

INSPECTION REPORT

GOODMAYES PRIMARY SCHOOL

Goodmayes

LEA area: London Borough of Redbridge

Unique reference number: 102807

Headteacher: Mrs Marjorie Lopez-Stewart

Lead inspector: Ms Margaret Julia Goodchild

Dates of inspection: 6 – 8 June 2005

Inspection number: 266884

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:	459
School address:	Airthrie Road Goodmayes Ilford Essex
Postcode:	IG3 9RW
Telephone number:	0208 590 5810
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Sue Farrar
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

The school is much bigger than most other primary schools, with 459 boys and girls aged 3 to 11 on roll, although numbers have declined since the last inspection. The percentage of pupils eligible for free school meals is above the national average. The percentage of pupils for whom English is an additional language is very high and has increased significantly in recent years. This is largely because a number of Asian families - many of whom are socially upwardly mobile - are moving into the area. Twenty-nine per cent of pupils are at early stages in acquiring English, although only a small number are absolute beginners. The school is ethnically diverse: the majority of pupils are of Indian heritage, and pupils of Pakistani background form the next largest group. The percentage identified as having special educational needs is broadly average. Most of these pupils have moderate learning difficulties or social, emotional and behavioural difficulties. The percentage with a statement of special educational needs is below average. Numbers of pupils joining the school other than at the usual time of admission are above average, and children enter the Foundation Stage with attainment that is below expectations for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15918	M J Goodchild	Lead inspector	Foundation Stage Art and design
1166	R Hussain	Lay inspector	
23886	D McCarthy	Team inspector	Mathematics Special educational needs
3574	K Singh	Team inspector	Science Information and communication technology English as an additional language Ethnic minority achievement
21899	G Lawson	Team inspector	English Religious education
22147	A Holland	Team inspector	Design and technology Geography History Music Personal, social and health education Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory and improving school. Standards are broadly in line with those expected nationally in Year 2 but below average in Year 6. Recent improvements brought about by the good leadership of the headteacher and a strengthened senior leadership team mean that much of the teaching and learning seen during the inspection was good. However, improved teaching has not yet had time to take effect fully in raising standards: pupils' achievement and the quality of teaching and learning are, therefore, as yet no more than satisfactory overall. The school is well placed to develop further and there is a strong commitment amongst staff to raising standards and improving the quality of education. The school provides satisfactory value for money.

The school's main strengths and weaknesses are that:

- Children achieve well in the nursery in response to good and sometimes very good teaching.
- Throughout the school, pupils achieve well in mathematics, information and communication technology, speaking and listening, and many pupils achieve well in reading.
- Pupils do not achieve as well as they should in science throughout the school, nor in writing in Years 3 to 6 and, in these areas in particular, higher-attaining pupils are not challenged sufficiently.
- The school's systems for assessing pupils' attainment, drawing on assessment information and performance data, are not yet robust enough to ensure that all pupils achieve as well as they should.
- Pupils at early stages in acquiring English as an additional language make good progress.
- The headteacher is supported well by other senior staff and by the governing body in her push to raise standards and improve the quality of education.
- Very effective promotion of pupils' personal development and very good quality care give rise to pupils' very positive attitudes and very good behaviour, both of which support their learning.

The school has made good improvement since it was last inspected, in March 1999. Issues identified for development at that time have been resolved effectively. There has been a marked improvement recently in teaching and in the establishment of systems for checking the quality of planning, teaching and learning. Standards and pupils' achievement are generally better than they were at the time of the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	D	D
Mathematics	D	E	D	D
Science	E	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 satisfactory. In 2004, standards in National Curriculum tests in Year 2 were in line with the national average in reading, writing and mathematics, above those of similar schools in reading and writing and well above similar schools in mathematics. Standards in science were below the national average and below standards in similar schools. Year 6 test results in 2004 were below the national average and similar schools in English and mathematics and well below average in science.

Currently, standards in Year 2 are in line with expectations in reading, writing and mathematics but below them in science. In Year 6, pupils' attainment is broadly in line with that expected in mathematics but below it in English, where it is better in reading, speaking and listening than in writing. Standards in science are still well below national expectations. Children in the nursery are achieving well; those in the reception classes are making satisfactory progress. Achievement is satisfactory overall in Years 1 to 6, although pupils have begun to make good progress in a number of subjects recently in response to improvements in teaching. Achievement in mathematics, information and communication technology and speaking and listening is good throughout the school. Average and lower-attaining pupils make good progress in reading. Pupils are not doing as well as they should in science and strategies to raise standards in writing have only just begun to take effect. Higher-attaining pupils are not always challenged enough, particularly in science and writing. Achievement is satisfactory in religious education. Pupils at early stages of acquiring English make good progress. Others for whom English is an additional language and those with special educational needs achieve satisfactorily overall.

Pupils' personal qualities, including their moral and social development, are very good, and the school is very effective in its social inclusion of pupils, regardless of their background. Spiritual and cultural development is good. The attendance rate is above average and punctuality is good.

QUALITY OF EDUCATION

The school provides a satisfactory education. Teaching and learning are satisfactory overall, although recent improvements in teaching mean that many lessons seen during the inspection were good. Despite some good assessment practices, the school does not have coherent systems for checking that all pupils are achieving as well as they should, or for ensuring that assessment information is used consistently in planning. Good enrichment opportunities add strength to an otherwise satisfactory curriculum. The school cares very well for its pupils. Partnership with parents, links with the community and with other educational establishments are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides strong leadership and is supported well by other staff in key positions. There is a clear commitment to school improvement and to raising standards, and the school is now well placed to move forward. A number of initiatives introduced quite recently have not yet had time to impact fully on standards but these are beginning to take effect. The governing body provides good support and challenge to the school and ensures that statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have positive views about the school. Pupils speak with enthusiasm about what the school has to offer and enjoy coming to school.

IMPROVEMENTS NEEDED

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

- Raise standards in science throughout the school and in writing in Years 3 to 6.
- Ensure that higher-attaining pupils are consistently challenged.
- Ensure that assessment procedures, the use of assessment information, and analysis of performance data support the achievement of all pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory. Achievement is good in the Foundation Stage. It is still satisfactory overall in Years 1 to 6, although pupils have begun to make good progress recently in response to improvements in teaching. There is no significant difference in the achievement of different ethnic groups or, overall, in the achievement of girls and boys.

