last inspection. At that time, standards by the end of Year 6 were low and information and communication technology was a key issue for improvement. The school has managed to address this issue very effectively so that standards across the school are now very high, with the majority of pupils achieving beyond the levels expected. A networked computer room and very good resources, including interactive whiteboards, enhance pupils' learning and achievement throughout the school. The subject leader has led staff training to a very high standard, enabling teachers to become proficient in their use of information and communication technology. These initiatives have had a positive impact on standards and achievement. The computer room contains sixteen networked computers linked to a colour printer. The room is air-conditioned and all health and safety issues have been carefully addressed so that staff and pupils can work safely and comfortably. Five very successful lessons were seen using the room.

77. Pupils in the Year 2 class were able to access a website on the Internet about animal habitats appropriate to their age and ability. The pupils learnt that it is important to type in the web address correctly as well as gathering scientific information about habitats. High attainers are suitably challenged and extended, but lower attainers need support with reading the text.

78. One excellent lesson in Year 4 was seen. Pupils were taught how to use the search engine, 'Ask Jeeves for Kids':

This example was written after observation of an information and communication technology lesson in a Year 4 class

There is a palpable sense of suspense as the pupils file purposefully into the computer room and take seats at their regular computer. They know they are going to be challenged as well as supported and have fun at the same time. The 'Entertainer' waves his arms "I'm taking your screens, boys and girls". An Ask Jeeves for Kids home page appears on every monitor. With rapid gestures and speedy prompts, The 'Entertainer' tells the pupils about the search engine. He wants them to devise questions about lightning, which Jeeves will help them to answer.

The 'Entertainer' moves excitedly around the room delivering support sheets to the less able pupils and extension activities to the higher attainers. Like a Blue Peter presenter, he has prepared these earlier and they are of extremely high quality, his own design. The prompt sheets support the lower ability pupils very well and enable them to be highly successful in asking Jeeves questions about lightning and accessing websites. The higher attainers are challenged to design fact sheets about lightning, combining downloaded information and pictures in a Word document.

The 'Entertainer' finishes the lesson by telling the pupils they are going to see clips of real lightning the next day on the interactive whiteboard, when they will review the information found. To complete his performance, he informs the girls and boys that Ask Jeeves is now known as a "find engine". The pupils file out of the room behind their "Pied Piper", in eager anticipation of what is to follow.

79. In Years 5 and 6, very good lessons were observed in the information and communication technology room. In the Year 5 lesson, pupils were preparing Powerpoint presentations linked to their work in science. They were illustrating the life cycle of a plant. Photographs of seeds were imported, together with text and graphics, some of them moving, to produce very good presentations. The Year 6 pupils were e-mailing their local MP about their forthcoming visit to The Houses of Parliament. Through the use of information and communication technology, pupils were given a real purpose and audience for their writing, which resulted in some very good examples of formal language:

"We are delighted to be allowed to come to The Houses of Parliament on the 25th June."

80. Pupils with special educational needs were seen working productively with teaching assistants on computers in several classes. Computers are used to help pupils to access activities which they might otherwise have found too difficult, especially those involving handwriting.

Computers are also used by higher attainers to extend their learning opportunities. All pupils demonstrate excellent keyboard skills, with the large number of higher attainers typing rapidly with both hands. In Year 6 pupils work on the mathematics program at their own individual level before school. The computer room is also used at lunch times, with Year 6 pupils having daily access and other year groups timetabled. This opportunity is especially appreciated by Year 6 pupils who do not have the Internet at home. Every child questioned said he or she has a computer at home, but not all have the Internet.

81. Displays of pupils' work cover the full range of the information and communication technology curriculum. They include word processing, graphics, data handling, information cut and pasted from the Internet, digital photographs, including some printed through the microscope, and Powerpoint presentations. Each child's work is stored in his or her own personal file on computer. This provides a clear record of work and progress across year groups which pupils are proud to show and describe. All work seen was of a very high standard and well above national expectations.

82. Co-ordination of the subject is very good. A very effective scheme for information and communication technology has been purchased and the subject leader has a clear view of work being carried out across the school. He has worked hard to provide training for staff to raise standards. Together with the headteacher, he has provided high quality resources which have had a very significant impact on pupils' achievements in information and communication technology. Interactive whiteboards have been introduced in three classes, and are due to be placed in all classes from Year 1 upwards before the end of term. These are being used very effectively by teachers to enhance their teaching and to increase pupils' understanding and motivation. Other devices include digital cameras, digital video cameras, a digital microscope, resources for control work and a metal detector for use in Years 1 and 2.

