

INSPECTION REPORT

CHISENHALE PRIMARY SCHOOL

Bow

LEA area: Tower Hamlets

Unique reference number: 100896

Acting Headteacher: Mr M Mahoney

Lead inspector: Mrs M Summers

Dates of inspection: 11-13 October 2004

Inspection number: 266608

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:	304
School address:	Chisenhale Road Bow London
Postcode:	E3 5QY
Telephone number:	020 8980 2584
Fax number:	020 8983 4261
Appropriate authority:	Governing body
Name of chair of governors:	Mrs T O'Regan
Date of previous inspection:	14 October 2002

CHARACTERISTICS OF THE SCHOOL

This large school caters for 304 pupils between three and eleven years of age. Thirty-six children attend the nursery full-time. The school has been without a permanent headteacher for about a term and a half. A headteacher from another local school has been drafted in as acting headteacher. He has been leading the school since the beginning of the summer term 2004. There has been a high turnover of teachers over the past few years but at the present time, the staffing situation is reasonably stable. A large number of teachers have joined the school recently, most of whom are on permanent contract. The roll has fallen over the past few years but there is little movement of pupils in or out of the school during the year. Some classes consist of single age groups and others have two year groups. Nearly half the pupils in the school are entitled to free school meals, a figure which is higher than in most schools. Most of the pupils come from White British backgrounds although many other ethnic backgrounds are represented. The largest ethnic minority group is of Asian or Asian British pupils who make up 20 per cent of the school roll. About eight per cent of pupils are in the early stages of learning English. The percentage of pupils having special educational needs is lower than in most schools but the percentage of pupils having a statement of special educational need is about average. The majority of the pupils on the special needs register have emotional and behavioural problems or moderate learning difficulties but there are also some with visual impairment or speech and communication problems. Most pupils start school at expected levels for their age.

The previous inspection in October 2002 said that the school had serious weaknesses in the standards that pupils reached, teaching and learning, pupils' behaviour and some aspects of leadership and management.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25455	Mary Summers	Lead inspector	English, Religious Education, Art and design, Design and technology.
9977	Fran Luke	Lay inspector	
25787	Edmond Morris	Team inspector	Mathematics, Information and communication technology, Music, Physical education, Special Educational Needs.
32838	Liz Rayment-Pickard	Team inspector	Science, Geography, History, Foundation Stage, English as an additional language.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Chisenhale Primary is providing an **unsatisfactory** standard of education for its pupils. Pupils in Years 3 to 6 do not achieve high enough standards in many subjects. Teaching and learning are satisfactory overall and some weaknesses identified by the acting headteacher are beginning to be addressed successfully. However, the school is not yet providing successfully for pupils of different abilities, especially those with special educational needs. The school provides unsatisfactory value for money. In accordance with Section 13(7) of the Schools Inspections Act 1996, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

The school's main strengths and weaknesses are:

- Pupils in Years 3 to 6 do not achieve well enough in English, science and religious education. Achievement in information and communication technology is unsatisfactory throughout the school.
- The provision for pupils with special educational needs is unsatisfactory. This limits their achievement and has an adverse effect on standards overall.
- Teaching and learning are very good in Years 2 and 6. Pupils are doing well in these classes.
- Intensive programmes to help pupils catch up with reading and writing are beginning to have a positive impact.
- Assessment procedures are very new and have not been in place long enough to help teachers plan lessons to meet the different needs of pupils.
- The acting headteacher provides very good leadership and direction to the school. He has effected many improvements in the short time he has been in post.
- Some senior and middle managers have limited impact on the school's work. Their leadership and management are unsatisfactory.
- Pupils' behaviour is generally good. This enables lessons to proceed in a calm and orderly manner.

Very effective leadership and management in recent months has led to some improvement in teaching, pupils' behaviour and attendance but overall the school has made unsatisfactory improvement since its last inspection in October 2002. Some identified areas of weaknesses have not been tackled successfully, for example the provision for pupils with special educational needs. Standards in Year 6 have fallen in science, information and communication technology and religious education. Standards in English remain below average. Although teaching is satisfactory, there remain some important weaknesses which are affecting pupils' achievements overall. New staff with management responsibilities, although showing great potential, have yet to impact on the school's provision for pupils.

STANDARDS ACHIEVED

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

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

Pupils' achievement is **unsatisfactory**. Pupils achieve appropriately in the Foundation Stage and in Years 1 and 2, but their achievement in Years 3 to 6 is unsatisfactory because there are gaps in their learning. Children start in the nursery with widely different attainment but overall, they are at expected levels for their age. Their achievement is satisfactory. By the end of their Reception year,

most will meet the Early Learning Goals in all aspects except physical development. Provisional data for the national tests in 2004 suggest that standards declined in Years 2 and 6. Currently however, in Years 1 and 2, pupils are achieving at a reasonable rate. Those in Year 2 are on track to reach expected levels in reading, writing and mathematics by the end of the school year. However, they are below the levels expected for their age in information and communication technology. The inspection shows that standards in Year 6 are average in mathematics, but below average in English, information and communication technology and religious education. Standards in science are well below average in Year 6. The achievement of pupils with special educational needs is unsatisfactory. Pupils with English as an additional language do not achieve as well as they should in Years 3 to 5.

Pupils' spiritual, moral, social and cultural developments are **satisfactory**. Pupils have satisfactory attitudes to their work. The vast majority behave well, playing happily in the playground and working together co-operatively in class. Recent figures suggest that attendance levels have improved and are now in line with national figures. A significant number of pupils are late each morning however, disrupting their own and others' learning.

QUALITY OF EDUCATION

The quality of education offered by the school is **unsatisfactory**. Teaching and learning are **satisfactory** overall, but assessment is unsatisfactory. Systems to track pupils' progress in English and mathematics have only recently been introduced. There has been very little information available to help teachers plan appropriate work to meet the different needs of pupils. Teachers' planning is further hindered by unsatisfactory provision for pupils with special educational needs. The needs of these pupils are not identified clearly enough nor are there effective systems in place to ensure they all get appropriate support. Support for pupils with English as an additional language varies considerably. It is satisfactory in the Foundation Stage and in Years 1, 2 and 6 but in other year groups, teachers do not always plan work which meet the needs of these pupils successfully. Teachers manage their classes well and there is a calm and purposeful working atmosphere in lessons. Some teaching assistants have a great impact on pupils' learning, especially those that are taken out of class for literacy work. However, where support staff are not given enough guidance by teachers their impact in class is less effective.

New plans are being implemented to ensure that all subjects are taught over the school year. However, many of the resources for information and communication technology are old and unreliable. This prevents the full curriculum for the subject being taught. Planning for children in the Foundation Stage, links subjects together in a relevant and interesting way. Children readily engage in the activities. Pupils throughout the school feel safe and well cared for. Links with parents, other schools and the community are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. Very good leadership by the acting headteacher has resulted in many improvements over a short space of time. Governors support the school well. They have developed good systems recently to help them carry out their responsibilities effectively. Management systems are satisfactory overall and are beginning to help to identify where provision could be better. Leadership of other senior staff is unsatisfactory. Some are very new and, although they show remarkable enthusiasm and commitment, have yet to impact upon the work of the school. Some of those who have been in post for some time have been ineffective in addressing weaknesses and improving provision for the pupils in, for example, science and information and communication technology. Leadership and management of special needs provision is unsatisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are reasonably satisfied with the school. They are especially pleased about improvements made in the last few months. They are worried however, about the high turnover of teachers and say that this has affected their children's learning significantly. Several parents are worried about the provision for special educational needs. Pupils have some concerns about the school. They feel the school does not listen to their views or ideas. They are worried that they are not adequately prepared for secondary school. Inspectors agree with the views expressed by pupils and their parents.