Main strengths and weaknesses

- Children in the nursery are achieving well; those in the reception classes are making satisfactory progress.
- Throughout the school, pupils achieve well in mathematics, information and communication technology, speaking and listening, and many pupils achieve well in reading.
- Pupils do not achieve as well as they should in science or in writing, and higher-attaining pupils are not always challenged sufficiently.
- Pupils at early stages in acquiring English as an additional language make good progress; pupils with special educational needs make satisfactory progress.

Commentary

1. Children achieve well overall in the Foundation Stage, with good achievement in the nursery in response to good and some very good teaching. Achievement in the Foundation Stage as a whole is good in personal, social and emotional development, communication, language and literacy and mathematical development. It is satisfactory in knowledge and understanding of the world, physical development and creative development. By the end of the reception year, the majority of children are likely to meet national expectations in personal, social and emotional development, communication and language, physical development and in some elements of creative development. Many children in the current reception classes are working a little below national expectations in literacy, although some children are likely to meet – and even exceed - expectations in reading and writing by the end of the reception year. The majority of children are likely to meet national expectations in mathematical development and some are already exceeding the expected standard in their knowledge of numbers. Most children are unlikely to meet national expectations in knowledge and understanding of the world.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	15.7 (14.5)	15.8 (15.7)
writing	14.5 (13.9)	14.6 (14.6)
mathematics	16.8 (16.6)	16.2 (16.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

2. In 2004, standards in National Curriculum tests in Year 2 were in line with the national average in reading, writing and mathematics, above those of similar schools in reading and writing and well above similar schools in mathematics. Standards in science were below the national average and below those of similar schools. Overall, the 2004 results showed that pupils made good progress in English and mathematics between joining the school and taking tests at the end of Year 2. The trend over time in Year 2 test results has been broadly in line with the national trend.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.0 (26.9)	26.9 (26.8)
mathematics	26.4 (25.2)	27.0 (26.8)
science	27.4 (26.8)	28.6 (28.6)

There were 69 pupils in the year group. Figures in brackets are for the previous year.

- Results in Year 6 National Curriculum tests in 2004 were below the national average in English and mathematics and well below average in science. Results were below those of similar schools based on prior attainment in English and mathematics and well below in science. The trend in the school's Year 6 test results over the last five years has been above the national trend. In this time, there has not been a significant difference in the overall standards reached by girls and boys, although boys have outperformed girls to some extent in mathematics. In 2004, underachievement across the board was evident in writing and in science, and the progress these pupils made from Years 3 to 6 was below average against schools nationally and similar schools. The school fell short of its targets in English and mathematics.
- Pupils' achievement is satisfactory overall in English, and recent improvements in teaching, assessment and the curriculum have begun to raise standards. In many lessons seen, pupils therefore made good progress. Current standards in Year 2 are in line with expectations in reading and writing. Assessment information and pupils' work show that lower and average-attaining pupils have achieved well in reading during their time in Years 1 and 2, but higher-attaining pupils have not done as well as they should. In writing, average and lower-attaining pupils have achieved at least satisfactorily but too few pupils are reaching Level 3. Standards in Year 6 are below average in English, where they are better in reading, speaking and listening than in writing. Speaking and listening is promoted well throughout the school and a range of strategies, introduced to raise standards in reading, have been largely effective. There is a significant difference between pupils' attainment in reading and writing, although pupils' language and literacy skills are promoted effectively across the curriculum. A number of appropriate strategies for raising standards in writing are just beginning to take effect, although their impact is not yet evident in standards for the oldest pupils.
- Throughout the school, most pupils achieve well in mathematics. Current standards in Year 2 are in line with expectations. Standards in Year 6 are broadly average, though with a below average percentage of pupils working securely at Level 5. The school has done a lot of work to raise standards in mathematics in Years 3 to 6, especially in an attempt to increase the number of pupils who reach higher levels by Year 6. Initiatives to raise standards have included more focused planning and assessment, the introduction of new units of work, monitoring of girls' performance to identify areas where they have previously experienced difficulty, setting pupils by ability in Year 6, and weekly booster and Easter classes. These strategies have begun to take effect and in recent work, as well as in lessons seen, it is evident that higher attaining pupils are being extended appropriately.
- Achievement is now satisfactory overall in science as a result of recent improvements, although higher-attaining pupils are not consistently doing as well as they should. Currently, standards are below average in Year 2 and well below average in Year 6. The headteacher notes that when she took up post, science was not being taught every week or even every term, and it was not seen as a priority. It is now taught regularly and the school is providing more opportunities for pupils to undertake investigations, formulate their own hypotheses and draw conclusions. The impact of these initiatives is not yet reflected in standards, and assessment is not contributing to pupils' achievement in science as much as it should.
- Pupils reach average standards in information and communication technology in Year 2 and Year 6. Achievement is good throughout the school as result of good teaching, regular opportunities to use computers and effective promotion of information and communication

technology skills in a number of curriculum areas. Achievement is satisfactory in religious education and standards are in line with the expectations of the Local Agreed Syllabus at the end of Year 2 and Year 6. In other subjects, which were not inspected in depth, it is not possible to make a judgement about overall achievement but from lessons and some work seen, it is evident that pupils are now often making good progress in response to improvements in the quality of teaching and the school's efforts to forge meaningful links between subjects.

8. The achievement of most pupils for whom English is an additional language is satisfactory and by Year 6, they attain similar standards to their peers. Pupils who are at early stages in learning English - including a very small number who join during the year having no previous schooling in this country and knowing little or no English - make good progress. This is because of the good extra support they receive from class teachers and teaching assistants. Support from the additional specialist teacher for fluent speakers to improve their writing skills is not entirely effective, which reduces the progress that these pupils make in English.
9. Pupils with special educational needs achieve satisfactorily. They achieved as well as their peers in most lessons seen, because they received good support from teaching assistants. They are making satisfactory progress towards the targets in their individual education plans: as confirmed by the school's own analysis. Pupils with emotional, social and behavioural difficulties make good progress in their personal development, which forms a firm foundation for their academic achievement.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes and behave very well. Their personal, moral and social development is very good and their cultural and spiritual development is good. The rate of attendance is good compared with other schools and most pupils are punctual in getting to school.

Main strengths and weaknesses

- Pupils' very good attitudes and behaviour have a positive effect on their learning.
- Pupils enjoy very good relationships with staff and each other: in this ethnically diverse community, pupils work and play very harmoniously, respecting and valuing one another's differences.
- Monitoring of attendance is very effective.