Information and communication technology across the curriculum

83. Information and communication technology is used across the curriculum in all classes. Very good opportunities to use information and communication technology enhance pupils' motivation and achievement in other subjects. The interactive whiteboards are used effectively, for example, in a Year 2 class to demonstrate speech and thought bubbles leading to teaching about punctuation of speech and thoughts in written work. In a Year 4 history lesson the whiteboard was used to display pictures of items used in World War II, and, in a science lesson, the digital microscope was used to examine and identify insulators and conductors. The digital video camera was used in a physical education lesson to enable pupils to review and evaluate their work. In the Year 6 class, the interactive whiteboard was used effectively to support understanding of time zones in different places around the world.

HUMANITIES

84. Only one lesson was seen in both **history and geography**. It is not possible therefore, to judge overall provision. Religious education is the subject of a separate inspection.

85. In **geography**, evidence gathered from analysis of pupils' work, displays and documents indicates that standards overall are in line with those expected nationally for pupils in Year 2 and Year 6.

86. In Year 2 pupils have studied a Mexican village and Island Life. These are contrasting localities to Romford. Pupils have found out about features of the Mexican village and compared their lives with that of a village boy. They have made maps of the imaginary island of Struay and located features. They are starting to use appropriate geographical vocabulary and describe features of places, comparing them with Romford.

87. In Year 6 pupils have been studying rivers and the water cycle; they have looked at local water use, landscapes and rivers of the British Isles. A display shows good use of information

communication technology to search the Internet for facts about world rivers. The teaching observed in Year 5 was satisfactory; pupils were planning a camping trip to the mountain area that they have been studying. The interactive whiteboard was used well to show pictures of camps to set the scene. Pupils were attentive and completed their task, identifying items they would want to take with them, how they would travel and what hazards they might encounter. In one mathematics lesson good links were made with geography. Pupils showed good knowledge of the countries and cities of the world and time zones.

88. The standard and presentation of work across the school varies; some is very good. Marking is not consistent in all classes and does little to help pupils understand what they must do to improve. Where work is unsatisfactory tasks are not completed and work is poorly presented. The use of work sheets restricts the pupils' development of geographical skills.

89. The programme of work is based on national guidelines. Teachers use maps, photographs and visits for example, to the local area and a contrasting village, satisfactorily to promote pupils' interest.

90. In **history**, evidence from analysis of pupils' work, displays, documents and discussion with the subject leader indicates that standards overall are satisfactory.

91. In Year 2 pupils have been studying the Great Fire of London and many can successfully sequence the events. In their work on Florence Nightingale pupils recall the facts from a story. In Year 6 work on the Greeks shows good links with art in collages depicting the story of Atlanta. A task to write a newspaper report on the ancient Olympics is one example of very high quality original work that these pupils are capable of producing. The standard of writing in content, spelling and punctuation is very good and their illustrations make the work come to life. The teaching seen was good. The scene was set with a recorded broadcast of the declaration of World War Two. The pupils were then given the opportunity to interview two visiting grandparents about their war time experiences. History came to life as the pupils asked questions, developing their skills in historical enquiry. However, evidence indicates these high standards are not matched in all lessons. Tasks are often dependent on the use of worksheets and some are little more than colouring exercises. The quality of work varies across the school and marking does not help pupils understand what they need to do to improve. Information and communication technology is used well to support the subject, for example pupils use the Internet for research.

92. The curriculum based on a nationally recognised programme enables pupils to study different periods of history. There is a satisfactory range of resources supplemented by teachers' and loan resources. The school makes good use of the locality to enrich the curriculum through visits to museums and historical locations and work with the community. The enthusiastic subject leader is well qualified to take the subject forward. She has carried out an audit and has identified areas for development including timelines to help pupils understand the sequence of past events and plans to review and reorganise the resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

93. No lessons were observed in **art and design** and **music**, while one lesson was observed in **design and technology**. It is not possible to judge overall standards and provision.

94. In **art and design** work seen on display was of a satisfactory standard. In Year 1 a science display effectively linked science and art depicting light and dark. Some paper weaving had been carefully completed and developed into card weaving with wool. Year 2 had successfully linked art with mathematics in symmetrical paintings, and art with information and communication technology in some work in the style of Mondrian. Pupils in Years 4 and 5 had produced some interesting Picasso-style pictures and faces in the style of Andy Warhol respectively, again linking art with information and communication technology. In Year 6, there were some pastel drawings which suggested that pupils' drawing skills had not been developed. Applique pictures depicting scenes from the story of Atalanta, clay models of house fronts and the display of work in the style of Miro

were more successful. Throughout the school, the use of sketchbooks is inconsistent and some unsatisfactory work was seen, revealing low expectations. The school has plans for a new “Arts Block” for the delivery of art and design, as well as music and drama.