IMPROVEMENTS NEEDED

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

- Improve the leadership and management, including securing the headship, by ensuring that key staff in management positions play an effective role in school improvement.
- Raise pupils' achievement in English, science and religious education in Years 3 to 6 and in information and communication technology throughout the school.
- Improve the quality of teaching and learning by ensuring that the results of assessments are used to help teachers plan effectively for pupils of different ages and capabilities, particularly those with special educational needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is unsatisfactory overall. Standards in reading, writing and mathematics are broadly average in Year 2 and pupils achieve appropriately. Standards in Year 6 in mathematics are in line with those expected for their age. However, science standards are well below average and those in English, information and communication technology (ICT) and religious education are below average. Children in the Foundation Stage achieve satisfactorily. The majority are on track to meet the Early Learning Goals by the end of the Reception year.

Main strengths and weaknesses

- Pupils in Year 2 are currently achieving appropriately for their age because of the very good teaching they are receiving.
- Year 6 pupils have considerable gaps in their learning in English, science, ICT and religious education. Their achievement in these subjects is unsatisfactory.
- Standards in Year 6 have fallen in science, information and communication technology and religious education since the last inspection.
- Pupils with special educational needs do not achieve well.
- Pupils for whom English is an additional language often do not achieve well enough in Years 3 to 5.

Commentary

1. At the last inspection, standards in Year 2 were judged to be below average in reading and writing, and average in mathematics, science, information and communication technology and religious education. National test results for Year 2 pupils have been below average in recent years in reading, writing and mathematics. The provisional data for 2004 suggests that standards fell from 2003.

2. The findings of this inspection show that standards in Year 2 are average in all core subjects except for information and communication technology where they are below average. Reading and writing standards have improved since the last inspection. This is due to the very good teaching these pupils are receiving currently. They are receiving a good basic grounding in phonics which is enabling them to make steady progress in developing their other literacy skills.

3. At the last inspection in 2002, Year 6 pupils reached average standards in mathematics, information and communication technology and religious education but standards in English and science were below those expected for their age. In the national tests in 2003, standards in mathematics fell to below average and in science to well below average.

4. The provisional data for 2004 suggests that standards fell again. This reflects the turbulence in the staffing situation last year. The constant turnover of teachers, referred to by parents at the meeting prior to the inspection, significantly affected the standards that pupils reached.

5. At the present time, Year 6 pupils are receiving very good teaching. As a result, standards are likely to be average in mathematics by the end of the year. In English, information and communication technology and religious education however, standards look likely to remain below average. In science, standards are well below average.

6. Even with very good teaching, Year 6 pupils are unlikely to be able to catch up in these subjects. They have significant gaps in their learning from previous years. Basic English skills in spelling, punctuation, grammar and handwriting are weak. In religious education, pupils have very

limited understanding of religious faiths, other than Islam, which they are studying at the present time.

7. In information and communication technology, standards throughout the school have been affected adversely by unsatisfactory leadership and management. The school's provision has not kept pace with national developments and so the pupils' achievements have fallen significantly.

8. National test results over recent years have shown a significant difference between the attainment of boys and girls. Girls did much better than boys in Year 2 and vice versa in Year 6. The action taken by the school over recent months has been successful in addressing this. Teachers have adopted a range of sound strategies to ensure boys and girls participate equally. During the inspection, boys and girls showed no significant differences in their achievement.

9. The achievement of pupils with special educational needs is unsatisfactory. Except in mathematics, the work is not always matched closely enough to their needs to help them make appropriate progress. Targets on their individual plans are often too brief and general to be of use when planning work. It is difficult to measure progress, as success criteria are rarely included. Pupils with statements of special educational needs often receive good quality support from well qualified learning support teachers and assistants but this is not consistent and when this support is not there, the pupils are not able to learn effectively.

10. Pupils for whom English is an additional language, achieve satisfactorily in the Foundation Stage and Years 1, 2 and 6. In mathematics, pupils throughout the school with English as an additional language, also achieve appropriately. In Years 3 to 5 however, their achievement is sometimes unsatisfactory in other subjects because of a lack of careful planning to meet their individual needs.

11. Children start in the nursery with very different levels of attainment. Some are highly articulate and confident whilst others have very limited previous educational experience. Taking this into account, overall attainment on entry to the school is average. Children's achievement in the Foundation Stage is satisfactory. The majority of them are on track to meet the Early Learning Goals in most areas of their learning. The exception to this is in their physical development, where outdoor provision does not provide enough challenge to extend children's co-ordination and control.

12. Achievement continues to be satisfactory in Years 1 and 2. Standards in Year 2 are in line with those expected nationally in nearly all core subjects. However, in Years 3 to 6, achievement dips. The lack of sustained effective leadership in subjects such as science, information and communication technology and religious education has led to this unsatisfactory achievement. In mathematics and English, the establishment of sound management structures in recent months has helped to stem underachievement, although in English, pupils in Year 6 are still unlikely to reach national standards by the end of the year.

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

Standards in:	School results	National results
reading	15.5 (14.5)	15.7 (15.8)
writing	14.3 (12.6)	14.6 (14.4)
mathematics	15.8 (14.6)	16.3 (16.5)

There were 35 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	25.6 (26.7)	26.8 (27.0)
mathematics	26.1 (25.1)	26.8 (26.7)
science	26.5 (25.3)	28.6 (28.3)

There were 39 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are satisfactory. Their behaviour is good. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils' attendance is satisfactory but punctuality is unsatisfactory.

Main strengths and weaknesses

- Pupils have good relationships with each other and with staff.
- The school is successful in promoting racial harmony.
- Behaviour is good in and around school.
- Pupils have a good understanding of the difference between right and wrong.
- The school has worked hard to improve attendance, which is now in line with the national picture.
- A significant number of pupils are late arriving at school each morning and this disrupts their learning and that of their classmates.
- Pupils with emotional and behavioural difficulties are sometimes not managed well enough in lessons.

Commentary

13. Pupils have satisfactory attitudes to their work. In the good lessons observed, teachers used a range of different methods to enthuse children so they wanted to learn. However, in lessons where the pace of learning is slow, they become bored and lose interest.

14. Pupils' relationships with staff and with each other are good. There is good racial harmony throughout the school as pupils generally collaborate well and listen to each other's views and ideas. This makes for a positive atmosphere throughout the school.

15. Behaviour is usually good. Pupils play well together in the playgrounds. In the dining hall, lunch times are pleasant social occasions. Pupils move around the school quietly and show very sensible behaviour on the stairs. Pupils say that although some bullying takes place, there are staff to whom they can turn if they experience problems. They say that any issues are dealt with quickly and effectively.

16. Pupils with behavioural difficulties are not always well supported in class. Their behaviour and attitudes to learning depend largely on the quality of teaching. In some classes they play a full and positive part in lessons, but in others they are not engaged by the tasks and their achievement is limited.

17. Pupils for whom English is an additional language are often keen and well-motivated to learn. They try their best, usually listening well to the teacher and working hard at their tasks.

18. Children in the Foundation Stage come to school eagerly. They are confident to try out new activities and show good behaviour when moving around the open-plan area and when taking

part in group sessions. Adults help the children learn how to work and play together, to share and to take turns and this makes for a pleasant atmosphere where children feel happy and safe.