Commentary

10. Pupils are very happy with what the school has to offer and want to come to school. They have very positive attitudes to learning and enjoy most lessons because the school stimulates their desire to learn. In an excellent lesson seen during the inspection, pupils were wide eyed in anticipation of the exciting and enjoyable experience to come because of the inspirational teacher who exuded a love of learning through her confident and exciting approach.
11. Pupils behave very well because the school sets high expectations for behaviour, which are supported by a very effective behaviour policy. Most teachers and teaching assistants apply the policy consistently, and pupils respond very positively, valuing the reward system of shields and certificates for hard work and good behaviour. New midday supervisors are to receive further training so that they are equally familiar with the school's approach to ensure even greater consistency in the dining room and playground. The atmosphere in the school is lively but orderly and purposeful. Parents and pupils are generally confident that the school is successful in discouraging bullying, harassment and racism and that it deals with any isolated incidents effectively. The headteacher and deputy head have made a pledge to pupils that concerns will always be followed up: hence, pupils are comfortable about reporting incidents. There were no exclusions during the last reporting year.

12. Pupils are encouraged to take responsibility for their own learning through the many opportunities to work in pairs and small groups. They co-operate very well and are eager to take on positions of responsibility, showing growing maturity. Provision for pupils' moral and social development is very good because staff are very good role models and use the many opportunities in lessons, assemblies and 'circle time' to reinforce a moral and social code. Cultural and spiritual provision is good. Spiritual provision has improved and pupils' spiritual development is supported well through the school's compliance with statutory requirements for collective worship. A very good example of this was seen in an assembly linking the power and wonder of the natural world with pupils' belief in 'their' God, which encouraged pupils to reflect and to value themselves and others.
13. Relationships between pupils are very good, and they are encouraged to work together in lessons and team sports. The school promotes unity in diversity and goes to great lengths to ensure that harmonious relationships exist between different ethnic groups, which have been maintained despite the significant increase in the number of minority ethnic pupils. Respect and care for others are greatly valued and pupils know this. A good example was seen at the end of an information and communication technology lesson when pupils used the computers to learn simple words and numbers in other languages spoken by members of their class. Relationships between staff and pupils are very positive: both enjoy a relaxed and friendly approach in which teachers do not raise their voices but still command the respect of pupils.
14. Attendance is above the national average overall and continues to improve: it is promoted well and monitored very effectively. An increasing number of classes now receive the attendance trophy and many pupils have received attendance certificates for achieving 100 per cent attendance. The school has worked hard to deter parents from taking their children for extended holidays and parents are now much more aware of the consequences of these holidays. Punctuality is also good and most pupils arrive on time because the school is quick to offer support if parents have difficulty in ensuring that their children are punctual.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.6
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory education. Teaching, learning and assessment are satisfactory overall but improving. Good enrichment opportunities add strength to a curriculum that is otherwise satisfactory. The school cares very well for its pupils. Partnership with parents and links with the community and with other educational establishments are good.

Teaching and learning

Teaching and learning are satisfactory overall, although recent improvements in teaching mean that in most lessons seen during the inspection, teaching and learning were good. Despite some good assessment practice, the school does not have coherent systems for checking that all pupils are achieving as well as they should or for ensuring that assessment information is used consistently in planning.

Main strengths and weaknesses

- The quality of teaching is now significantly better than it was at the time of the last inspection and in the majority of lessons seen teaching was good.
- Teaching is good in the nursery, and throughout the school in mathematics and information and communication technology.

- Pupils for whom English is an additional language and those who have special educational needs are supported well by teaching assistants.
- Marking is variable in quality and does not always provide enough information to pupils on what to do to improve.
- Assessment procedures are developing but the assessment and tracking of the progress of individual pupils is not yet contributing to raising standards as much it should do.

Commentary

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	9 (17%)	29 (56%)	12 (23%)	-	-	-

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.

- At the time of the last inspection, 15 per cent of teaching was unsatisfactory and some poor teaching was seen. Since that time, there has been a high turnover of staff and the present headteacher, with recent support from other senior staff, has undertaken extensive work to improve the quality of teaching. Although the effect of teaching over time - as revealed by much of the work in pupils' books and by the school's own lesson observation records – is no more than satisfactory, significant recent improvements have taken place. Systems for planning lessons are proving successful in ensuring greater consistency in the quality of teaching and learning, as teachers in parallel classes plan together. Learning objectives are clearly identified and generally shared with pupils. Most teachers deploy support staff effectively, and teaching is often lively and interactive, engaging pupils' interest. Teachers use questioning effectively and give appropriate emphasis to improving pupils' speaking and listening skills. Much of the teaching seen during the inspection was therefore good, although the impact of this is not yet evident in pupils' overall achievement or in standards.
- The school has concentrated primarily on improving the quality of teaching in the core subjects of English, mathematics and science, and in information and communication technology. Teaching is good in mathematics, partly because of the input of the new co-ordinator, who is a Leading Mathematics Teacher. Here, teachers are now providing extension opportunities for higher-attaining pupils and the impact of this is already evident in pupils' achievement. A considerable amount of good teaching was seen in English and some in science, but work in pupils' books in both subjects shows that teaching over time has been no more than satisfactory. The improvement in teaching in English is very recent, and higher-attaining pupils are still not always being challenged as much as they should be, especially in writing and to some extent in reading. Involvement in a pilot project to improve the achievement in writing of pupils at the later stages of acquiring English as an additional language is not having the positive effects that it should because of weaknesses in the approach taken, which is not challenging these pupils appropriately or providing them with clear guidance on how to improve their skills. Although teaching in science is sometimes good and occasionally very good, most teachers are not yet matching work sufficiently to the prior attainment of pupils and are not necessarily challenging them to draw their own conclusions. This is particularly impacting on the achievement of the most able pupils, where expectations are not high enough. Teaching in information and communication technology is good and teachers are making good, and often very good, use of the new interactive whiteboards to stimulate pupils' interest and clarify new concepts.
- Teaching in the Foundation Stage is good overall as a result of the consistently good – and sometimes very good – teaching in the nursery, which is having a very positive impact on children's overall development in personal, social and emotional development, communication, language and literacy and mathematical development. Teamwork is very strong in the nursery and some excellent support is provided for children's learning by the work of the nursery nurse

in particular. The school has, rightly, identified the need to improve the quality of teaching in the reception year. Much monitoring and coaching of staff has been provided and teaching is now satisfactory overall in these two classes. The teaching of communication, language and literacy and mathematical development is often good, because both teachers have high expectations and this fosters children's belief in their own potential. There are shortcomings, however, particularly in classroom organisation and the management of children's behaviour, and at times in the deployment of support staff – but with some very good support in one of the classes.

