

INSPECTION REPORT

NEWTONS PRIMARY SCHOOL

Rainham, Essex

LEA area: London Borough of Havering

Unique reference number: 102319

Headteacher: Mr J Broadis

Lead inspector: Mr Christopher Gray

Dates of inspection: 9-11 February 2004

Inspection number: 264324

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	320
School address:	Lowen Road Rainham Essex
Postcode:	RM13 8QR
Telephone number:	01708-558613
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Mills
Date of previous inspection:	June, 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in attractive grounds in an area of high rise flats and maisonettes and serves pupils from families in the south-west corner of the London Borough of Havering. It is a little larger than most schools and than it was at the time of the last inspection. The school has the Basic Skills Quality Mark and was awarded an Achievement Award by H.M. Government in 2003. Overall, children's attainment on entry to the school is well below average.

Pupils come from homes whose socio-economic circumstances are overall below average. About half come from the local authority estate; the rest live in rented or privately-owned accommodation. The proportion of pupils entitled to receive a free school meal is above average. About a quarter of the pupils are from ethnic minority backgrounds and every category detailed in the census is represented; the largest groups are white British, black British and other whites. The proportion of pupils at the early stages of learning English is higher than most schools, but, at nearly four per cent, is lower than most London schools. The proportion of pupils on the special needs register is above average, as is the percentage with statements. Pupils' needs include moderate and specific learning difficulties, speech or communication deficiencies, social, emotional and behavioural difficulties, physical problems and autism. The percentage of pupils who join or leave the school at times other than the start of the year is much higher than national averages.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21037	Christopher Gray	Lead inspector	Mathematics Information and communication technology Music
9769	Margaret Morrissey	Lay inspector	
23054	Graham Johnson	Team inspector	English Physical education Religious education Special educational needs
16773	Raminder Arora	Team inspector	Foundation Stage Art Design and technology Personal, social and health education English as an additional language
8534	David Price	Team inspector	Science Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which gives good value for money. Pupils achieve well and attain average standards by Year 6 in mathematics and science and below average standards in English - attainment which represents good progress from their starting point. The quality of teaching is good. The overall effectiveness of management is good.

The school's main strengths and weaknesses are:

- There is a good climate for learning because pupils have very good attitudes to school and behave well
- Teaching is good, teaching assistants make a valuable contribution and the curriculum offered to pupils is interesting and very well planned
- Provision for pupils with special educational needs and pupils for whom English is an additional language is good; the care and welfare offered to pupils are very good
- The headteacher gives very good leadership and he is well supported by governors and senior staff
- The school works hard to include parents in the education of their children and parents respond by holding the school in very high regard
- Standards overall are improving, but in reading and writing they have not risen as fast as in other subjects
- Senior management needs to evaluate the effect of teaching on learning with greater frequency
- Higher attaining pupils achieve well, but would benefit from more frequent challenge

The effectiveness of the school has improved well since the last inspection. Standards by Year 6 have improved faster than national trends in recent years. The profile of teaching is as good as it was in 1998. The school has dealt well with the key issues of the last report; information and communication technology (ICT) is much more prominent in pupils' learning and standards have risen in English and mathematics. Attendance is still below average but the school works very hard with the few families who experience difficulties.

STANDARDS ACHIEVED

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

*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' overall achievement is good. The table above shows that standards in this school by Year 6 compare favourably with standards in similar schools. Children begin the school with skills well below those expected for their age. The inspection finds that the children currently in nursery and Reception make good progress. By the end of this school year, the children who will be ready to enter Year 1 are likely to exceed the goals they are expected to reach in their personal development. In creative and physical development, they are set to meet the goals; in language, mathematics and in knowledge and understanding of the world, they are still well below average because they began with such low skills. By Year 2, standards in reading and writing have risen to below average and those in mathematics to average levels. Attainment is higher than expected in physical education. In the current Year 6, standards of attainment are below average in English

and average in mathematics and science. Forty-two per cent of this group of pupils is on the special needs register. Standards of attainment in religious education, observational drawing and listening skills are higher than expected at this age.

Pupils' personal qualities are good, including their spiritual, moral, social and cultural development. Their attitudes to learning are very good and pupils' overall behaviour is good. Attendance is satisfactory, though a small number of families finds it difficult to achieve a high rate of attendance for their children. The school has a happy atmosphere and a buzz of industry is created in most lessons.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching is good. Pupils learn well because they have very good relationships with the adults in the school, based on mutual respect. The school is well known for turning no child away and parents appreciate this. Teachers have to work hard to provide pupils with learning tailored to their needs and their success is based on the care with which they mark pupils' work, evaluate their learning and plan the next lesson accordingly. Teaching assistants are a vital part of this process and their work is rightly valued by teachers and pupils. Higher attaining pupils achieve as well as others, but could spend more of their time on more demanding work. The school provides a good curriculum which is interestingly enriched by visits, speakers and a good range of extra-curricular activities. The high quality of display (not just for the inspection week) is part of this good provision. The care, guidance and welfare offered to pupils are very good. The school has established a very good partnership with parents and the community and has good links with other schools.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are good. The headteacher provides very good leadership and is ably supported by the senior management team. The governing body is effective and strongly supports the school's aims for raising achievement; many of its members are closely involved in the life of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very good opinions about the work of the school. They admire its efforts to give every child an equal chance, though they acknowledge that this sometimes introduces difficult behaviour into the school. They think the school does all it can to counter this.

Pupils also speak highly of their school and enjoy what it offers them. They are confident of receiving help whenever they need it.

IMPROVEMENTS NEEDED

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

- Raise attainment in reading and writing throughout the school
- The quality of teaching and learning needs to be checked more frequently
- Make sharper use of assessment to ensure that higher attaining pupils spend more of their time in working at an appropriate level

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good in the Foundation Stage, the infants and the juniors. Children begin school with well below average skills and reach below average standards in English and average standards in mathematics and science by Year 6.

The school's main strengths and weaknesses are:

- Pupils achieve well because they work hard and are well taught
- The trend of test results in Year 6 is rising faster than the national trend
- Standards in physical education exceed expectations by Year 2
- Pupils exceed national expectations by Year 6 in religious education, listening skills and drawing
- Standards in English have not risen as quickly as those in mathematics and science

Commentary

1. The trend in national test results in Year 2 is lower than the national trend. This formed a focus for the inspection, to find out why. Results in 2003 in reading and mathematics at Level 2 and above (the expected level) and at Level 3 were well below the average of all schools. Writing results were well below average at Level 2 and above and below average at the higher level. Compared with the results of similar schools (those with similar proportions of free school meals), results in reading and writing were well below average at Level 2 and above and below average at Level 3. Mathematics results at Level 2 and above were average and below average at the higher level.
2. The table below shows that these results were quite an improvement on those of 2002, when the group of pupils who sat the tests contained an even higher percentage of special needs children than is usual. The inspection found that the results in each year vary because of this factor of lower attaining pupils. Pupils enter the school with well below average skills, lower in some years than in others. The low trend in the Year 2 results is attributable to this low baseline and not to the quality of teaching in English, mathematics or science, which is good.
3. The inspection finds that current standards in Year 2 are higher than last year's, being below average in reading and writing and average in mathematics and science. This corroborates the school's predictions for the results of the 2004 national tests. Standards in physical education exceed expectations.