19. At present, there are limited opportunities for pupils to take on additional responsibility, other than acting as monitors in the classrooms. The school council has not met this term, although there are plans to reintroduce it in the next few months. Pupils feel that their views are not taken into account sufficiently. They say that they have little impact on how the school is run.

20. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. Assemblies, religious education lessons and personal, social and health education all contribute to pupils' development. Adults throughout the school provide good examples to pupils in the way they work together and relate to each other.

21. Pupils' develop a sound understanding of the difference between right and wrong. They are very aware of the school rules and understand why they are in place. They are clear about the sanctions incurred if there is any misbehaviour. They understand the responsibilities of living in a community.

22. Spiritual development is satisfactory. There are opportunities for pupils to reflect about their views and beliefs in assemblies and in lessons. Pupils in Year 6 for example, compiled their own set of rules in preparation for their visit to a local mosque. They thought about the religious beliefs of Muslims and how best they could respect them during the visit.

23. Social development is catered for appropriately. Pupils often get opportunities to work together in pairs and small groups. Teachers often give group tasks where pupils have to arrive at joint decisions then report back to the class. The Year 6 residential visit also provides a good opportunity for pupils to work and live together away from home.

24. There are satisfactory opportunities for pupils' to learn about a range of different cultures. Black History month is celebrated and pupils learn about artists and musicians from a range of cultures. Pupils are confident to describe their own religious practices to their classmates. These contributions are treated sensitively and with respect.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	1.8
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.

25. The figures shown above relate to 2002/3 when attendance was well below the national average. Since then the school has done much work to improve the level of attendance. This has been successful and the school's most recent figures suggest that attendance is now in line with the national median. Punctuality has not been addressed successfully however, and a significant number of pupils regularly arrive late each morning. This means that they miss the start of lessons and disrupt other pupils' learning.

26. There were eight exclusions in the school year prior to the inspection. This was because the school was taking a firm line on behaviour. Currently the school has very clear guidelines about acceptable levels of behaviour and pupils are very aware of the sanctions in place. There have been no exclusions this year.

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	184	6	0
White – any other White background	18	0	0
Mixed – White and Black Caribbean	6	1	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	62	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	9	1	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	10	0	0
Any other ethnic group	4	0	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 quality of education provided by the school is unsatisfactory. Teaching and learning are satisfactory overall but there are significant weaknesses in provision for pupils with different needs, especially those with special educational needs. This is due to unsatisfactory assessment procedures. Pupils are well cared for and are safe but they do not receive enough guidance to help them move on in their learning. Links with parents other schools and the community are satisfactory.

Teaching and learning

The quality of teaching and learning is satisfactory overall. The quality varies considerably across the school however. Pupils therefore learn at different rates. Assessment is unsatisfactory. Systems have only been introduced very recently. They are not yet providing enough information to help teachers plan for the different needs of pupils.

Main strengths and weaknesses

- Teaching and learning are very good in Years 2 and 6.
- In the majority of lessons, teachers manage their pupils well, insisting on high standards of behaviour at all times, but this is not always the case.
- In Years 1 and 2, pupils approach their work with confidence. Teachers are very encouraging and pupils respond well by working hard in lessons.
- Assessment procedures are very new and are not yet being used effectively by all teachers to help plan work for pupils of different abilities.
- Many teachers do not plan the use of support staff well enough. Consequently they are not clear about their roles and many are unable to provide effective support, especially for pupils with special educational needs.

Commentary

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	8 (16%)	13 (27%)	22 (45%)	4 (8%)	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.

27. At the time of the inspection, a high proportion of teachers had only been in post for six weeks. Many had not had enough time to get to know the pupils well or to understand their different needs.

28. A recent audit of teaching and learning identified key areas for development. New strategies have been introduced to try to address these weaknesses. Inspection evidence shows that teachers are implementing these well. For example, boys are no longer dominating lessons in Years 3 to 6. This led to girls' underachievement in the past. During the inspection, no significant differences between boys' and girls' achievement or participation in lessons was seen. This represents good improvement since the audit took place.

29. The school has also been working on lesson planning to try to ensure more coherence in pupils' learning. Lesson plans show that teachers have considered how to build upon pupils' skills, knowledge and understanding in a logical and meaningful way. Weekly literacy plans, for example, are split into a series of daily lessons, each building upon what the pupils have learned previously. This good planning is also seen in mathematics. Learning objectives are generally clear and most teachers ensure that pupils are aware of them at the start of lessons. However, other aspects of planning are weak. The work of teaching assistants is not planned well enough for example, to enable many of them to help pupils with special educational needs during class lessons. Although a few assistants make a really good impact on pupils' progress when they take small groups for literacy work, many do not have enough guidance about what to do during whole class lessons.

30. New assessment systems are in place to track pupils' learning. At present, some teachers are using the results of their ongoing assessments well to plan work at different levels to meet pupils' needs. This clearly seen in lessons in Years 1, 2 and 6. However, in other year groups this is not always the case. Planning for the most able pupils is not always appropriate. Work often lacks enough challenge for them to make sufficient progress. This was noted particularly in science where pupils often all complete the same task with no higher levels of challenge for the brightest pupils.

31. In the lessons seen, teaching and learning were satisfactory across the school. This is better than at the last inspection when they were judged to be unsatisfactory. However, the proportion of good teaching has fallen since the last inspection. Teaching in Years 2 and 6 is very good and pupils are achieving well. As a result, Year 2 pupils are on track to reach expected levels for their age in most subjects by the end of the year. Even with the very good teaching, pupils in Year 6 however, have too many gaps in their learning from previous years to be able to reach nationally expected levels in English, science, religious education and information and communication technology.

32. The main differences between the very good teaching seen in Years 2 and 6 and the teaching in the rest of the school lie in teachers' expectations of their pupils and the levels of challenge they provide. In a very good mathematics lesson in Year 6, for example, pupils were expected to cover a great deal of work during the lesson. The teacher had planned four levels of work to meet the needs of all of the pupils in the higher ability set. This ensured that all made very good gains in their learning over the course of the lesson. In contrast, in an unsatisfactory Reception lesson on counting and measuring, many of the children in the group could already count to 12 and knew the difference between 'longer' and 'shorter.' They achieved little from the activity.

33. Teachers usually manage their pupils well. This makes for a quiet, orderly atmosphere in classes, in which pupils can concentrate on their work without interruption. In some classes, for example Year 2, pupils respond extremely quickly to their teacher's clear instructions and requests. They want to do their best because they know that their work will be celebrated and valued by the teacher.

34. Overall, teaching and learning are satisfactory in the Foundation Stage. Children quickly settle into the nursery because they are made to feel welcome by teachers and support staff. They learn the daily routines and soon are confident to choose freely from the activities on offer. There is a reasonable mixture of adult led and child initiated activities planned for the children. Activities are generally interesting and enjoyable but they are not always well matched to the different needs of younger and older children. Assessment is not always accurate, particularly when analysing the individual needs of children and this makes it difficult to plan appropriate activities.

35. The teaching of pupils with special educational needs is unsatisfactory. Parents expressed concern about this at the meeting prior to the inspection and inspectors support these concerns. The high turnover of teaching staff has certainly contributed to the weaknesses in provision but more important flaws remain. The lack of good assessment procedures until recently, has meant that new teachers have not had enough information about their pupils' achievements. They have had to assess them all over again before being able to provide work at appropriate levels. Individual education plans do not identify pupils' needs clearly enough. Short-term targets are ill-defined and do nothing to help pupils or support staff measure success in learning. These pupils are often not engaged in their learning and do not make the progress of which they are capable.