18. Having concentrated much effort on improving teaching, the school is beginning to turn its attention to developing pupils' learning skills. Senior staff have clear plans for strengthening pupils' learning – which is already underpinned by pupils' very good behaviour and highly positive attitudes. The school intends, for instance, to take greater account of different learning styles, maximise the skills and contribution of support staff, share with pupils more information about what is expected of them, and introduce specialist teaching in art, music and physical education.
19. The support provided, in lessons, for pupils with special educational needs is good and generally enables them to achieve as well as other pupils. In English and mathematics, most teachers ensure that lesson tasks provided for these pupils are matched appropriately to their needs. Assessment information is not always used effectively in planning lessons, however, and pupils' work shows that those with special educational needs are sometimes given the same work as higher-attaining pupils.
20. Pupils who are at the early stages of acquiring fluency in English receive good teaching from class teachers and teaching assistants. Pupils are responsive to the teaching provided and they are enthusiastic and highly motivated learners. Bilingual teaching assistants are deployed to best effect, generally support pupils' learning well and teaching assistants plan in partnership with class teachers. Teachers value pupils' home languages and encourage them to learn a few words of one another's mother tongues, as was seen in Year 2 classes. Pupils feel that their cultures are recognised and valued and as a result they have very positive attitudes to school and learning.
21. Although assessment was deemed to be good at the time of the last inspection, the school reports that assessment procedures subsequently became inconsistent, some systems were not maintained regularly and others were abandoned and not replaced. A new assessment policy has been agreed and a whole-school record keeping system has been introduced. This includes termly assessment in the core subjects and the recent introduction of optional National Curriculum tests to check the attainment and progress of pupils in Years 3 to 5.
22. Assessment practices are good in mathematics because of the influence of the new co-ordinator. In English, marking is thorough and target setting is evident in most pupils' books but assessment information is not always used to challenge higher-attaining pupils enough, although improvements in assessment are beginning to have an effect on pupils' learning. Assessment procedures are good overall and developing in the Foundation Stage, with frequent and thorough observations in the nursery. Assessment is developing in information and communication technology and pupils are involved in self-assessment so that they know what they need to do to improve. Though also developing, assessment information is not used sufficiently to track pupils' progress in science or to challenge higher-attaining pupils. Marking in science often consists of ticks rather than written feedback on what pupils need to do to improve. The setting of targets for individual pupils in the core subjects of English, mathematics and science usefully involves pupils and parents.
23. The school recognises that assessment information generally needs to be used to a greater extent to inform planning, and systems for tracking pupils' progress have only recently begun to be used. Assessment procedures linked to the National Curriculum are not in place in the non-core subjects so that school has no effective overview of how well pupils are doing in these subjects. Training is being planned for the senior leadership team and governors to

improve the use of data in school improvement and in tracking the progress of different groups of pupils.

24. The stages of fluency of pupils acquiring English as an additional language are assessed and recorded appropriately. However, the use of assessment information to set targets, to track and evaluate pupils' progress and to identify where and how provision should be improved is not yet rigorous enough. Individual education plans for pupils with special educational needs are satisfactory overall, although targets are not always challenging enough. The progress pupils make towards their individual education plan targets is analysed well, but there is limited analysis of the performance of pupils with special educational needs in national tests in order to identify where further improvements in provision are required.

The curriculum

Good enrichment opportunities complement a curriculum that is satisfactory overall. Accommodation and resources are good.

Main strengths and weaknesses

- A good range of clubs, educational visits and visitors enriches pupils' learning.
- Provision for pupils with English as an additional language is good and pupils with special educational needs are generally supported well.
- Planning for pupils' personal, social and health education is good.

Commentary

25. The school meets statutory requirements in all subjects of the National Curriculum and the Local Agreed Syllabus in religious education, as well as placing appropriate emphasis on literacy and numeracy. Senior managers are seeking to make learning opportunities increasingly enjoyable and meaningful for pupils: good links have already been forged between subjects to this end. The Foundation Stage curriculum generally reflects national guidelines well and provides good learning opportunities in personal, social and emotional development, communication, language and literacy and mathematical development. The school has a well-planned personal, social and health education programme and gives due attention to sex education and drugs awareness.
26. The curriculum is broadly relevant to the needs of the majority of pupils; however, the school recognises that higher-attaining pupils are not challenged as much as they should be. Providing 'booster' classes and setting by ability are two of a number of initiatives that have been introduced in an attempt to extend higher-attaining pupils. The school has identified those pupils who are gifted and talented; it has not yet devised a programme to support their achievement, although it has begun to make some provision for them in mathematics.
27. A good range of enrichment opportunities is provided in sport and the arts. Pupils' take-up of extra-curricular activities is good. A range of clubs and visits enriches the curriculum well, which represents good improvement since the last inspection. Pupils have opportunities to play in the orchestra, sing in the choir, and take part in clubs that include gospel singing, cross-stitch, drama, cricket, football and dance. A good range of visitors to the school supports pupils' achievement, including peripatetic music teachers who provide instrumental tuition. The school choir performs with other choirs in alternate years at the Royal Albert Hall and pupils play recorders in assemblies and at the annual Redbridge Recorder Festival. Teachers from the Redbridge Drama Centre provide specialist drama teaching. People from different world faiths come in to talk about festivals, including Guru Nanak's birthday, Diwali, Chinese New Year, Eid and Easter. Pupils have taken part in a cultural celebration, involving music, dance, poetry and drama, and enjoy performing in celebrations at Christmas.

28. The curriculum provides well overall for pupils who are learning English as an additional language. Bilingual story groups, facilitated by support staff, are proving successful in raising pupils' confidence. In Multilingual Month, pupils enjoyed learning basic vocabulary in different languages. Work was celebrated as part of Black History Month. In these and other ways, the school provides a curriculum that reflects a positive attitude towards other cultures and languages. Pupils have good opportunities to gain confidence about their own culture and the culture of others. The presence of books in a variety of languages and many notices and signs written in pupils' mother tongues throughout the school show the extent to which pupils' heritage is valued. However, there are a few subjects – for example, art and design, geography and design and technology – where insufficient account is taken of pupils' different cultures and backgrounds.
29. Overall, there are good support arrangements for pupils with special educational needs, who generally achieve as well as other pupils and are involved in the full range of school activities. Their needs are identified appropriately and suitable individual programmes of work are set for those who need intensive support.
30. The accommodation supports pupils' achievement well overall and has been improved since the last inspection. Classrooms are spacious and well maintained. There is a fully equipped computer suite with one computer per pupil and all computers in classrooms are networked to the suite. Eight interactive white boards have recently been installed and these were used effectively in many of the lessons seen. The school benefits from separate playgrounds for each key stage and a school playing field. There are good facilities for the disabled, which ensure accessibility. The nursery classroom has been refurbished and the school has been successful in its bid for Seed Challenge funding to further develop the playground. The quality and quantity of resources are good overall. There are sufficient well-qualified teachers and the school benefits from having a Leading Mathematics Teacher on its staff, who has developed good provision in the subject. Most support staff are well trained and experienced, which enables them to fulfil their roles effectively.