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

Standards in:	School results	National results
reading	14.3 (12.6)	15.7 (15.8)
writing	12.9 (11.6)	14.6 (14.4)
mathematics	15.0 (13.9)	16.3 (16.5)

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

4. Year 6 results in national tests last year were below average at Level 4 and above (the expected level) and average at Level 5. In mathematics and science, results at Level 4 and above were average but those at the higher level were below average. Matched against similar schools, (those whose pupils attained similar Year 2 results four years earlier) results were above average at both levels in English, well above average at the expected level in

mathematics and science and, at Level 5, above average in mathematics and average in science. The school predicted results for the pupils in English at lower levels than in mathematics, and does so again for 2004. In 2003, all the targets were met.

5. The comparison with similar schools corroborates inspectors' judgements that pupils achieve well and this is also shown by the school's value added measure, which is better than that of all and similar schools. A particular feature of the school's success is the percentage of pupils who, having attained Level 2C in Year 2, reached Level 4 in 2003; the expectation for such pupils is Level 3. This is something which the assessment process focuses on, *as described in the teaching section*. Analysis undertaken during the inspection shows that all pupils at this level in Year 2 in reading achieved Level 4 and 78 per cent in mathematics. In both subjects, one pupil gained a Level 5. The percentage is not as high (50) in writing and this is the school's current focus. In addition, 33 per cent of pupils who were at Level 2B in reading gained a Level 5 and 17 per cent in mathematics; none did so in writing.
6. The high rates of new pupils who join each year has a lowering effect on standards at the end of Year 6. As an example, when the targets were set for 2003 two years earlier, 29 per cent of that group of pupils were on the special needs register; by the time the tests were taken, new arrivals had swelled this to 42 per cent. The same pattern is observable in other years, though not quite so pronounced.

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

Standards in:	School results	National results
English	25.9 (23.9)	26.8 (27.0)
mathematics	26.6 (27.4)	26.8 (26.7)
science	28.1 (28.4)	28.6 (28.3)

There were 43 pupils in the year group. Figures in brackets are for the previous year

7. By Year 6, when the pupils have spent much longer in the school, standards have risen to average levels in mathematics and science but remain below average in English. Standards of listening are by now above average. Writing has received much attention and good examples of the resultant progress were observed in lessons and the work scrutiny.
8. Children in the Foundation Stage achieve well. By the end of this school year, the children who will be ready to enter Year 1 are likely to exceed the goals they are expected to reach in their personal development. In creative and physical development, they are set to meet the goals; in language, mathematics and in knowledge and understanding of the world, they are still well below average because they began with such low skills.
9. The overall standard of achievement of most pupils for whom English is an additional language is good. In most lessons, pupils show progress in line with their peers and effectively cope with the language demands of English and other subjects.
10. The school makes good arrangements for the early identification of those pupils with special educational needs. The co-ordinator acts promptly if a pupil is causing concern, and a strong feature of the school's work is its close co-operation with external agencies, whose members offer strong support. Individual education plans are useful working documents, identifying realistic and manageable targets towards which pupils may work. Pupils are not only aware of these targets but are well motivated to achieve them because teachers constantly refer to them in the course of lessons. As a result, pupils' achievement is good.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is good; their attitudes, values, and personal development are very good. Moral, social, spiritual, and cultural development is good. Attendance is satisfactory.

Main strengths and weaknesses

- The pupils' very good attitudes to learning and to the school community
- The school's ethos, which succeeds in nurturing very good relationships
- The good behaviour of all pupils
- Pupils' good personal development

Commentary

11. Pupils behave well; this is an achievement for all pupils but particularly for those who have not been able to sustain such high levels of behaviour and learning in their previous schools. The school has a happy and positive atmosphere which promotes good behaviour and has a positive impact on pupils' learning. Pupils respond well to rewards and sanctions and are polite and respectful; they understand the consequences of their actions and parents say they are keen to be praised for good behaviour.
12. Promoting harmony, including racial harmony, is a priority of the school; no incidents of bullying were seen during the inspection. Nonetheless, bullying is an issue which the school has to face; parents at the pre-inspection meeting, members of the school council and a number of other pupils mentioned that there have been incidents. However, parents were keen to make it clear that they think the school deals well with such issues as arise and that there is little else that can be done. They view any bullying as the downside of the school's active approach to inclusiveness, of which they expressed their approval - no pupil is ever refused admission and the school has a number of pupils whom other schools have refused. The exclusions in the table below were largely made in response to aggressive behaviour. Almost all the pupils involved left at the end of last school year and the pattern this year is much better.
13. Pupils have very positive attitudes towards school; in lessons and in discussion they display an open enthusiasm for learning. They show keen interest and involvement in activities, as seen in many lessons. Pupils in all years make a significant contribution to class discussion. They are able to sustain concentration and to persevere, organising their own work with good independence; this is true of all groups of pupils, regardless of ability or background.
14. Relationships are very good. There is a strong element of respect for teachers, other adults in school and other pupils. Pupils respond well to the good examples set by all staff and treat each other with care. Parents praised the very good relationships in the school; they rightly feel staff are open-minded and say staff have a 'personal touch for every single child'.
15. Pupils' spiritual awareness is good, as was evident in a number of lessons and particularly in assemblies. Pupils show an awareness of the faiths of others and can discuss them with openness and understanding. There are good opportunities for pupils to develop self-knowledge and spiritual awareness. In one assembly, pupils were greeted by the headteacher playing his guitar and singing of the esteem he had for people of courage; pupils were held in a moment of spirituality. Moral development is good. Pupils can distinguish right from wrong and they show evidence of this in their daily actions. The school promotes fairness, tolerance and honesty, with time given for reflection and discussion in lessons. Social development is good: pupils are keen to take responsibility for themselves and for others. They are involved in making and upholding school rules and classroom rules and are

developing the school council. Pupils are aware of their own culture and traditions; a range of activities ensures that pupils' multicultural understanding is also developing, particularly through art and religious education.

Attendance

16. Attendance overall is satisfactory although it is still below the national average. The majority of pupils have good attendance but a small number of families is receiving support to improve pupils' regular attendance at school; this work also seeks to reduce unauthorised absence. These families are regularly monitored by the school and for some pupils attendance rates are slowly improving. Parents receive very clear information on attendance procedures, are left in no doubt of the school's expectations, and respond effectively.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.2
National data	5.4

Unauthorised absence	
School data	0.9
National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
241	12	0
4	1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are good and the curriculum is broad, relevant and interestingly enriched beyond the classroom. Pupils are very well cared for and the school has established very good links with parents and the community.

Teaching and learning

Teaching is of good quality in the Foundation Stage, the infants and the juniors and pupils learn well throughout the school. Assessment is good overall.

Main strengths and weaknesses

- Lessons are well planned and founded on a good knowledge of pupils' prior learning
- Higher attaining pupils need to spend more of their time on challenging work
- The very good relationships between adults and children make pupils want to learn and do well
- Teaching assistants are well trained and make a valuable contribution to pupils' learning
- Assessment is not used consistently to inform planning in the foundation subjects

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3)	7 (19)	20 (56)	7 (19)	1 (3)	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.