36. Teaching for pupils for whom English is an additional language is satisfactory overall but varies considerably. When these pupils receive support from a specialist teacher, their achievement is satisfactory. It is also satisfactory in the Foundation Stage and Years 1, 2 and 6, where teachers often identify key vocabulary and ensure that these pupils understand and use it during lessons. In many other classes however, teachers' plans seldom take account of the needs of these pupils.

The curriculum

Curriculum provision is unsatisfactory because the school is not catering for pupils' individual needs well enough. The curriculum meets statutory requirements and is enriched by a reasonable range of organised visits and visitors to the school. The accommodation is adequate but weaknesses in the resources for information and communication technology make it difficult to deliver the full curriculum.

Main strengths and weaknesses

- The curriculum for pupils with special educational needs is unsatisfactory.
- Resources for music are good but those for information and communication technology (information and communication technology) are unsatisfactory.
- Recent work on improving the curriculum is starting to show positive results.

Commentary

37. The curriculum meets statutory requirements. All subjects are taught over the year and they are planned in such a way as to build on pupils' previous learning. Drugs and sex education are also included. Curriculum plans have only just been implemented, however, and it is clear that provision in the past has been haphazard due to the high turnover of teachers. Pupils, especially those in Years 3 to 6, have large gaps in their learning. In religious education, for instance, Year 6 pupils know a great amount about Islam because they are studying it in depth at the present time. Their knowledge of other faiths however, is limited.

38. The curriculum for pupils with special educational needs is unsatisfactory. Planned work does not always take into account their specific needs. This is because their individual targets are

not sufficiently well focused to enable teachers to plan appropriate work. Support in lessons for pupils with special educational needs varies widely with some being well supported and others not receiving the level of help they need. The work of support assistants is not planned well enough to ensure that they have a really positive impact on pupils' learning. They are not always aware of what needs to be done to help pupils make acceptable progress or how to measure the levels of success.

39. The school now plans a reasonable range of learning opportunities outside the school. Visits to places of interest, such as museums, help make the curriculum more interesting and bring a new dimension to the pupils' work. For example, the Year 1 and 2 pupils thoroughly enjoyed their recent visit to a museum as part of their study of the Great Fire of London. Visitors to the school also make the curriculum more interesting as they are able to share their skills and experiences with the pupils. An annual residential school journey enables pupils to participate in outdoor and adventurous activities as well as learning to live together harmoniously in a secure environment away from home.

40. The provision for information and communication technology is unsatisfactory as many of the resources are old and unreliable. Not all the required resources to deliver the full curriculum are available for teachers to use. This means that pupils are only learning parts of the information and communication technology curriculum to an acceptable depth and standards are below those expected nationally.

41. The curriculum has been improved recently by making a whole school map on a two-year cycle to meet the demands of having mixed age group classes. This is to ensure that pupils do not repeat work and that they are taught at a level suited to their age and ability. Appropriate links are beginning to be made between subjects so that time is used more effectively and the work becomes more meaningful and relevant. This is starting to have a beneficial effect on the provision but has not been in place long enough to have any real impact on standards.

42. The rapid turnover of staff, noted at the last inspection, has continued until very recently. There is now a nucleus of permanent qualified teachers who are starting to take responsibility for various subjects of the curriculum. They have not been in post long enough, however, to have had any real impact on provision and standards.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good but the support, advice and guidance based on monitoring of pupils' development is unsatisfactory. The involvement of pupils through seeking and acting on their views is unsatisfactory.

Main strengths and weaknesses

- Adults in the school know the pupils well and provide good levels of care.
- There are good systems to ensure pupils' health and safety.
- New systems to track pupils' academic progress are not yet fully established to enable teachers to plan appropriate work to meet their needs.
- Pupils with special educational needs are not always supported well in class.

Commentary

43. The school has good health and safety procedures. Governors are closely involved in the reviews of health and safety matters and this ensures they know about any difficulties with the premises and can monitor improvements. Regular checks are made on the grounds, buildings and equipment to ensure that the school environment remains safe. Procedures for child protection are satisfactory. Staff are aware of what to do should they have any concerns. There are thorough and effective arrangements for the administration of first aid and for the care of pupils feeling unwell.

44. There are satisfactory procedures to monitor pupils' personal progress as they proceed through the school. Pupils confirm that they feel comfortable with staff and that there are a few well known members of staff to whom they can turn for support and advice. However, monitoring of academic progress is unsatisfactory. Pupils in Year 3 have been identified through national assessment for intensive literacy support and this is beginning to have a positive impact on their learning. Ongoing assessment systems however, are very new and have not yet been in place long enough to be helpful to teachers. Teachers do not have a clear picture of their pupils' individual needs so they find it very difficult to plan appropriate work for them in lessons. Progress in mathematics and English is now being regularly assessed, but there are no such systems for science, information and communication technology or other subjects.

45. Pupils with special educational needs are not supported well enough to make satisfactory progress as they move through the school. Their individual education plans are poorly written and do not often set clear, achievable and measurable targets. Liaison with outside agencies is satisfactory. Visiting teachers and support staff have a good impact on these pupils' learning. When these adults are not there, however, pupils' achievement is often unsatisfactory.

46. Pupils for whom English is an additional language are supported appropriately. They are quickly identified when they first start school and benefit from the sound provision in the Foundation Stage and in Years 1 and 2. In Years 3 to 6, support is much more variable, depending upon the quality of teaching in different classes. In some cases, teachers place a high emphasis on spoken language and provide many opportunities for these pupils to learn and use new vocabulary. In other classes, limited attention is given to the needs of these pupils. Their learning is affected as a result.

47. Pupils have recently been consulted on their views about aspects of the school. There has been a school council in the past but it has not met this term. Pupils report, however, that they have seen little impact of their requests or ideas being taken into account in the past. They feel they have little input into the way the school is run.

48. Appropriate arrangements are in place to assist pupils and to help them settle in when they start at the school. Staff visit children in their homes prior to them starting in the nursery and parents are welcome to stay with them in the classroom during the first few days to help them settle in.

Partnership with parents, other schools and the community

The school's links with parents are satisfactory. Links with the community are satisfactory. There are satisfactory links with other schools.

Main strengths and weaknesses

- Parents' concerns and complaints are dealt with successfully.
- Parents of children with special educational needs find it difficult to support their children at home because they do not receive enough guidance from the school.
- Parents are very pleased about the improvements that have occurred recently.

Commentary

49. The school provides an appropriate range of information for parents. They are informed about school events and given information about what their children will be studying at school so that they can help them at home. Written annual reports for parents are satisfactory. They inform parents what their children know, understand and can do and, in some cases, give areas for development.

50. There are opportunities for parents to meet staff informally at the end of the school day to discuss their children's progress, as well as regular formal parent consultation meetings. There are clear plans to involve parents more in their children's education when targets for pupils' achievement are shared at the forthcoming parent consultation evenings.

51. Relationships with parents are forged early on in the Foundation Stage, when staff visit the children in their home surroundings prior to them starting school. Each child is assigned a key worker which gives parents at least one point of contact. Parents have attended a meeting recently to inform them about the home-school agreement for reading. A further meeting is to be held to review children's progress and inform parents of the school routines. Parents of children for whom English is an additional language also attend these meetings. A member of staff is on hand to act as a translator for Bengali parents.