Care, guidance and support

The school offers its pupils very good care and good support and guidance in a safe and supportive environment. Support for pupils' personal development is very good; support for academic development is satisfactory. The school seeks pupils' views and values their suggestions.

Main strengths and weaknesses

- Pastoral care and welfare procedures support pupils very well.
- Pupils enjoy very good and trusting relationships with one or more adults in the school.
- Pupils' personal development is supported very well but support for academic development is less well developed and therefore less effective.
- Induction procedures are good.
- Pupils know their views are valued.

Commentary

31. Pastoral care supports pupils very well: the school has a very caring ethos and staff address problems effectively. Pupils and parents confirm this and pupils, in particular, praise the care given by the administrative staff if they are unwell. Pupils who speak English as an additional language, those who belong to minority ethnic groups and those with special educational needs are very well cared for pastorally and are an integral part of the school community. Teachers and support staff work together to encourage pupils to develop confidence and to raise their self-esteem. As a result, pupils and staff enjoy very good relationships. Pupils feel very confident that there are adults at school in whom they could confide. They will happily approach the headteacher and deputy head, as well as their class teachers, and praised the fact that they are always ready to listen regardless of how small the problem.

32. Support for pupils' personal development is very good because of clear guidelines through the policies, which ensure consistency across the school in the management of behaviour, child protection, first aid procedures and health and safety. Academic achievement is monitored and supported no more than satisfactorily because the assessment systems currently in place, although improved, have still to be developed consistently across the whole school and in all subjects.
33. Pupils know that their views are supported and respected because they have been consulted through questionnaires and the formation of a 'playground redevelopment group'. Pupils in this group were empowered to make vital decisions, which have been adopted, affecting the layout and facilities of the playground, meeting with the designers so that they were able to make knowledgeable decisions. Elections for school councillors are taking place following on from this previous successful consultation, so that pupils should be in a position to play an ever-increasing role in decision-making.
34. New pupils quickly settle into school because the induction procedures have been well thought through. The school has produced copies of the school prospectus in 20 different languages, with photographs to illustrate all the main points, to ensure that all parents can gain access to the necessary information before their child joins the school.

Partnership with parents, other schools and the community

Partnership with parents is good. The quality of information for parents is very good and parents have opportunities for regular contact between home and school. Parental involvement in pupils' learning and support for the school are satisfactory overall. Links with the local community and with other schools are good.

Main strengths and weaknesses

- Very good quality information and regular opportunities for parents to discuss their children's progress keep parents well informed.
- The school responds well to parents' concerns on whole-school issues.
- Parents' support through attending school events is good but most parents are less committed to active participation in organising events for the Parents' Association.
- Links with the local community and local schools support pupils' learning well.

Commentary

35. Parents' and pupils' views of the school are mostly positive. Parents particularly praise the high standards of discipline, the approachable teachers and many are happy with the information they receive. They would like to see improvement in the standard of school meals and the homework that is given. Partnership with parents is good overall and the school listens to parents' concerns and acts upon their suggestions. A good example is the introduction of parents' meetings following the issuing of reports because parents wanted the opportunity to discuss these before the end of the summer term. Parents' meetings are also now held during the day so that pupils can be present too, making discussions about targets more meaningful and enabling individual meetings to be longer. These have been successful and the number of parents attending has increased.
36. Information for parents about their child's progress is very good and parents and carers have the opportunity to talk to teachers each day. This means that they are able to discuss any concerns at an early stage. The 'new style' reports are of a high standard and have been developed with the help of parent governors to make them very informative, clear and parent friendly. Pupils and parents are fully involved in reviewing progress against pupils' individual education plans and statements of special educational needs. General information – such as the school prospectus and the newsletters, which include curriculum information - is also good

and the school website is informative. Parents appreciate the school's clear guidance on how they can help their children learn at home.

37. The school tries hard to communicate with all parents. Those parents who speak English as an additional language and who are of minority ethnic heritage are encouraged to be involved in all school activities. Translators and interpreters are provided for parents' meetings, bilingual staff are used to help non-English speakers and important letters are translated. Classes have been provided to help non-English speaking parents to improve their grasp of English and celebrations, such as 'The Multicultural Evening', provide very good opportunities for parents to enjoy music and food and to learn about others' cultures.
38. Parents' involvement in their children's learning is satisfactory but the school faces difficulties in engaging all parents as interested and involved participants. By its own admission, it has still more work to do to access and involve parents who do not speak English, although a designated member of staff experienced in this field has been responsible for a number of new initiatives. Several parents expressed concern about the timing and amount of homework given and said that they did not feel sufficiently well informed. These concerns were not found to be justified because homework is set in accordance with the homework timetable and policy, which was drawn up following parental consultation and their views were taken into account. Pupils have designated homework folders, which have a copy of the policy in the front and detailed guidelines for parental support so that parents are kept informed. Overall, parents' support for the school is satisfactory: a few help regularly in the younger classes with specific activities such as cultural topics, but active participation in the Parents' Association is limited to just a few parents. Many parents do attend events organised by the school, however, and are very willing volunteers on the day. Social coffee mornings where parents can discuss school-related issues are now being held more frequently as these have proved more successful in engaging parents than Parents' Association meetings.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. There is a clear commitment to school improvement and to raising standards. A number of initiatives introduced quite recently have not yet had time to impact fully on standards but they are beginning to take effect. The headteacher provides strong leadership and is supported well by other staff in key positions. The governing body provides good support and challenge to the school and ensures that statutory requirements are met.