17. Senior staff have worked hard to achieve consistency in teachers' approach to planning linked to assessment. In many English and mathematics lessons, teachers use their marking of pupils' work, which is done before the next lesson, to note any pupils who have not firmly grasped the learning intention. Marking is particularly good in Years 5 and 6. In the next lesson, the teaching assistant recaps yesterday's work with the relevant group of pupils while the rest of the class has its mental starter. This enables lost ground to be made up and helps pupils to learn well, because they realise the importance of building a firm foundation for their knowledge. Every lesson has a clear learning intention, which is expressed in brief, simple terms, so that pupils can use it to improve how they learn. A system of marking is consistently used in all infant and junior classes, whereby the teacher ticks the lesson objective, written down by the pupil, with one or two ticks, according to the depth of understanding. No tick means the idea has not been grasped. Pupils were observed to open their books with anticipation at the start of the lesson, eager to know how they had done in yesterday's work. This is an important ingredient in their good learning. Assessment in the foundation subjects is less well developed; the school is aware of this and has plans to overcome this weakness.
18. This approach works well with all groups of pupils. Teachers keep separate notes for pupils for whom English is an additional language, those with special needs, gifted and talented and higher attaining pupils. However, the latter group often begins work at the same level as other pupils and on some occasions do not move to harder work soon enough. Examples were seen in lessons and in pupils' past work, and an instance is given in the mathematics section, in paragraph 70. Teachers' expectations are occasionally higher for lower attaining pupils than for the most able, as in teachers' approach to the selection of reading books - higher attaining pupils are not often challenged to read more demanding literature.
19. As noted above, pupils' attitudes to learning are very good. This is because they know and like their teachers and trust them. Teachers expect the pupils to behave well in lessons and they do. This is doubly important in the junior building, which is semi open-plan, with teaching areas of the minimum size. At no time in the inspection was one class disturbed by noise from another - with the amusing exception of an air-raid siren in an historical video watched by one group, which alarmed some of the adults in another. These very good attitudes are clear to any visitor to the school, as soon as it is entered, and are the basis of pupils' good learning.
20. The school is continuing to train its teaching assistants. It has more than most schools and this is necessary because of the high numbers of pupils with special educational needs, coupled with pupils' low skills when they start school. Teachers brief the adults carefully so that they understand their function in each lesson. In some lessons, there can be as many as five assistants, especially in the lowest sets for mathematics and English. One such was a very good lesson for lower attaining pupils in Years 5 and 6. There were five groups and each had at least one adult to support it. The resultant atmosphere in the room was excellent, because all children were engaged in discussing their work and completing it, achieving a much greater quantity of it than similar groups usually do.
21. Parents appreciate the school's approach to homework, which inspectors found is well used. Parents agreed that the amounts and frequency are about right and they are pleased that the school gives them advice in how to help the children complete it.

22. Pupils with special educational needs are taught well. They make good progress because staff understand how to meet their learning needs and constantly encourage them to recognise and celebrate their own achievements. Lessons are carefully planned and pupils are thoughtfully grouped so that teaching is efficient and well directed. Support staff are very well trained and thoroughly briefed, so that they neither intervene too often nor allow pupils to flounder if they encounter difficulties. Pupils therefore remain confident about their learning and are not discouraged by the obstacles they encounter. They talk openly about the nature of their difficulties, recognising the efforts that staff make to help them progress.
23. Scrutiny of pupils' work indicates that those for whom English is an additional language benefit well from lessons because teachers are aware of the range of language needs of the identified pupils and make good use of interesting and appropriate resources for young learners. The targeted pupils are given specific achievement targets, following a very thorough assessment based on national guidance. There are adequate resources, but not many books and dictionaries in pupils' home languages. The attainment and progress of the pupils are consistently monitored.

The curriculum

The curriculum is good overall. There is a good range of out-of-school activities. Staffing, accommodation and resources are good overall.

Main strengths and weaknesses

- There is a good range of activities and opportunities offered to children in the Foundation Stage
- Pupils with special educational needs and those whose mother tongue is not English are well provided for
- The school is very good at ensuring that pupils have equal access and opportunity
- The school provides a good personal, social and health education.

Commentary

24. The curriculum provides pupils with a broad range of activities and experiences covering all areas of the National Curriculum and fulfilling statutory requirements, including those for religious education. The curriculum for the nursery and reception children is good. Teachers provide children with plenty of experiences that develop their skills in all areas of learning, though children in the reception class have rather limited provision for outdoor activities.
25. The school provides well for pupils with special educational needs. They are offered a curriculum similar to that provided for other pupils, but tasks are appropriately modified and supplementary explanations are offered so that pupils have a clear idea of what is expected from them. Teaching assistants collaborate very closely with teachers concerning the nature and degree of support they should provide, and report pupils' rate of progress at the end of each session. The school does all it can to ensure that those with special needs are included in every activity. In consultation with the local authority, the co-ordinator uses programmes specifically tailored to the needs of pupils encountering social difficulties, and this has helped some of them to make very good progress in this area of their development.
26. Opportunities are provided for pupils for whom English is an additional language to participate in all tasks. The planned activities and the quality of support from teachers and assistants ensure equality of access to the curriculum. A clear distinction is made between pupils for whom English is an additional language and those with special educational needs. The school is committed to the inclusion and integration of pupils learning English as a new language, in all school activities, and gives them good support

27. The school ensures that personal, social and health education, thinking skills and problem-solving have appropriate time given to them. Some aspects of good citizenship are also taught well. The school tackles bullying and relationships by its suitable use of visits and visitors to explore issues.
28. The school provides a good range of out-of-school activities. These are largely for pupils in Years 3 to 6. They are well attended and greatly enjoyed, and clubs include breakfast and homework club, gardening, choir, country dancing, netball and football clubs. These take place at lunchtimes or after school. There is also a mathematics and ICT club for pupils in Years 3 and 4. Additionally, pupils in Year 1 receive instrumental teaching in violin from a specialist funded by the local authority. There is satisfactory provision for swimming in Years 5 and 6.
29. Accommodation is bright and attractive, in a good state of repair and cleanliness, though teaching spaces are small. There are attractive and spacious grounds with sports fields, playgrounds and environmental areas that are well used.
30. The school has made recent improvements to the library and the ICT suite. The library stocks a variety of books suitable for most pupils. The information and communication technology room is well used for both teaching and out-of-hours clubs.

Care, guidance and support

The guidance and support provided for pupils are good. Care, welfare and health and safety are very good.

Main strengths and weaknesses

- The overall effectiveness of support and guidance
- Procedures for ensuring pupils' well-being
- The good quality of liaison with other agencies
- Very good child protection arrangements

Commentary

31. The procedures for pupils' safety and welfare are very good and well established. The day-to-day awareness of health and safety is very good and well known to all staff and pupils; this is supported by the governing body and the designated governor for health and safety. Risk assessment procedures are well established and the school monitors and reviews safe working procedures.
32. There are very effective child protection procedures in the school which meet statutory requirements. The policy is agreed by the governing body and well known to all staff. First aid provision is very good; pupils are confident to seek help and are well cared for. One parent particularly congratulates the school on the care her child receives for a potentially life threatening illness.
33. The school has good procedures for the educational and personal support of pupils. Pupils are confident they have a voice in the school and can make their views fully known through the school council. Pupils' wishes and opinions are carefully considered by the school and mostly acted on.
34. Support and guidance systems are effective and appreciated by pupils; the impact of support and guidance on pupils' progress is significant. Pupils feel that adults listen to them; teachers are kind and helpful and ensure they understand their work and how to progress. They like the school and miss it in the holidays. Pupils with special needs are helped to meet individual education plan targets. There are very good procedures for pupils' induction to nursery, to

reception class, and for the move from infants to juniors. A programme of support is set up for any pupil who joins the school during the term.