52. The Parents' Association is supportive of the school and raises funds for the school as well as organising social events. This is helping to forge stronger relationships and a better understanding between home and school.

53. The school works hard to deal with parental concerns. At the parents meeting held before the inspection, parents confirmed that the school now listens to their views and procedures had improved enormously in recent months. They particularly like the fact that the acting headteacher was always available in the playground at the start and end of the school day. Parents say they now feel comfortable about approaching staff to seek advice.

54. Some parents of children with special educational needs expressed concern at the meeting about provision for their children. They noted that new teachers did not have enough information about their children's needs to be able to support them successfully. The inspection team agrees with their views. Parents and carers of pupils with special educational needs are invited to meetings to discuss and review the targets set for their children. They are given a copy of their child's plan so that they can further support learning at home. However, as the plans are not of good quality then the support parents are able to give is limited.

55. Appropriate links with the local community support the school. A range of visitors, including the local Fire Brigade and the Community Policeman talk to the children about personal safety.

56. There are appropriate links with local secondary schools; these include a programme of visits that assist pupils at the end of Year 6 in their move to secondary school. Links with other schools in the locality are satisfactory. The school participates in some sporting activities with other local primary schools and this helps to promote pupils' social development.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The acting headteacher, who has been brought in temporarily from a local school, provides a very clear direction to the school's work and is ably supported by governors. However, some senior managers in the school are not yet providing effective leadership and this has led to deficiencies in provision. Management systems are very new but are satisfactory to oversee the work of the school.

Main strengths and weaknesses

- The acting headteacher has effected significant improvements to the school over a short space of time.
- The governing body has a good overview of the school's work and provides effective support to the acting headteacher.
- The leadership and management provided by other key staff are unsatisfactory.
- Management procedures are developing well and are beginning to have a positive effect on teaching and learning.
- The provision for pupils with special educational needs is not well managed.

Commentary

57. Since the arrival of the acting headteacher six months ago, no time has been wasted in bringing about improvements to the school's provision. The acting headteacher's very good leadership and management have already led to the appointment of several new permanent members of staff, who show a keen commitment towards helping the school to move forward. Parents are very happy about the improvements which have occurred recently and are very supportive of the acting headteacher.

58. A useful audit of teaching and learning earlier in the year identified key areas where improvements were needed. As a result, a good strategic plan has been implemented by the acting headteacher, and this identifies clearly the actions required to effect improvement over the next year. It recognises the need to raise pupils' achievement through improving the quality of teaching and learning.

59. Pupils' achievement has been affected significantly in the past by the high turnover of teaching staff. This was noted in the previous inspection report in October 2002. Parents at the meeting held prior to the inspection, also expressed concern about this.

60. Currently the staffing situation is better although still not stable. At the time of the inspection, a considerable number of new staff, including newly qualified teachers and some senior managers had been in post only about six weeks. A small number of staff are temporary. At the time of the inspection therefore, it was too early to see the impact of the new senior managers. The impact of the senior managers who have been at the school for some time, however, is limited.

61. Newly qualified teachers have received some support to help them settle in. However, senior staff supporting these teachers are also new and still settling in themselves. Consequently, the newly qualified teachers are not yet receiving a really comprehensive programme to support their continuing professional development.

62. The provision for special educational needs is not well managed. The concerns expressed in the previous report have not been addressed. The school's provision is still not monitored rigorously enough to ensure that pupils are able to make satisfactory progress. Teachers are not given sufficient guidance about how to help these pupils. The management of support staff is also unsatisfactory. Their deployment is not well enough organised to make the most of their skills and experience. Their work is not monitored or directed closely enough and, as a result, the quality of their input varies considerably.

63. The school has adopted useful procedures to oversee provision in some subjects. In English and mathematics, for example, there is a clear agenda for improvement and a commitment to seeing this through. Teams of teachers lead the development of these subjects to ensure continuity. The acting headteacher is a member of these teams. His clarity of vision and firm focus on raising standards provide good examples to less experienced staff.

64. The Foundation Stage is led and managed appropriately. Music and physical education are led and managed satisfactorily. Provision in some other subjects, however, is not so well organised and managed. Provision in science and information and communication technology has deteriorated since the last inspection. Leadership and management of these subjects have not been good enough to identify and address weaknesses in teaching and learning, pupils' achievement or learning resources. Newly appointed phase leaders have not had time to establish their roles and impact on provision in different parts of the school. The acting headteacher has therefore, been largely responsible for the improvements which have occurred recently. Senior staff have supported him.

65. The governing body provide encouragement and support to the school and to the acting headteacher. Individual governors bring good levels of knowledge and skill which they are able to use to benefit the school. Funding for the forthcoming premises improvements for example, has been gained through governors' careful planning and organisation. The governing body has made significant improvements to its financial monitoring systems following a recent audit, which identified a large number of deficiencies. These have nearly all been addressed. Governors are able to

monitor school spending through examining financial reports regularly. The school's finance officer and administrator are on hand to answer governors' queries. The school's income has been increased by the local education authority to cover the deficit.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,103,151	Balance from previous year	-24,426
Total expenditure	1,123,247	Balance carried forward to the next	-20,096
Expenditure per pupil	3,600.15		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

66. Children enter the nursery and Reception classes in the September, of the school year in which they become five. At the time of the inspection one third of the children were still three years old and had been in the school less than four weeks. Nursery children attend either a morning or afternoon session. The majority of the Reception class previously attended the nursery class and this enables the transfer from the nursery into the Reception class to be accomplished smoothly.

67. Overall attainment of children on entry is average for their age. Levels of language development vary considerably however. Some children are at the very early stages of English acquisition and others are highly articulate, with levels of communication and language well above those expected for their age.

68. The accommodation is satisfactory with children being able to move freely between the large open-plan classrooms and outdoor areas. Bright and colourful displays make the environment welcoming and stimulating for the children. The use of the outdoor area is not planned well enough however, to ensure there is sufficient focus and challenge in the activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Trusting, warm relationships result in children feeling happy and motivated to learn.
- All adults work well together and have high expectations of children's behaviour so that there is a harmonious community.

Commentary

69. Children enjoy coming to school and learn the routines of the class very quickly. They are motivated to learn and confident to experiment with different activities. The good teamwork among the adults and the positive role models that they provide, make clear the school's high expectations for behaviour. Children co-operate well and share toys and equipment readily. They behave well particularly in role-play. There are regular, planned opportunities for children to express their emotions, thoughts and ideas. Children learn quickly that they are valued, respected and are important members of the class. They are on track to exceed the levels expected of children by the end of their Reception year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a sound emphasis on developing communication skills so that children grow in confidence and speak, using a range of appropriate vocabulary.
- Children's literacy skills are developed through everyday situations. Some activities however, are not matched effectively to their differing needs.

Commentary

70. Most children are on course to meet the early learning goals in this area of their development. They show great enthusiasm for books and story tapes. Nursery children enjoy reading the chosen book of the week and are excited to share their new knowledge and understanding. Reception children enjoyed their group writing task on 'Mr Gumpy's Outing' and were inspired to create their own boats afterwards to illustrate parts of the story.

71. Teachers make good use of story time to identify key sounds, words and pictures so children are developing a reasonable understanding of the elements of a story such as characters, plot and the different roles of the author and illustrator. Home-school reading records for Reception children are being used effectively to help parents contribute to their children's learning.