Main strengths and weaknesses

- The headteacher has worked relentlessly to overcome weaknesses and is determined to improve the school further.
- With an effective and extended senior leadership team, the school is now better placed to raise standards.
- The school evaluates its overall effectiveness well and has good monitoring procedures, but is nevertheless not analysing performance data as efficiently as it should.
- Governors have a thorough knowledge of the school's work and make a thoughtful contribution to its growing effectiveness.

Commentary

39. The headteacher has a clear vision for the school, prioritises well and has initiated extensive development in her three years in post. Extending the senior leadership team earlier this academic year was an important strategic decision that has led to many recent improvements and increased the school's capacity to develop further. The senior leadership team is appropriately focused on raising standards and a number of senior staff are leading by example in their own teaching. Developing key posts, such as a Foundation Stage co-ordinator and co-ordinators for Key Stages 1 and 2, has enabled the school to develop improved systems for monitoring and evaluating its effectiveness.

40. The school's work is monitored thoroughly, especially in the core subjects. Planning and pupils' work are scrutinised regularly, thorough notes are made and very clear guidance is given to staff on what is effective and what needs to be improved. The headteacher has undertaken a substantial number of lesson observations, producing records that are perceptive and of high quality. Teachers are given clear feedback and emerging issues are usefully synthesised. Monitoring records show how the headteacher has worked effectively to raise standards and improve the quality of teaching, based on a detailed awareness of those areas where there is scope for improvement. In monitoring, she is supported increasingly effectively by other senior leaders, and all members of staff with key responsibilities have clear roles in monitoring and self-evaluation. There is a good level of understanding about what needs to be done to develop the school further and to raise standards: this is translated into effective school improvement planning and staff development that is matched to necessary improvement.
41. Senior staff are strongly committed to inclusion. The school is already very effective in its social inclusion of pupils regardless of their background or cultural heritage. Academic inclusion is of more variable quality, largely because the school is not yet using assessment information as well as it should to check the progress of individuals and groups of pupils. Analysis of performance data is a developing area, with a need for more systematic checking of the progress made by different groups of pupils and the use of such information in further planning and development. All teachers with co-ordination responsibilities have regular non-contact time to lead and monitor their subjects. This includes the scrutiny of pupils' work, and the role of subject co-ordinators is well developed overall. The one main area where some co-ordinators are not yet fulfilling their roles as well as they should is in the analysis and use of data, although they are aware of the need to do this in order to raise standards. The new co-ordinator for English as an additional language is providing good leadership and management, and the school has overcome the weaknesses found in this area in the last inspection.
42. The governing body provides good support and challenge to the school, under the very good leadership of the chair of governors. An effective programme of school visits has been put in place, enabling governors to contribute significantly to school self-evaluation. The role of link governors is being dovetailed in to the school improvement planning process, and governors are already involved in detailed monitoring, such as the scrutiny of pupils' work, as well as in reviewing the implementation of school policies. Governors have worked particularly to strengthen the partnership with parents, through surveying parents' views and making its meetings for parents more varied; they have succeeded in recruiting members from minority ethnic groups. Governors are closely involved in financial management, especially in monitoring spending in a situation where the school may have a large deficit and is awaiting a transitional grant. This is the result of the school roll declining considerably and governors' reluctance to use capital funding for the day-to-day running of the school in the face of considerable building maintenance costs and national reforms that affect the workload and pay of staff.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	1,377,335.33	Balance from previous year	39,519.49
Total expenditure	1,408,039.57	Balance carried forward to the next	8,815.25
Expenditure per pupil	3,229.45		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the Foundation Stage with below average attainment. They achieve well in the nursery in response to good - and sometimes very good - teaching. Achievement is satisfactory in the reception classes, as a result of teaching that is also satisfactory and a learning environment that is developing but lacks the richness found in the nursery class. Children in the nursery and reception classes all have good access to outdoor areas: activities are particularly well planned for those in the nursery. Children in the nursery also benefit from very good teamwork between the teacher, nursery nurse and support staff. Support by non-teaching staff in the reception classes ranges from very good to barely satisfactory. Where support is only satisfactory, this is because support staff are not made sufficiently aware of what is expected of them or where they are not deployed to best effect. The curriculum is well planned to provide children with a balance of free-choice and adult-directed activities and reflects national guidance well in most respects. The interpretation of curriculum plans into practical activities is variable, however, in the reception classes: when the teacher and support assistant work with small groups of children, other children do not always receive enough adult attention to ensure that they are all learning when they are engaged in independent activities. Assessment in the Foundation Stage is good overall and parents are appropriately involved in the initial assessment of their children, as well as having the opportunity to contribute to their learning folders. Very good assessment procedures are in place in the nursery, where regular observations of children are undertaken and their progress is carefully tracked. Assessment is at least satisfactory and developing in the reception classes, with clear organisation of children into ability groupings and appropriate records of their individual skills.

Induction arrangements when children enter the Foundation Stage are good, and children benefit from the good, and developing, links that staff have established with parents. A good range of educational visits and other enrichment opportunities extend children's horizons and support their achievement. Provision in the Foundation Stage is led and managed well overall: the co-ordinator, who took up post quite recently, has made a good start in raising standards and has a very clear understanding of what else needs to be done. A range of very good practices has been introduced in the nursery and her plans have the potential to improve overall provision significantly, with the improvement of teaching and learning in the reception classes as the main challenge. Improvement since the last inspection has been good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children generally enjoy warm and encouraging relationships with the staff.
- Behaviour is good overall and very good in the nursery.
- Children are developing an interest and enthusiasm for learning.

Commentary

43. The vast majority of children are likely to meet national expectations in this area of learning by the end of the reception year and teaching is good overall.
44. Children behave very well in the nursery in response to skilful classroom management that creates an orderly but happy atmosphere, with a very good balance of free-choice activities and structured learning. Their behaviour is good overall in the reception classes, although they sometimes become bored and fail to follow instructions when there are shortcomings in classroom management, and especially when individuals are left to their own devices because both adults are absorbed in working with small groups of children.

45. Throughout the Foundation Stage, children become active and enthusiastic learners who take pride in their achievement. Staff foster children's social skills well and encourage them to relate to one another harmoniously, co-operating in work and play. Many children are confident in the way they relate to adults. They develop increasing independence and readily help with tasks such as clearing things away or taking the register to the office.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and achievement are good in this area of learning.
- Communication and language are developed very well in the nursery and well overall.
- A wide range of experiences promotes the development of children's writing well.
- Children develop a lively interest in books and stories.