Partnership with parents, other schools and the community

The school has very good links with parents and the community, and good links with other schools.

Main strengths and weaknesses

- Parents are happy with the progress pupils make
- The school's links with parents are a strength of the school's work
- Parents are happy to approach the school and receive very good help
- Very good links exist between the school and the community
- The school has good links with other schools

Commentary

35. The school's partnership with parents is very good and is beneficial to pupils' progress. The school works closely with parents on all matters and takes good account of parents' views. The school generates a strong sense of loyalty, involvement and confidence in parents, who in return have very good views of the school. Parents believe the headteacher and staff are open and accessible and are pleased their children come to the school. They say the school continues to develop, is self-evaluating and likes to be innovative.
36. Parents receive very good information from the school and the school regularly seeks the views of parents on a range of issues. Parents are pleased with the information they receive about the curriculum, allowing them to support their child. Newtons Nursery booklet is full of useful information for new parents and pupils and supports the range of visits pre-nursery entry. Parents are given clear information on what their children are learning and support to help with homework. The school makes extensive efforts to provide a community service for parents, supplying files of information on health and local issues for parents' use, available in the school reception area; as no other information service is immediately available in the area this is greatly appreciated by parents.
37. The Parent Teacher Association and other fund-raising groups provide help for the school. They raise money to support the school, are very much appreciated by the staff and valued by the headteacher as a further link with parents' views.
38. The community has a good impact on pupils' learning. The school regularly brings the community into the school, both to broaden pupils' learning and to raise their local and wider environmental awareness.
39. The link which provides all infant children with the opportunity to play a musical instrument is a significant commitment by a business in the community and an amazing opportunity for the pupils. The links with other schools and colleges are good and support Year 6 pupils well, both before and at their transfer to secondary school. The school participates in a range of local competitions and rallies which include academic and sporting events.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides very good leadership, and is ably supported by the senior management team. Subject development is well managed. The governing body strongly supports the school's aims for raising achievement, and many of its members are closely involved in the life of the school.

Main strengths and weaknesses

- The headteacher clearly defines the success criteria for his school, and creates an environment in which all are well motivated to achieve the goals he sets
- The senior management team and subject leaders collaborate closely to ensure that all understand and implement the improvements the school identifies
- Staff are highly committed to raising and celebrating pupils' academic and social achievements
- Governors effectively support and challenge the school; many have a close understanding of its needs and priorities
- The management of special educational needs is good
- The quality of teaching and learning is not monitored frequently enough

Commentary

40. The headteacher leads the school very well, and is capably supported by his deputy. Together, they have created an open, consultative style of leadership that values and encourages the contribution of every member of staff. As a result, each has a clear understanding of the aims and values of the school, and works hard to achieve them. Through its development plan, the school identifies a relatively small number of sharply defined aims for improvement, and then takes clear and measured steps for their implementation. This sharpness of vision further ensures that all know the direction of the school, and how to achieve its goals. The climate that the headteacher has created for sharing responsibility also informs the way in which pupils are expected to learn. For example, many pupils have a thorough knowledge of how they can improve their work, and work continually towards achieving the targets they have been set, while a few with behavioural difficulties have been eminently successful in regulating and managing their own behaviour.
41. The school is well managed. The senior management team and subject leaders adopt a similarly collegiate approach towards the organisation of their various areas of responsibility, so that there is wide consultation before new measures are implemented. This open approach motivates staff to work hard and encourages their readiness to take on new responsibilities. For example, teaching assistants are fully consulted about the teaching and progress of those with special educational needs, and take on the more demanding responsibility of class management as the need arises. The school has adopted a cyclic programme for the monitoring of teaching and learning; however, their quality is not checked frequently enough for the school to be sure that improvements are as effective as they could be. The school manages well the care and support of its staff. Arrangements for the performance management of teachers are good, but they have not yet been extended to other staff. Those new to the school receive much informal advice and support, but more systematic procedures are required to ensure that newcomers receive all the information that they require. The school enjoys a well-founded reputation for retaining its staff.
42. The provision for pupils with special educational needs is equally well managed. The co-ordinator collaborates closely with other staff to ensure that pupils' needs are accurately identified and that the right level of support is offered. The school receives close assistance from outside agencies, and makes every effort to consult parents about the provision it proposes. The provision for pupils for whom English is an additional language is also well organised and efficiently run.

43. The school's governance is good. The governing body strongly supports the school's initiatives, but does not hold back from challenging its decisions or from critically examining its targets when this is appropriate. Many members of the large governing body take a close interest in school life, and are well informed of its developments. Several work at the school, while others have close connections with the parent body and the local community. This intimate knowledge enhances their effectiveness and enables them to act as good ambassadors for the school. The governing body fully meets its statutory obligations, and is well briefed on its duties and responsibilities. The open culture that pervades other aspects of the school's management also exists between its staff and governors. As a result, each group collaborates closely with the other, creating a strong framework for the school's future development.

Financial information

44. The headteacher and the chair of the finance committee regularly monitor the school's financial position, advising the governors when adjustments need to be made, and seeking appropriate support from the local authority. Governors are closely involved in the preparation of the school's development plan; this is a well-planned document that closely links proposed developments to their budgetary implications. Success criteria are sharply defined, with the result that the school has a very precise idea of where it is going and how it wishes to achieve its aims. The school invests heavily in the provision of teaching assistants to support lower attaining pupils and those with special educational needs; this money is well spent because these pupils make good progress as the result of the quality of the support they receive.
45. Day-to-day arrangements for the control and management of the budget are good. The busy secretary and the headteacher keep each other well informed of financial developments, and there are well-established procedures for the ordering, checking and accounting of goods. Subject leaders are responsible for administering their own budgets, and priorities for expenditure are tied closely to the school's development plan. A recent audit found that the school was closely following the local authority's recommended financial procedures. The school does all it can to acquire advice on value for money, and receives good support from the local authority when seeking to secure large contracts or supplies. The principles of best value are applied soundly.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	868,023
Total expenditure	877,866
Expenditure per pupil	2,567

Balances (£)	
Balance from previous year	44,906
Balance carried forward to the next	35,063

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Nursery and Reception classes is **good**. By the time they reach Year 1, children have made good progress and achieved well. Improvement since the last inspection has been good. Children with English as an additional language are effectively supported and make good progress. Individual needs are identified early and the children with special educational needs receive good care and support. Most children's attainment on entry to the Reception classes is well below the expected levels for this age group particularly in the areas of language and communication, and personal, social and emotional development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**. Most children make very good progress and are likely to exceed the early learning goals by the time they enter Year 1.