72. On some occasions, the work is not well matched to the needs of the children. The brightest children are not challenged enough to extend their literacy skills. Similarly, the children who are in the early stages of learning English are sometimes not as involved as they might be, because adults do not interact well enough to encourage them to talk and use new vocabulary.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children have many opportunities to develop their number skills in practical activities.
- Mathematical resources are organised attractively and tasks encourage children to use and apply their mathematical understanding.
- Work is not always matched well to children's individual needs. This means children of different abilities make variable progress.

Commentary

73. Children achieve satisfactorily in mathematical development. Most are likely to reach nationally expected levels by the end of the Reception year.

74. There are many activities in which children can count, complete puzzles and use numbers in relevant situations. Children are supported in using their number skills in practical situations, for example, counting objects in books and, with their teacher, using practical equipment to count to 12. Some already use mathematical vocabulary confidently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers make good links between the areas of learning to make learning relevant.
- Computers are hardly used.
-

Commentary

75. Children achieve satisfactorily in this area of their learning. Most are on track to meet nationally expected levels in most aspects by the end of Reception.

76. The organisation of the curriculum enables teachers to make good links between different areas of learning. This makes activities more relevant to the children. Children understand what they are expected to do and enjoy the activities on offer. They experiment with different musical

instruments, finding out how to play them and the noise they make. In a lesson observed, they enjoyed testing model boats they had made to see which ones floated or sank.

77. The outdoor area is not used often enough because teachers do not plan activities to maximise the children's learning. The area is not organised effectively so that adults can monitor it successfully.

78. Computers in the classroom are not used well enough to enable children to be able to use them confidently. Many do not have the skills necessary to operate the mouse successfully. Adults do not monitor the children effectively to ensure that boys and girls get equal access.

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

Main strengths and weaknesses

- The outdoor area is not monitored well enough to enable adults to be able to have enough input to children's learning.
- Children's co-ordination is limited because they do not have access to a wide range of good quality outdoor play apparatus and equipment.
- Children are given good opportunities to handle tools and small equipment.

Commentary

79. The outdoor environment does not provide enough stimulus or challenge for the children. Most children are unlikely to meet the goals expected by the end of their Reception year.

80. Children enjoy running, climbing and balancing and sliding on the slide, but they do not have access to more demanding apparatus to develop their co-ordination fully. The planning for the outdoor area is unsatisfactory. Adults do not interact enough with the children to help them get the most out of the activities.

81. There are many opportunities provided in the classroom for children to use a range of small equipment, tools and malleable materials in order to develop their fine motor skills. Children enjoy using scissors to cut out and make masks of animals. In a lesson, some managed to cut pieces of string and attach them to the masks they had made to enable them to wear them.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Creative activities and role play are available and presented attractively for use at times of free choice.
- Children have the opportunity to paint and explore a wide range of different media.

Commentary

82. Children have access to a wide range of materials and use these independently. They enjoy painting pictures and designs and making models from playdough. They experiment excitedly with the musical instruments on display, learning how to play them and appreciating the different sounds that they make. They readily engage in imaginative role play. They enjoyed for example, pretending to buy presents to take to a birthday party and writing the party invitations. They discussed all the arrangements with one another, before deciding on designs for the invitations. This helped with their communication, language and literacy skills.

83. Overall, children are on target to achieve this area of their development outlined in the early learning goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 3 to 6 have significant weaknesses in basic literacy skills.
- The school's intensive phonics programmes have begun to help pupils fill gaps in their previous learning.
- Pupils with special educational needs do not always get enough support and their achievement is unsatisfactory.
- Assessment systems are very new and are not yet being used consistently to inform teachers' day-to-day planning.
- The teaching for Year 2 and Year 6 pupils is very good.

Commentary

84. Unvalidated data for the national tests for Year 6 pupils in 2004 suggests that standards were well below national expectations for pupils in Year 6. Compared with pupils in schools with a similar intake of pupils, standards were still well below average. This represents a fall since 2003 and since the previous inspection in 2002. Standards in reading and writing also fell in Year 2 from the previous year.

85. Inspection findings confirm that standards are below average in Year 6. Even with the very good teaching that pupils are currently receiving, many are unlikely to reach the levels expected for their age by the time they leave the school. This is because they have weak basic skills, particularly in writing. Spelling and punctuation are often poor and pupils lack the confidence in their abilities to write quickly at length. Handwriting and presentation are also weak.

86. Most pupils in Year 2 are on track to reach levels expected for their age by the end of the year. This is because of the very good teaching they are receiving at the moment. In both classes with Year 2 pupils, the quality of teaching is high and the pupils are achieving well. They are developing a sound knowledge of letters and their sounds. This helps them with their reading and spelling.

87. Pupils' achievement is unsatisfactory overall. They start in Year 1 at broadly average levels for their age and leave at the end of Year 6 with below average skills in English. This unsatisfactory achievement is due to a number of factors. Pupils' learning has been significantly affected by the high turnover of teaching staff in recent years. New teachers have had to get to know their pupils and their strengths and weaknesses before being able to provide appropriately for them in lessons. The absence of good ongoing assessment records makes it very difficult for temporary staff to plan appropriately to meet the needs of pupils. The school has recently been able to recruit more permanent teachers but assessment procedures are still not firmly established.

88. Teaching and learning are satisfactory overall but the quality varies significantly throughout the school. In Years 1 and 2, the teaching is satisfactory and pupils are learning at a reasonable pace. The teaching in Year 2 is especially good and this is helping pupils to make up for gaps in their learning from last year. Although the teaching observed was satisfactory overall in Years 3 to 6, it ranged from unsatisfactory to very good and pupils' learning varied accordingly.

89. The very good lessons in Years 2 and 6 were characterised by teachers' high expectations of their pupils. Teachers made these expectations clear and the pupils responded by working hard and finishing their tasks in the given time. Different strategies were used to keep pupils engaged and interested. In a very brisk session in Year 6 for example, pupils were given clear time limits – 'I

want you to have finished this in five minutes.’ Pupils’ efforts were valued and often used as examples to make others aware of how to succeed.

90. These very good lessons showed teachers clearly understood the levels at which the pupils were working. They were able, therefore, to plan appropriate work for pupils of different ability. In Year 2, the class was split into three groups for phonics work. The pupils were excited and involved in their learning. The teaching assistant worked extremely well with one group, getting them to blend letters together to read words such as ‘sheet’ and ‘three.’ The teacher and teaching assistant had a warm and positive manner with the pupils and this made them feel confident and ready to be involved. The provision for pupils with English as an additional language was satisfactory.

91. In other year groups the teaching is satisfactory although there was one unsatisfactory lesson observed during the inspection. The main weakness in this lesson was the teacher’s behaviour management which was not firm enough to ensure that pupils were engaged in their work for the maximum amount of time. In addition, pupils with special educational needs in terms of their behaviour, were not supported well enough and made limited progress.

92. Additional support provided by assistants and other teachers is not planned well enough in most cases. This means that they do not understand their role in the lesson or what the pupils, with whom they are working, are expected to learn. This affects the achievement of pupils with special educational needs significantly. Individual education plans do not identify pupils’ needs clearly enough so teachers cannot plan appropriate activities to help these pupils move on in their learning.