Commentary

46. Standards in communication and language are likely to be broadly in line with expectations by the end of the reception year, although some children enter the nursery with below average speech and language skills. They make good progress because staff encourage their communication and ask questions that push them to talk at length about their experiences. Very good language development occurs in the nursery, especially in the outdoor area when children take part in imaginative role-play, and children respond very well to this.
47. Children in the current reception classes are working a little below national expectations in writing, although some children are likely to meet expectations in reading and writing by the end of the reception year. Children are encouraged to use books and word cards to help them to spell simple words, and children throughout the Foundation Stage have good opportunities to write within interesting contexts. In the nursery, for instance, they have made an information book about farm animals and in one of the reception classes during the inspection, children were heavily absorbed in writing party invitations in the Post Office role-play area. Although standards in writing are a little below those reached by the end of the reception year in 2004 – when they were above national expectations – teachers have appropriately high expectations for the development of children's writing and children show genuine enthusiasm and interest in writing. Staff take opportunities to teach and remind children about the next steps in writing, challenging and encouraging them to extend their skills. As a result, many children are developing confidence and belief in their own ability to work out how words might be spelt and readily discuss this with one another. Higher-attaining children have good opportunities to make rapid progress. The school itself has identified the need to strengthen the links made between sounds and letters for summer born children who have less time in the reception classes than their peers and is putting strategies in place to counteract this in order to raise overall standards in writing.
48. Children enjoy looking at books, including non-fiction, and they develop confidence in using books as a source of information. Staff interact with children very well in the nursery, encouraging them to recognise what words might say and reading is taught satisfactorily in the reception classes. Some parents have been into school to read stories in their home languages and a reading club is being set up in the reception year for children who are learning English as an additional language. Children in the reception classes visit the library each week and take library books home; this is to be extended shortly to children in the nursery.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers place much emphasis on the development of children's knowledge of numbers and have high expectations.
- Children make good progress in acquiring mathematical language.

Commentary

49. The majority of children are likely to meet national expectations in this area of learning by the end of the reception year and some, as a result of good teaching, should exceed them in their knowledge of numbers.
50. Children have good opportunities to learn about numbers through play and good, practical methods are used in the nursery to ensure that children understand new ideas. Although the methods used in the reception classes are sometimes good – especially in learning about number -with tasks matched to the children's differing prior attainment, the approach occasionally complicates learning unnecessarily.
51. From the nursery onwards, staff introduce children to the idea of addition and subtraction, for instance, encouraging them to estimate how many are left. Their knowledge of mathematical vocabulary is promoted very well during role-play, through questions by staff such as, "How much do I need to pay for an ice cream? I've got £2". In response, even the youngest children readily talk about amounts of money and mirror the language modelled by adults. In the reception classes, teachers have high expectations of children in number work, and most children join in when counting together, for instance, up to 50. From an early age, children begin to write numbers and higher attaining children are challenged well throughout the Foundation Stage in skills of counting and calculating.
52. The evidence available suggests that the teaching of shape, space and measures is satisfactory overall but with scope for greater curriculum coverage and a higher level of challenge in this aspect of mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children in the nursery make good progress in all aspects of this area of learning.
- Information and communication technology is used well in all three classes.
- Children in the reception classes are not, otherwise, developing their knowledge and understanding of the world as well as they should.

Commentary

53. Most children are unlikely to meet national expectations in this area of learning by the end of the reception year. Teaching in this area of learning is at least good in the nursery but it receives insufficient attention in the reception classes. Overall achievement in the Foundation Stage is therefore only satisfactory.
54. Children have appropriate opportunities to use computers and to develop information and communication technology skills. From an early age, they learn to control the mouse and make things happen on the screen. Children in the reception classes have used computer art

programs effectively and information and communication technology is used well to support the development of their writing skills. Satisfactory opportunities are provided for children to use a variety of construction materials, to join them in a variety of ways and to take part in cooking.

55. Children in the nursery have learnt about 'mini-beasts', as evidenced by stimulating displays showing the creatures they encountered, the facts they discovered and the three-dimensional 'insects' they made and talked about. They learn about what living things need, for instance by watering the shrubs in the nursery garden and have many opportunities for learning about the natural world through using magnifying glasses, watching the tadpoles and finding information in books. Children in reception have been learning about the animals that live in the jungle, but classroom displays in the reception classes do not promote knowledge and understanding of the world or stimulate curiosity and exploration as well as they should.
56. Children in the Foundation Stage are taken on walks in the local area, receive visits from members of the community, such as the police, and a mobile farm visits the school so that children are able to interact with the animals. Foundation Stage children took part in a nativity play at Christmas and they learn about different cultures through the celebration of a range of festivals. Parents have visited to speak about Chinese New Year, to cook food representative of their culture, and to demonstrate the Mehndi technique of painting decorative patterns on hands.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children make good progress in developing their co-ordination when working with a range of tools and equipment: this aspect of teaching is good.
- Teaching is satisfactory overall because inappropriate behaviour inhibits learning in some reception class activities and outdoor areas provide only satisfactory physical challenge.

Commentary

57. Most children are likely to meet national expectations in this area of learning by the end of the reception year. Children make good progress in physical development in the nursery and satisfactory progress in the reception classes.
58. Throughout the Foundation Stage, children learn about the importance of keeping healthy and have good opportunities to master fine movements through working with a range of equipment and materials, manipulating play dough, and having access to a range of writing and drawing materials. They quickly develop control in the nursery through regular opportunities to strengthen and refine their movements in a range of activities where they are continuously challenged to build on their prior attainment. This learning is continued effectively in the reception year.
59. Outdoor activities in the nursery provide children with satisfactory opportunities to develop large bodily movements, for instance, through playing on the climbing frame and, on wheeled toys, weaving in and out of obstacles. Further development of the outdoor area would provide scope for the development of a wider range of skills. Children in the reception classes have satisfactory opportunities to develop their skills when playing with hoops, bats and balls, learning about the need to warm up before vigorous exercise, and increasing their skills when balancing, hopping and skipping. 'Brain gym' sessions are effective in promoting children's co-ordination. At times in the reception classes, however, children's overall achievement is undermined by lack of concentration and inconsistent management of inappropriate behaviour, which stems partly from activities that are not entirely suitable for this age group.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Artistic development is good in the nursery and satisfactory in the reception classes.
- Good teaching in the nursery and satisfactory teaching in reception – where there are some missed opportunities - leads to satisfactory achievement overall.