Main strengths and weaknesses

- There are very good relationships with both adults and children
- The quality of teaching and learning are very good
- Children's' attitudes and behaviour are very good
- Children are given very good opportunities to use their initiative and develop their independence

Commentary

46. Children settle down quickly and feel both happy and secure. Clear boundaries and the very good role models set by the adults, linked with the very good teaching and learning, mean that children achieve very well. Children are attentive and eager to learn, and the staff create a supportive atmosphere where each child feels very special. Children of all different backgrounds work and play in harmony and show developing confidence in trying new activities. All children are purposefully engaged and show consideration and respect for property and each other. They enjoy coming to school and take pride in their achievements.
47. Teaching assistants are used particularly well alongside teachers, to establish high standards of behaviour and social skills. A good range of activities is planned to ensure that the children's curiosity is stimulated and they are kept purposefully occupied. Children select activities and work on them for a good length of time. Staff make regular checks on the level of children's involvement in activities. Constant encouragement to do well at every step of learning ensures that all children are working to capacity.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**. All children make good gains in learning because they are taught well and have access to good resources.

Main strengths and weaknesses

- There is a rich learning environment, with good learning resources
- Children have very good attitudes to learning
- Teachers talk to children with respect, encouraging them to express themselves
- The home reading system is well established.

Commentary

48. Children achieve well in relation to their prior attainment because of the good teaching of basic skills. The large proportion of children at an early stage in language development means that only a small minority of higher attaining children is expected to reach the early learning goals by the end of the reception year. Children are encouraged to listen attentively at all times, but only a few are able to follow and respond with understanding, for example, when asked to explain their favourite parts or predict the end of the story.
49. Most children in the class show improving control in developing early writing skills. Very good progress is made when adults work in small groups or on one to one basis to give children individual attention. All the adults use talk to good effect and are good active listeners.
50. The book area in both Nursery and reception classes is very well resourced and inviting. Children handle books carefully and take books home to share with adults. Some children are beginning to associate sounds with words and letters. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words. Teachers make continuous assessments of children's progress and have a very good understanding of individual strengths and weaknesses. Their regular evaluations of planned work help build on what has already been achieved.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers provide good opportunities for children to use mathematics in a range of contexts
- Children learn well because they are provided with stimulating tasks and good resources
- Children have good attitudes to learning

Commentary

51. Most children make good progress from the low level on entry. Teachers' early assessments indicate that children's ability to count and their knowledge of numbers advance at a better rate when compared to the other aspects of their mathematical development. A significant few are on course to achieve most of the early learning goals; nonetheless, the majority are not expected to reach the average standards by the end of the reception year. The teachers provide good opportunities to count people or objects. As a result, a significant number of children acquire sufficient knowledge and understanding of how to solve simple problems.
52. Teaching is consistently good. In the nursery, children match, sort and count using everyday objects. Children do not yet know all the basic shapes or count accurately. Most are not yet secure in counting reliably to ten. The use of number rhymes, games and songs is enjoyed by all and reinforce counting, recognition and understanding of numbers.
53. Resources are used very well and this helps children to develop their mathematical understanding and vocabulary. Games and practical activities develop number skills, when the more able receive greater challenge. Children gain some knowledge of capacity and weight from practical experiences with sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of opportunities helps children to learn about the wider world
- Teaching is good

Commentary

54. Teaching is particularly good for exploring and investigating. Children enjoy learning and remain totally absorbed in the range of activities inside and outside. Children in the Nursery enjoy woodwork and playing at being a 'builder'. Children are beginning to develop understanding of the change to materials, through opportunities such as cooking on a regular basis. Children thoroughly enjoy the experiences of working with sand, water and malleable materials such as play-dough and clay. Most children demonstrate developing computer skills and increasing control in the use of the mouse, to move items on the screen.
55. While the children are getting good experience for developing this area of learning, the low level of knowledge on entry of many children remains a factor in their overall attainment, which is below average. Most children have had very few experiences of the wider world. Children have not sufficiently developed skills in asking questions to find out how things work.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Teachers plan a good range of well planned indoor and outdoor activities in the Nursery
- There is a lack of outdoor provision for the Reception class

Commentary

56. Good teaching promotes children's physical development. The Nursery class has a well developed, all-weather outdoor play area. This has a very positive impact on children's learning. Children share equipment with others and learn how to use space efficiently. Staff monitor children's involvement very well and engage in role-play to extend their experiences. Most children achieve the expected standards for their age. The range of large and small outdoor resources such as play-house, bikes and bricks, is used well to promote children's physical skills in the nursery.
57. The outdoor provision to enhance children's physical skills is rather limited for children in the Reception class. However, all children receive regular lessons in the main school hall. They learn to be aware of space and develop co-ordination and control in movement. They are encouraged to undress independently, managing buckles and buttons, and put shoes on the correct feet. Most children demonstrate reasonable hand and eye co-ordination. They hold a pencil correctly and paint carefully with brushes.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children work in a well-ordered environment in which creativity and expressiveness are valued
- Children are provided with good quality resources and make good gains in learning
- Teaching is good, providing plenty of opportunities for children to develop their creative skills
- Children have positive attitudes to learning because they feel confident in expressing themselves creatively

Commentary

58. By the end of the Foundation Stage most children achieve the expected early learning goals in this area of learning. They are well able to use a range of materials to produce attractive and interesting creative work. Teaching and learning are good. There is a range of interesting and stimulating learning settings. Children particularly enjoy their role-play in the well set-up imaginative 'home-corner'. They are given good opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage or paint patterns.
59. All the children enjoy making music. They sing enthusiastically and work with total involvement when using musical instruments and investigating the best way to play them. Teachers plan their lessons well and have a clear understanding of the needs of the children. Most children show obvious enjoyment, take pride in their work and, when encouraged, talk interestingly about what they are doing.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The quality of provision is **good**.

Main strengths and weaknesses

- Pupils achieve well in reading and writing, reaching standards just below average from a starting point that is well below average
- Teaching is good throughout the school
- Pupils display good attitudes towards improving their work because they are well motivated to learn
- Leadership of the subject is good
- Pupils in Years 3 to 6 do not have sufficient opportunities to use the writing structures they have practised to express their own thoughts and ideas

Commentary

60. Pupils achieve well throughout the school, including those who are learning English as an additional language. Overall, pupils attain standards that are below average by both the end of Year 2 and Year 6. They are similar to those achieved in the national tests following the last inspection, although higher standards were reported then. Language and literacy skills among pupils entering Year 1 are generally well below average, but they achieve well as they move through the school because teaching is systematic and thorough. Teachers know their pupils well and offer work at the right level. Pupils understand how they can improve their own performance in writing because teachers constantly refer to the progress they are making towards agreed targets. These motivate pupils well because they are challenging, yet realistic and achievable.