95. One good lesson was seen in **design and technology** in Year 4, taught by the subject leader. Pupils were given the opportunity to investigate different types of torches and to consider how their design related to their use. The pupils were given effective prompt sheets to aid their investigation skills. They linked this work usefully with their work on circuits in science. All pupils made progress in their understanding of how torches work, and were then challenged to draw their own designs for torches with specific purposes in mind.

96. Other work seen was of a good standard. In Year 1 there were photographs of 3D models the pupils had made joining found cardboard materials. In Year 2 there was an interesting display of model vehicles for particular people. Pupils in Year 3 had made exciting models using pneumatics to make a Mummy rise from a sarcophagus, with an egg box, tubing and a syringe. In Year 4 good pop-up books with mechanisms including levers, wheels and sliders were made, and Year 5 had designed and made musical instruments modelled on an instrument in the school. Pupils in Year 6 had designed and made shelters, all of which were different, and there were photographs of the same pupils designing and making special boxes. All the work seen was of a good standard or better.

97. The subject leader has kept a portfolio of samples of work and photographs which demonstrate the progression in good quality work across the school. Also included are examples of pupils’ successful design work and evaluations. The subject leader has good subject knowledge and her input has had a positive impact on teaching and learning in design and technology. A scheme of work audit has also been carried out.

98. Currently the headteacher oversees the work in **music** as there is no member of staff to act as subject leader. The school’s programme includes a suitable range of musical activities and evidence shows that all aspects of music are taught to pupils throughout the school. The school provides opportunities for pupils to sing in assemblies, even though it has no pianist on the staff.

99. Pupils sing and play in concerts, school productions, weekly class assemblies and various church festivals. The school also takes part in music festivals. All of these are much enjoyed and well attended by their parents and carers. Many of the junior pupils take the opportunity to have tuition by visiting teachers in playing instruments and many reach a high standard and play confidently in concerts and on other occasions. Pupils thoroughly enjoy the opportunities for making music and look forward to their lessons.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- The subject leader has good subject knowledge.
- The quality of teaching is very good.
- The school welcomes trainers and support from a wide range of different sources.
- Swimming is an important priority and all pupils regularly visit a nearby pool.

Commentary

100. Physical education is taught to all classes in the school and all aspects are covered including dance, athletics and outdoor activities. Pupils make good progress and achieve well. Standards are above national expectations. They learn to swim so that by the end of Year 6, most are able to swim at least 25 metres confidently. There are many clubs for pupils to join, as well as teams that play competitive games against other local schools. The school also benefits from

expert support from a variety of sources. For instance, pupils receive training in football through their links with Romford football club.

101. During the inspection the only lessons observed were in Years 3, 5 and 6. All pupils wore correct clothing and footwear and health and safety aspects were fully addressed. Pupils were well managed by the teachers and behaviour was very good. All the lessons took place in the playground where pupils practised skills such as handling and passing a variety of large balls, relay racing, badminton and short tennis. In all lessons, pupils showed good levels of skill. They worked well and make good progress; they say they enjoy their lessons.

102. The quality of teaching is never less than good. This is because the teachers are very clear about the demands of the subject. They plan a good range of activities which give pupils regular practice to enable them to strengthen their muscles as well as to develop their physical skills. The time is used well and all pupils are fully occupied and energetic throughout the lesson. Lessons always start with a lively warm up session. Good team work and a clear understanding of fair play successfully enhance pupils' social development.

103. Pupils are very enthusiastic about games. They work very well together and there is no evidence of any unfair play. Behaviour is always good, and pupils have very good relationships with each other. Pupils listen carefully to instructions, and they respond well to teachers' suggestions and willingly attempt to improve their work. After they have returned to the classroom they are able to analyse the strengths and weaknesses of their performance by using a digital video recording.

104. The school has very good facilities, with good use made of the outside play space, and there is fixed large apparatus in the school hall. There is a good range of equipment to ensure pupils have regular and varied opportunities for physical development. The subject leader, who has specialist knowledge, manages the subject successfully. He ensures the school's provision is good. Pupils appreciate the opportunities they have for physical education and are keen and eager participants.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

105. The school includes personal, social, health education and citizenship in the timetable, but it has yet to develop a full programme. A policy document sets out the aims and objectives. Aspects are taught through other subjects, events and assemblies as well as in dedicated lessons and circle time. In one lesson observed Year 5 pupils were discussing the European Parliament and were keen to develop their ideas and opinions. In a Year 3 circle time the teacher made good use of puppets to allow pupils to reflect on bullying and how to deal with the situation. Collaborative work enhances social skills and the school council promotes citizenship. A varied programme of visits and events gives pupils many opportunities to develop personal and social skills. The provision for pupils' spiritual, moral, social, and cultural development brings much to this aspect of the school's life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	1
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).