93. One very good initiative that is raising standards is the structured phonics programme which is helping some pupils in Years 4 to 6 to catch up with some of their basic skills. This has only just begun but pupils are already beginning to achieve well. Adults taking the groups are very well trained and work very effectively with the pupils, who are keen and very responsive and clearly enjoy these sessions. They relate well to the adults and there is a dynamic atmosphere within the sessions which stimulates and excites the pupils about their learning. Their confidence and self esteem are growing steadily because they can see their own success. This encourages them to work even harder.

94. The subject is led by a team of senior staff. This team has recently been established to ensure that when staff changes occur, there remains someone to continue the planned developments. Leadership and management are satisfactory. Some useful initiatives have begun this term which are showing signs of success. However, there has been limited improvement since the last inspection in terms of provision for pupils with special educational needs or in teachers’ marking. Useful assessment systems have only just been introduced.

Language and literacy across the curriculum

95. Pupils are often encouraged to develop fluency and confidence in spoken language during lessons in other subjects. Where this is working effectively, teachers introduce key vocabulary and expect pupils to use it when talking to each other. Children are invited to talk in pairs but do not always receive clear direction from the teacher; this limits the effectiveness of their discussions.

96. The development of literacy skills in other subjects is varied. It depends largely on the quality of the teaching. Year 2 pupils’ workbooks from last year, for example, show some good opportunities for pupils to write about their work in history, geography and religious education. In other cases, pupils’ writing is limited by the use of too many worksheets that do little to take learning forward.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are improving and pupils are on track to meet nationally expected levels in Years 2 and 6 by the end of the year.
- The quality of teaching is very good in Years 1, 2 and 6. Pupils in these classes are achieving well. Achievement in other year groups is satisfactory
- Lesson planning is good throughout the school. The work is set at appropriate levels for the pupils.
- Pupils have good attitudes to their work.

Commentary

97. There has been a satisfactory improvement in the provision of mathematics since the last inspection. Standards fell in 2003 and 2004, but are now improving. The satisfactory quality of teaching has been maintained. This is due to satisfactory leadership and management of the subject.

98. Provisional data from the 2004 national tests suggests that standards attained in the 2004 national tests for Year 2 and Year 6 pupils were well below the national average, although in line with standards found in similar schools. Pupils currently in Year 2 are working at levels just below those found nationally, as are those in Year 6. Due to the very good teaching they are currently receiving, they are on course to reach nationally expected standards by the end of the school year.

99. For a number of years standards at the end of Year 6 have been lower than the national average because girls consistently reached standards well below those attained by boys. This is now being addressed successfully, by teachers ensuring that girls participate more effectively in lessons. Teachers target questions at the girls and make sure they are involved in the activities. In the current Year 6, the girls are now as confident and competent as the boys and this is a major factor in the improvement in standards.

100. The quality of teaching is satisfactory overall. In Years 1, 2 and 6 it is very good and the pupils in these year groups are achieving very well. The good focus on relevant vocabulary and oral work helps pupils, especially those with English as an additional language, understand more quickly the new skills and knowledge they are learning. This was clearly seen in a very good lesson in a mixed Year 1/2 class about two-dimensional shapes. Pupils spent a profitable time discussing the properties of various shapes before identifying a specific 'hidden' shape by its qualities, such as number of sides or corners. By the end of the lesson all pupils could talk confidently about shapes and the differences between them.

101. All teachers plan lessons according to the National Numeracy Strategy. Lessons are designed to help pupils make suitable progress by providing work at a level closely matched to their ability. There is often challenging work for all, including the more able and those with special educational needs. The setting of pupils by ability in Years 5 and 6 is proving effective for the higher ability pupils as they are taught in two sets, one for each year group. This enables the teachers to plan work that is specifically designed to help them learn at an appropriate level. The other pupils in Years 5 and 6 are grouped together and, as their abilities vary widely, this makes planning more difficult, resulting some of the Year 6 pupils not always being fully stretched.

102. Pupils respond well to their teachers, are attentive in lessons and are eager to learn. They are proud of their achievements. Pupils enjoy and rise to a challenge. This was clearly seen in a very good Year 6 lesson in which the pupils were finding palindromes by adding two numbers. There was a real buzz of excitement and the pupils were extremely keen to solve the problem. Most pupils present their work neatly in their books and the vast majority successfully complete the

work set for them in lessons. Their behaviour in lessons is good. They are attentive to their teachers and are willing to make useful contributions to discussions.

Mathematics across the curriculum

103. The pupils' skills in mathematics are sometimes used in other subjects of the curriculum but their inclusion is not always planned. When such links are made they prove useful, making learning more relevant and helping pupils reinforce their skills and understanding in mathematics.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Assessment is unsatisfactory and pupils' achievements are not tracked systematically.
- Despite the good teaching pupils currently receive in Years 1, 2 and 6, standards are still below average and pupils' achievements are unsatisfactory over time.
- Pupils with special educational needs do not achieve well enough.
- The leadership and management of science is unsatisfactory because there is no clear overview of what is happening across the school.

Commentary

104. Results in the 2003 national tests for Year 6 pupils were well below the national average and their achievement well below that reached by pupils in similar schools. Unvalidated data for 2004 suggests that standards in Year 6 were well below those expected nationally. Few pupils reached the higher Level 5 in the tests and this has been a fairly consistent pattern over recent years.

105. Inspection findings confirm these low standards. Year 6 pupils have a poor basic scientific knowledge and few established scientific skills. Even with the very good teaching they are currently receiving they are unlikely to make enough progress to fill the considerable gaps in their learning from previous years. Standards in Year 2 are broadly average, but very few pupils achieve at higher levels.

106. Improvement since the last inspection has been unsatisfactory. Standards were below average in 2002 and are now well below average in Year 6. Little has been done to address the weaknesses identified by the last inspection, including the quality of the teaching which was unsatisfactory.

107. Despite the good teaching pupils receive in Years 2 and 6, the quality of teaching and learning is unsatisfactory overall. Pupils make limited progress and underachieve over time because the teaching of science is too variable in Years 3 to 5. A slow pace to lessons, lack of challenge and involvement by the pupils and weak behaviour management lead to pupils' unsatisfactory learning. Learning intentions are not always clear and activities are not planned well enough to interest and motivate the pupils. The work of additional support staff is not planned well enough to ensure that pupils with special educational needs make enough progress. Year 6 teachers are having to teach basic skills, concepts, scientific knowledge and understanding because these pupils have too much ground to make up.

108. Teaching and learning are satisfactory in Years 1 and 2. Teachers in these year groups use a range of resources and match the tasks to meet the pupils' widely differing needs. The pupils' are excited by the experiments presented to them and thoroughly enjoy the challenges of scientific exploration and enquiry. In a Year 2 lesson pupils were investigating taste and smell. This experiment was planned well by the teacher who encouraged the children to predict, record and refine their observations appropriately.

109. The lesson seen in Year 6 was very effective. The teacher knew exactly what she wanted the pupils to learn, the lesson was delivered with enthusiasm and expectations of the pupils were clear. Pupils responded very well, answering the teacher's questions enthusiastically and working hard during the lesson.

110. Subject leadership and management are unsatisfactory because little has been accomplished since the last inspection. There is no clear overview of how science is being taught or where the strengths and weaknesses in pupils' achievement lie. Monitoring and evaluation systems are weak. There is no ongoing assessment of pupils' progress in science to help teachers plan appropriately for the different needs of pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (information and communication technology) is **unsatisfactory**.

Main strengths and weaknesses

- Standards in Years 2 and 6 are below those expected nationally.
- Resources are unsatisfactory in quality.
- Pupils have a good attitude to their work.
- The subject has not been led and managed well. Assessment procedures are not in place.
- There is insufficient use of information and communication technology in other subjects.