61. Many pupils enter the school with speaking skills that are well below average, but they make good progress to a standard that is just below average by Year 6. Pupils achieve well because teachers establish a climate for learning in which every pupil is encouraged to contribute to discussion. In each class, teaching assistants play a significant part in initiating discussion and in encouraging reluctant speakers to gain confidence. As a result, many older pupils justify an argument or support a view with illustrations. In religious education, for example, pupils in Years 5 and 6 discuss openly the moral implications of forgiveness, while those in Year 4 identify readily with the feelings of wartime evacuees. Good support is given to widen the vocabulary of pupils for whom English is an additional language. Progress in listening is also good; standards are average in Year 2, but above average by Year 6. Teachers of younger pupils maintain their interest and concentration by varying frequently the inflection of their voices. Lessons are well paced, so that pupils do not have to sit and listen for too long. In Years 3 to 6, teachers increasingly offer opportunities for pupils to speak and listen in small groups, so that they learn to heed the views of others. Pupils pay careful attention because lessons are interesting and because teachers motivate them well.
62. Although standards in reading are below average by the end of both Years 2 and 6, progress is generally good. In Years 1 and 2, pupils thoroughly rehearse the range of sounds suggested by letters used both singly and in combination, and increase the number of words they recognise by sight. As a result, a few higher achieving pupils read simple stories with confidence by Year 2, although many still focus on the order of letters when reading a word, and have not yet built up a wide sight vocabulary. By Year 6, many pupils read confidently and begin to derive enjoyment from literature, a few expressing a preference for a particular author. Teachers regularly check the reading progress of younger and lower attaining pupils, and the school successfully encourages parents to help them practise regularly at home. However, the progress of higher and average attaining pupils in Years 5 and 6 is not monitored frequently enough. While adults often hear these pupils reading from a group reader, their progress in individual reading is not checked often enough, either at school or at home, and they are not guided sufficiently in their choice of literature. Those with special educational needs are well supported and make good progress.
63. Pupils achieve well in writing, reaching standards just below average in Years 2 and 6. The school has rightly focused on the need to improve its quality and teachers offer pupils many opportunities to practise their skills. Writing is used imaginatively to support learning in science, history and religious education. In Year 2, for example, pupils simply describe aspects of life in Victorian times or the qualities of friendship. Many sequence events successfully, often using full stops and capital letters correctly to clarify meaning. In Year 4, pupils write sensitively about the plight of evacuees or the passage of a hurricane, while in Year 6 they report as journalists on the Battle of Bosworth or describe the life of Henry VIII. Nevertheless, pupils in Years 3 to 6 would benefit from further opportunities to express their own thoughts, feelings and ideas. While they are shown how to enrich their vocabulary or develop the complexity of sentence construction, pupils do not practise these devices in their personal writing often enough, and have too little experience of developing their own ideas from beginning to end. Those with special educational needs achieve well, and are well supported in their writing efforts.
64. Standards in spelling are just below average in Year 2 and average by Year 6. Pupils are taught thoroughly, and many learn their spellings regularly at home. Standards of handwriting are also average across the school. Pupils are encouraged to join their writing from Year 1. Many older pupils write in a neat, legible hand, although a few still print their writing. By contrast, standards of presentation are above average because pupils set out their work well, and teachers reinforce an ethos of care by arranging attractive displays of pupils' work.
65. The quality of teaching is good throughout the school. Five of the seven lessons in which writing constituted a significant element of the teaching were good or very good, and the remainder were satisfactory. Most pupils have made good progress since the beginning of the

current school year, and the quality of teaching is unusually consistent. Teachers' high expectations, clear lesson objectives and careful planning ensure that work is generally well matched to pupils' learning needs. In all the lessons observed, teaching proceeded at a good pace. Explanations were not too long, and pupils had plenty of time to work at the tasks set. Pupils understand clearly how to improve because they are constantly reminded of their targets, and because marking is precise and informative. In a very good lesson, the teacher drew attention to her marking, expecting pupils to note how they could improve. Well-briefed teaching assistants offer very good support to those with special educational needs.

66. Leadership of the subject is good. The school accurately assesses pupils' strengths and weaknesses, and the co-ordinator has worked conscientiously to ensure a common approach to marking and the teaching of writing. However, teaching and learning are not monitored frequently enough to determine the effectiveness of the measures the school has taken to raise standards, and more rigour is needed in supervising the reading progress of pupils in Years 5 and 6.

Language and literacy across the curriculum

67. Writing is often used imaginatively to support learning in other areas of the curriculum; for example, in history and science. The well-stocked libraries are well used. Teachers effectively employ drama and role-play to reinforce pupils' understanding of moral and social issues raised in religious education or history lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teachers' high expectations lead to pupils' good achievement
- Planning is based firmly on assessment of pupils' work, especially for lower attaining pupils
- Higher attaining pupils could sometimes start more challenging work earlier in the lesson
- Monitoring and evaluation of teaching and learning are not undertaken frequently enough

Commentary

68. Pupils of both sexes and from all backgrounds and abilities achieve well throughout the school because teachers set their sights high in terms of what they will be able to do. The excellent Year 6 lesson, quoted in the box below, is a very good example of this. Teachers mark pupils' work thoroughly after every lesson and make notes of those who have not clearly grasped the learning intention. This is then used to influence the structure of the next day's teaching. In the lesson described below, a small group of pupils needed to reinforce their grasp of the sum of angles in a triangle in order to understand the new day's task. They were taken by the teaching assistant for a brief session during the class's mental warm-up and thus succeeded in the new work.
69. Standards are below average by Year 2 and average by Year 6. Pupils' work across the year shows a good spread of all aspects of mathematics. Pupils of all abilities have well-presented books which contain a large amount of work, showing that good progress is made in all classes.
70. Teaching is good throughout the school and benefits from the example set by the three leading skills teachers. Higher attaining pupils are given extension work, but there are some days when they are asked to begin at the same level as other children and they move to the harder work too late. This happens not just in the top sets. Setting arrangements work well. For example, the third set for Years 5 and 6 pupils has 26 children, all of whom are on the special needs register; this group worked solidly for an hour at adding pounds and pence. The

learning atmosphere in the room was excellent - every bit as good as that observed in the top set. This was very good teaching and another example of high expectations - but could have been better if the group of the more able children had been pushed on to the word problems, with much less practice at the arithmetic.

71. The subject is well led and managed. Good use is made of monitoring and evaluation. An example is the check which was made on all teachers' use of the final session of each lesson, the plenary; wide variance in effectiveness was found. The co-ordinators led a training session on the plenary and then observed teachers again, finding a much more consistent and thorough approach. This is corroborated by what inspectors observed. Altogether, the improvement since the last inspection has been good.

Mathematics across the curriculum

72. Pupils use their measuring skills in science (for example, distances travelled in an experiment) and in design and technology (as in the cubes constructed to display features of St Lucia). In ICT, pupils tally data and enter them into databases and spreadsheets. Graphs are made by hand and on the computer in lessons such as science or geography.

Example of outstanding practice

Average and above average pupils in Year 6 achieved highly because the teacher expected them to cover a large amount of ground quickly and challenged them at appropriate levels

Every minute of the lesson was used well and was conducted by the teacher at a snappy pace. There was great variety: a practice SATs mental test, a mental warm up, a short but succinct teaching session, an activity on the angles of a triangle and a plenary with a written practice SATs question. In the warm-up, the teacher expected the children to be able to calculate on their whiteboards in very quick time the decimal equivalent of fractions such as four-ninths. Other calculations were performed mentally and written down for the teacher to see. This moved swiftly on to teaching about angles. Pupils had different tasks, according to their level of understanding in the previous day's work. Higher attaining pupils were given challenging tasks; for example, to find the missing angles in an isosceles triangle, given one internal angle and one external, bringing in to play various aspects of their knowledge of geometry. At the end of the plenary, pupils had to construct a triangle using ruler and protractor. They were given only five minutes and this revealed who needed more protractor practice and who needed a reminder about a sharp pencil.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in lessons
- Teaching is good
- There is good emphasis on practical skills and scientific enquiry
- Planning does not always pay sufficient regard to raising standards for higher attaining pupils
- The subject is led and managed well by the subject co-ordinators

Commentary

73. Pupils throughout the school achieve well in lessons and attain average standards by the end of Year 2 and Year 6. These results are similar to those recorded in the last inspection report. The good achievement by the majority of pupils, including those with special educational needs and those at an early stage of English language acquisition, is owing to the good teaching and very good support from teaching assistants.
74. Teaching and learning are good overall. Lessons are well planned, with emphasis being placed on practical investigative work, wherever possible. In one class, pupils predicted how

far a rubber band would stretch when pulled by increased force using a force meter. The pupils were very careful in taking and recording their measurements. Some pupils could quickly see a pattern emerging as they increased the force by one newton at a time. In another class, the teacher gave a very good demonstration and explanation of the nature of a fair test when considering how toy cars should be sent down an incline. Children had a good awareness that only one thing may change for it to be considered a fair test. Pupils apply their literacy and numeracy skills well when recording their work. For example, pupils studying the rain cycle did some good extended writing, as they pretended to be a rain droplet. Teachers enable all pupils to be fully included in the learning, often through the organisation of collaborative work, the very good use made of teaching assistants and by adapting the ways that work is recorded by different groups of pupils. One exception to this is the lack of challenge for higher attaining pupils. Good quality marking enables pupils to think about ways of improving their work and what they need to learn next.

75. The management of the subject is characterised by a strong focus on improvement, based on a detailed analysis of test results. The useful combination of having two co-ordinators, one from the infants and one from the juniors, enables them to have a clear overview of how the subject is developing throughout the school and where the strengths and weaknesses lie. They have dealt with the issue, raised in the last report, concerning the lack of use of ICT; the computer suite has enabled pupils to have access to a variety of science-based programs. Pupils have used computers to produce various graphs in relation to their studies in science.

Example of outstanding practice

A science lesson about the internal organs of the human body was introduced to Years 1 and 2 pupils when the teacher showed them a multimedia presentation on the interactive whiteboard

In the previous week's lesson, the pupils had drawn their own initial perceptions of what was inside their own bodies. Many of the pupils had named some of the principal organs correctly, but were uncertain of their function. The teacher began by showing some of them on the screen - he had previously scanned them into a slide show program. This stimulated an interesting discussion about what organs are for. This was followed by an excellent presentation of pictures (some moving), text and sound - for example, the beating of a healthy heart. The children were fascinated, especially by the bulging muscles, and asked relevant and enquiring questions. As a result, all pupils subsequently could talk knowledgeably about the functions of their organs and they also wrote well about them, using their writing targets.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils make good cross-curricular use of computers
- Teachers use their own ICT skills well in their teaching and display
- The ICT suite is cramped, especially for older children

Commentary

76. Pupils achieve well throughout the school because the subject is well taught. Standards are as expected overall with evidence of higher standards in some strands of the subject. An example of this is the work done by Year 3 pupils, quoted below as a cross-curricular example. Another example is the good work done by Year 6 in designing a program to run a given sequence of traffic lights.
77. Teaching is good because teachers are well versed in the use and application of the equipment and software. Two classrooms have interactive whiteboards and these are used well, as the example given in the science section above shows. More rooms will be similarly equipped as money allows. Teachers' skills are good because they have been well trained in

using computers, mainly by the two co-ordinators. The quality of display in all parts of the school is very good and teachers' and pupils' use of word processing skills enhances its appearance and usefulness.

78. Leadership and management are good. The school has made good progress since the last inspection, which made information technology a key issue. The computer suite is a good asset, though it is too small to be easily used by whole classes. Consideration needs to be given to teaching half classes at a time. The chairs are cumbersome, uncomfortable and involve Reception children in acrobatics to reach the seats. The network is in the course of being updated.

Information and communication technology across the curriculum

79. There are many good examples of the cross-curricular use of computers. Year 3 pupils were studying the work of Picasso in art. They used a drawing package to produce their own versions of *Weeping Woman*, which were of very good quality and easily recognisable - to such an extent that it was not immediately obvious which of the pictures on display was the original. Pupils use word processing frequently in their English work; an inspector observed a good literacy lesson for Years 1 and 2 pupils in the ICT suite. Year 6 pupils made informative *PowerPoint* presentations about their school in a health education lesson and produced well set-out Tudor menus (with courses such as soused pig and roast heron) in history. Year 2 pupils made graphs of their eye colours in a mathematics lesson and Year 3 pupils entered data about magnetism into a database.

HUMANITIES

Three lessons were observed in religious education, all for pupils in Years 3 to 6. Geography and history were sampled, with only one Year 2 lesson being seen in geography and lessons in Years 3 and 4 in history, both covering the same topic.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- By the end of Year 6, standards are above those expected by the Havering Agreed Syllabus
- Many older pupils display a good knowledge of Bible stories, and clearly understand the moral or social lessons they teach
- The quality of teaching in Years 3 to 6 is good

Commentary

80. Standards are similar to those expected by the agreed syllabus by the end of Year 2, and are above those anticipated by Year 6. Among older pupils, standards are higher than those reported at the last inspection. Pupils make good progress as they move through the school because they are well taught; teachers constantly seek to link Biblical themes and stories to the lessons about behaviour and attitudes that can be drawn from them, and this helps to make learning interesting and enjoyable.
81. By Year 2, pupils are aware that people worship in different ways, and that festivals and special days have particular meaning for different individuals or groups. They understand that the Qur'an and the Bible have a unique significance for Muslims and Christians, and begin to learn some of the traditions of the different faith groups. For example, pupils write simply some fundamental facts about the importance of the Qur'an, and recount in detail the events of the Christmas story and feeding of the five thousand. Pupils continue to achieve well between

Years 3 and 6 because teachers often use detailed subject knowledge to good effect, encouraging pupils to identify with the dilemmas faced by Biblical characters or exploring the meaning of the parables of Jesus. This makes lessons relevant and meaningful, and pupils enjoy their work. Older pupils explore the customs and practice of different faiths, and begin to appreciate their similarities and distinctions; for example, a Year 6 group clearly explained the essential differences between Judaism and Christianity.

82. No judgement may be made on the quality of teaching in Years 1 and 2 because no lessons were seen. Two of the three lessons observed for pupils between Years 3 and 6 were good, and one was very good. A strong feature of the teachers' work is their good subject knowledge that enables them to discuss confidently both the content of religious stories and the issues they raise. For example, they invite pupils to apply Biblical lessons to contemporary moral and social questions, and this helps pupils to form a view on their own position, and to suggest reasonable solutions. Questioning is well used, and pupils are allowed sufficient time to discuss issues in pairs or small groups so that they can come to a considered view. Teaching assistants support well those who have difficulty in articulating their thoughts. Role-play is sometimes used effectively to deepen pupils' understanding, and artefacts are often used imaginatively, both in lessons and in static displays.
83. The curriculum is broad and rich, and led by an enthusiastic and conscientious co-ordinator. The school enlists the support of local clergy who make a significant contribution to the quality of pupils' learning. Visits to places of worship enhance pupils' understanding of different faiths.