Commentary

111. At the time of the last inspection, provision was satisfactory. Pupils reached expected standards for their age. The school has not kept pace with developments in the subject since then and little has been done to improve the provision to meet these greater demands. The standards attained by the end of Years 2 and 6 are now below those found nationally.

112. Discussions with pupils and examination of their work show that some aspects of the subject are taught superficially. As a result, pupils have large gaps in their knowledge and understanding. This is partly due to the fact that some of the resources are old and unreliable and resources to teach aspects such as control and monitoring are unsatisfactory. Pupils' keyboard skills are also weak, which means they take a long time to type up what they want to say. The cramped accommodation in the computer suite also affects the quality of provision. It means that pupils sometimes go far too long without access to the facilities. It also means that pupils do not have enough access to the Internet to help with individual research in other subjects.

113. Despite the problems with resources the quality of teaching seen during the inspection was satisfactory. Teachers have received training, particularly in the use of the interactive whiteboards, that has improved their skills and understanding and has made them more confident in their teaching. This results in pupils learning more effectively as new work is explained to them simply and clearly. Teachers manage their pupils well and create a positive working atmosphere in which pupils can concentrate.

114. Pupils thoroughly enjoy information and communication technology work. Throughout the school, pupils have good attitudes to their learning. They concentrate and work well together. They often give each other good support when difficulties are encountered. Pupils in Year 6 are very positive about their work but are aware of their lack of confidence in certain aspects of the subject.

115. The leadership and management of information and communication technology are unsatisfactory. The concerns of the last inspection, such as the use of information and communication technology in other subjects and the accommodation, have not been addressed.

116. Assessment procedures are not yet developed sufficiently to help teachers and the subject leaders know the exact standard that each pupil is attaining and to track their progress as they move through the school. An action plan to develop the subject has been produced to cover the next three years, but the timescale is too long to make the required impact on standards.

Information and communication technology across the curriculum

117. Although information and communication technology is used on occasions to support work in other subjects there is still much scope for improvement. CD ROMs and the Internet are used occasionally for research in subjects such as history. Rarely is information and communication technology used to enhance English and science work.

118. In mathematics the pupils use calculators and create databases on the computer, choosing the most appropriate way to display their findings. The spreadsheets created by Year 6 pupils made many useful links with mathematics as the pupils had to use formulae to calculate the cost of a party. Pupils also use the classroom computers in some mathematics lessons to use programs designed to improve their skills in the aspect they are studying, such as two-dimensional shapes in Year 2.

HUMANITIES

119. Three lessons were seen in history and one in religious education. None were seen in geography because of the school's organisation of the curriculum. Religious education is taught each week. History is also being taught each week. Geography will be studied later in the year. Work on display and in pupils' books were examined and teachers' plans scrutinised. Discussions were held with a group of pupils in Year 6.

120. The school's new curriculum plans show how the three subjects will be covered over the course of the school year. The plans account for pupils in mixed age classes, to ensure they do not cover the same aspects twice. **History** lessons showed pupils working well and enjoying the activities. Year 1 and 2 pupils were examining a range of household objects from the past. They had to compare them with the modern day equivalent. A good focus on vocabulary and correct sentence structure helped all the children to use the new words successfully. It benefited those for whom English is an additional language and those with special educational needs.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are interested in learning about different religions.
- The new curriculum plan ensures that pupils cover all the required elements of the locally agreed syllabus.
- Pupils' knowledge and understanding is unsatisfactory in Years 3 to 6.

Commentary

121. Pupils in Year 2 reach the levels expected in the locally agreed syllabus. Pupils in Year 6 however, have significant gaps in their knowledge and understanding of different religions. They can speak confidently about Islam because they are currently covering this topic in class. They can remember little from previous years, however. Pupils' achievement is unsatisfactory. Standards have fallen since the last inspection.

122. The new curriculum plans ensure that all aspects of the subject will be covered as pupils move through the school. This is a recent innovation, however, and pupils have not yet benefited from it. Pupils' lack of knowledge and understanding in Year 6 shows weak coverage in the past.

Currently, all classes are covering aspects of the subject according to the plans. Pupils in Year 2 are beginning to appreciate different religious festivals and practices. Older pupils are learning about Judaism and Islam. This contributes to their appreciation of cultural diversity.

123. The quality of teaching and learning observed was satisfactory. Pupils are interested and well motivated in lessons and talk confidently about their current work. Teachers arrange colourful displays of the work currently in progress, to consolidate pupils' learning and to maintain their interest. Teachers ensure that pupils gradually build upon their existing knowledge. In a Year 6 lesson, for example, the teacher invited pupils to come up with their own set of rules for behaviour in preparation for a visit to a local Mosque. They were able to use their knowledge gained in preceding lessons to carry out this task successfully.

124. The subject is led and managed currently by the acting headteacher, in the absence of a permanent co-ordinator. With the school's current focus on improving standards in literacy and numeracy, there is insufficient time for him to have a real impact on provision in religious education. There is little evidence to show how the subject will be developed successfully in the longer term.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

125. One lesson was observed in music, two in art and design and two in physical education during the inspection. No lessons in design and technology were observed because of the arrangement of the school's curriculum. Pupils' work in books and displays were analysed and teachers' plans were examined.

126. All aspects of **art and design** and **design and technology** are covered as pupils move through the school. These subjects are included at different times over the year to ensure that pupils get the chance to extend their knowledge, skills and understanding to a reasonable depth during each unit of study. There is much evidence around the school of pupils' work in art. Chalk portraits, line drawings and pencil sketches all show a developing confidence in the use of different media. One lesson seen in a Year 3/4 class showed pupils evaluating their work. In pairs, they discussed if the design brief had been met and how they might have improved the end product.

127. Evidence shows that all aspects of **music** are taught to pupils throughout the school. All lessons are taught by a music specialist who follows the school's scheme of work that incorporates a variety of music styles from around the world. Pupils listen to music as they come in to assemblies, but opportunities are missed to tell pupils about the piece and the composer or the instruments being played. Pupils sing tunefully in assemblies and with obvious enthusiasm. They also have the opportunity to sing and play in the school choir and in concerts at Christmas and the end of year production. The school has a good range of high quality resources for use in lessons for composing and listening to music and for more formal performances.

128. All aspects of **physical education** are covered including outdoor and adventurous activities. Pupils learn to swim in Year 6 and the vast majority learn to swim 25 metres confidently. A specialist teacher teaches gymnastics, games and dance to pupils in Years 3 to 6. Sports coaches work with pupils to develop their skills in cricket and athletics. The annual residential school journey by pupils in Year 6 to an activity centre in Surrey gives them many opportunities to take part in adventurous activities in a safe environment. There are a few opportunities for pupils to take part in sporting activities outside the school day. There is a martial arts club and the school football team plays competitive matches against other local schools. The school holds a sports day each year that is well attended by parents and carers.

PERSONAL, SOCIAL AND HEALTH EDUCATION

129. Provision in personal, social and health education is **satisfactory**. All classes receive weekly lessons in which they can develop their personal and social skills, learning to share ideas and consider one another's opinions. In one lesson observed in a Year 3/4 class, pupils considered the two sides to an argument. They discussed opposing views about the use of mobile phones in

school. This was done sensibly and pupils were eager to join in the discussion. Pupils have sound opportunities to develop their personal and social skills when they attend the residential journey and other school visits.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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