Example of outstanding practice

A lesson for pupils in Years 3 and 4, developing their knowledge of the Israelites' exodus from Egypt and the events of the Passover

An excellent feature of this very good lesson was the teacher's use of exceptional subject knowledge to enthuse the pupils. She employed variations in the inflection and dynamic of her voice to great effect to capture the thrill and fear the Israelites must have experienced at the first Passover. This helped pupils to empathise with the Jews' predicament and enhanced the excitement and relevance of their learning.

84. In **geography**, pupils in Year 2 developed a sound understanding of how their school building affects their daily lives when they wrote about their school, making use of photographs. By Year 6, pupils have made steady progress in studying a foreign locality. One such study involved a careful study of the island of St. Lucia.
85. In the lessons seen in **history**, Year 3 and 4 pupils are studying Britain at war between the years 1939 and 1945. They clearly recalled their understanding of what it was like to be an evacuee, and why children left cities to move to the country. They made good use of historical evidence, such as written memories of local people about the blitz. Based on the evidence, they were able to produce their own diaries, satisfactorily expressing their own feelings about being under attack from bombs. Good use was made of their literacy skills in this work. Older pupils study the Tudor period of history and produce some particularly good pieces of art work in their portraits of important people of the time. Display is used particularly well in many parts of the school to enrich pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Four lessons in physical education were observed, two each in the infants and juniors. Art and design and technology were sampled, with two art lessons being observed. Music was not a focus for inspection so no lessons were observed.

Physical education

Provision in physical education is **good**.

- Pupils attain standards above the level expected by the end of Year 2
- There is good teaching throughout the school

Commentary

86. By Year 2, standards are higher than those reported at the last inspection. Pupils achieve well in Years 1 and 2 because teachers have high expectations for their pupils' success. Lessons proceed at a good pace; pupils are constantly challenged to think about the movements they are making, and are encouraged to improve on them. Teachers have clear learning objectives, and lessons are well planned so that pupils explore a range of movements, balances and positions in the course of a lesson. Pupils gain a good understanding of what is expected because teachers continually encourage higher achievers to demonstrate their skills to others. Pupils are taught how to refine movement and are constantly urged to try out different ideas. As a result, many display a high degree of confidence, both on the floor and using apparatus. By Year 2, most pupils successfully devise a series of movements combining travelling and balancing, linking activities successfully into a smooth sequence. They are fully conscious of the need for safety in setting out the apparatus, and are aware of the importance of warming-up before engaging in strenuous activity.
87. Standards are in line with those expected by the end of Year 6, as at the last inspection. Pupils achieve satisfactorily in gymnastics in Year 4, but there is good achievement in dance in Year 6. Here, pupils make good progress because complex instructions for a new dance are broken down into manageable short sequences that enable pupils to remember more easily the routines they are learning. Pupils enjoy their lessons; they respond well when they are shown how to improve their movements, although there is scope to increase opportunities for demonstration in gymnastics. Pupils' attitudes and behaviour are generally good. The visiting teacher has no difficulty in establishing a close working relationship with pupils in different classes, and makes expectations for her lessons clear. As a result, pupils understand the goals towards which they are aiming, and enjoy their work.
88. The quality of teaching is good overall. Lessons are consistently well planned, and move at a good pace. Teachers display good subject knowledge and motivate their pupils well, giving them ample time to practise and evaluate their own performance. The difference between good and satisfactory teaching lies in the number of opportunities offered for pupils to learn from the demonstration and modelling of movements. The quality of learning is good because teachers match the level of work well to pupils' interests and levels of ability.
89. The subject is well led. The school offers a wide and varied curriculum that is well supported by the sport co-ordinators' programme organised by the local authority. A full range of extra-curricular activities is provided, and pupils regularly take part in competitive sports, sometimes at a level high enough to represent the borough at the London Youth Games. The school makes adequate provision to teach swimming and outdoor pursuits to its older pupils.
90. Owing to the timetable arrangements, insufficient evidence was available to make judgements on standards or the quality of the provision in **art and design** and **design and technology**. Both subjects are planned using national guidance to ensure that skills build progressively as pupils move through the school. The examples of work on display indicate that what is taught follows the particular subject's characteristics and its link with other subjects - for example, the picture cubes of St. Lucia by pupils in Year 6 and the picture frames by Year 1 as part of their design and technology projects. Co-ordination of both subjects does not include sufficient direct monitoring of teaching and learning.

91. The quality of most artwork displayed around the school, is generally good, for example, the textile work by Years 3 and 4 pupils in making patchwork quilts, inspired by the story of 'Granny's Quilt'. Some of the Year 6 pupils' observational drawings in their sketch books are of a very good quality and show that attainment in this aspect exceeds expectations. Pupils' work in art and design links very well with religious education and history; for example, the portraits of Ganesh the Hindu God and the water colour paintings of Tudor kings and queens. A good lesson in Years 5 and 6 linked effectively with the study of Cézanne's work on cubism and enabled pupils to make good use of artistic techniques, using pencils of different strengths. Another lesson aimed at developing skills of blending water colours was well led and organised, but did not sufficiently promote children's use of technical vocabulary.
92. **Music** plays an important part in the cultural life of the school. Though it was not possible to observe any lessons, since the subject could not be part of the inspection's focus, evidence from the co-ordinators' file and from a tuition session was looked at.
93. The school is involved in a rare project based on the violin, funded by a large bank. This is over three years, this being the first, and provides the wonderful opportunity for every pupil in Year 1 to learn the violin on a weekly basis. They will continue this when in Year 2. Reception children are currently taught pre-instrumental skills as a preparation for beginning the instrument next year; they too will continue into Year 2. After this, the school intends to fund a small number to receive individual tuition.
94. Such tuition already takes place on the violin, flute and keyboard, and the school provides the funding for peripatetic teachers. Two flute sessions for pupils in Year 6 were observed briefly, where the children were learning a piece from *Iolanthe*. They are keen to practise daily at home and are studying for Associated Board exams.
95. Music is used sensitively in assemblies; a very good example was the headteacher's introduction to the theme of heroes by singing the song *You are my hero*, accompanying himself on the guitar, as the children entered the hall. This made for a very spiritual start to a very interesting assembly.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

96. Provision for personal, social and health education is **good**. PSHE lessons are planned regularly and taught through an agreed scheme of work. Pupils learn to understand and respect other people's feelings through the circle times organised by all teachers. Lessons in religious education make good contributions to this provision.
97. The school has developed very good relationships with the community. This has enabled holiday clubs to be organised, which promote healthy lifestyles and care for the environment. Health education topics are linked with science, for example, 'teeth' and 'healthy eating'. The school council for Years 3 to 6 is well established and pupils learn about voting, rights and responsibilities, and rule making. Pupils learn to suggest changes for a better school life and make important decisions linked with personal experiences.
98. Pupils' learning is suitably supplemented by visits and visitors. The police take sessions as part of the Outreach programme to help pupils learn about matters such as the misuse of drugs. Pupils readily take responsibility for themselves and for others. They are encouraged to see a world which is broader than their own by active school participation in charitable and welfare activities. Pupils raise money for various charities, for example, Comic Relief and Jeans for Genes.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	3
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	2
The leadership of other key staff	3
The effectiveness of management	3

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