Commentary

60. Children are likely to meet some but not all of the national expectations in this area of learning by the end of the reception year in response to a sound range of learning opportunities, provided by a curriculum that has improved since the last inspection.
61. Children have appropriate opportunities to work with a range of artistic materials in the Foundation Stage and are encouraged sometimes to talk about what they have created. Children in the nursery have worked with various techniques and reception children have looked at pictures by Rousseau before producing paintings and collages on a jungle theme. Their still life paintings reveal some careful observation and children have access to a satisfactory range of artistic resources. Some engage in spontaneous creativity, but there is scope to deepen their artistic self-expression and particularly to stimulate their visual perception in the reception classes by providing a much richer visual and tactile learning environment.
62. Appropriate opportunities are provided for children in the nursery to move to music and express themselves through dance. Children are given opportunities to play musical instruments and develop awareness, for example, of loud and quiet sounds, as well as singing a range of simple songs from memory.
63. Children are encouraged in their imaginative role-play by adult input and by the provision of a range of resources, both of which are particularly good in the nursery. Some good learning takes place through role-play in the reception classes, but when adults work with small groups of children and leave others to engage in free-choice activities without any adult input, opportunities for learning are missed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils make good progress in speaking and listening because they are given many opportunities to practise and develop these skills.
- Teaching ensures that average and lower-attaining pupils make good progress in reading, and standards in writing have begun to improve throughout the school.
- Higher-attaining pupils do not always achieve as well as they should in reading and especially in writing.
- A range of appropriate strategies has been introduced to raise standards and pupils' literacy skills are promoted effectively in a number of subjects

Commentary

64. In 2004, standards in National Curriculum tests in Year 2 were in line with the national average and above those of similar schools in reading and writing. In relation to pupils' prior attainment, the results in the 2004 Year 6 tests were below the national average and below those of similar schools. The school fell short of its Year 6 targets in English, particularly in the number of pupils reaching Level 5. Overall, these results revealed underachievement by higher-attaining pupils, and pupils of all abilities underachieved in writing.
65. Current standards are broadly in line with expectations in Year 2. Lower and average-attaining pupils are exceeding national expectations in reading and meeting them in writing. Higher-attaining pupils, however, are working well below expectations in reading and below them in writing. Standards show that lower and average-attaining pupils have achieved well during their time in Years 1 and 2, but higher-attaining pupils have not done as well as they should. Recent improvements in teaching and in planning have begun to raise standards and in many of the lessons seen, pupils were making good progress. Standards in English in Year 6 are below average overall and well below average at Level 5. This shows that most pupils have made satisfactory progress in Years 3 to 6 but, again, that higher-attaining pupils have underachieved. A range of strategies introduced to raise standards is beginning to have a positive effect, so that the school may reach its Level 4 target in this year's tests but it is unlikely to reach its target at Level 5. Pupils with special educational needs are supported well through work planned to meet their individual needs and through the effective support and encouragement of teaching assistants. There is no significant difference between the achievement of different ethnic groups or that of boys and girls.
66. A strong focus throughout the school in the last two years has been on speaking and listening, resulting in good achievement in this area throughout the school, with many pupils reaching standards that are at least in line with national expectations. This is because teachers provide ample opportunities for pupils to talk together in pairs and in groups about their work and to dramatise and rehearse their ideas and demonstrate their learning. Pupils in Year 2 speak confidently and listen carefully to one another and to their teachers. Older pupils are encouraged to contribute to class discussions and make constructive comments about what they have heard. Many pupils in Year 6 are confident when making presentations or expressing their ideas in front of the class, with each other and adults.
67. The school has worked to raise standards in reading through paired reading, daily guided reading, a home-school reading programme and new resources that reflect the interest of different groups of pupils. Early reading skills are taught well and in Years 3 to 6, pupils have begun to make good progress in response to recent initiatives. The choice of exciting materials encourages all pupils to join in when reading class texts and they respond well to challenging questions posed by the teachers. Pupils in Year 5 and 6, in their guided reading sessions, show an understanding of the characters and plot and some are able to use inference and deduction satisfactorily when discussing texts. By the end of Year 6, some higher-attaining pupils have developed a critical enjoyment of reading. However, many higher-attaining pupils, particularly those who are bilingual, do not have higher-order reading skills, particularly those of analysis, and this holds them back. Most pupils have effective library skills and lower-attaining pupils are able to access information by using a book's contents page or index. Pupils needing extra support because they have English as an additional language and those with special educational needs are generally supported effectively through individual help.
68. Pupils' overall attainment is depressed by significant differences between standards in reading and writing. Strategies to improve pupils' writing - particularly that of higher-attaining pupils - have been put in place, but it is too soon for their full impact to be seen. By Year 2, most pupils are able to write neatly in full sentences with simple accurate punctuation; however, by the end of Year 6, there is a significant difference between attainment in reading and writing. Teachers encourage pupils to talk through their ideas before writing, provide opportunities for

pupils to experience a wide range of genres and to engage in extended writing, and the school runs booster and Easter classes. Teachers analyse pupils' writing and set targets to check their progress. Many of these strategies are beginning to show results and pupils' work is improving, so that pupils in Years 5 are now writing in a range of genres with good understanding of their readership and producing work that is mostly accurate, and well presented and structured. Higher-attaining pupils are still not being challenged sufficiently, however, and many pupils in Years 5 and 6 who are bilingual learners - but at the later stages in acquiring English - need intensive support to move them to greater fluency in written English and enable them to fulfil their potential. As part of a pilot study, the school is paying for the services of a teacher to support these pupils but inspection evidence suggests that this support is not as effective as it should be.

69. Pupils' work and assessment information show that teaching is satisfactory overall, although there has been a recent improvement in teaching and much of that seen during the inspection was good. Lessons are planned well and marking is thorough. Target setting is evident in most pupils' books and improvements in assessment are beginning to have an effect on pupils' learning, although many of the new teaching strategies have not yet had time to take full effect on the oldest pupils. In the best teaching seen, high expectations together with very good subject knowledge and excellent relationships supported very good learning. At times, insufficient time is allocated to end of lesson discussions and for completing written tasks. Information and communication technology is used well to support learning in English, and teachers use resources generally well, especially electronic whiteboards to explain teaching points and stimulate learning.
70. Leadership and management are satisfactory, with an effective whole-school push by the senior leadership team to raise standards. Good features include very structured planning, which incorporates useful strategies to raise standards particularly in writing and pays good attention to remedying shortcomings revealed by the analysis of pupils' work and test results. Teaching and learning are carefully monitored, which is leading to a clear improvement in teaching. Improvement since the last inspection has been satisfactory.

Language and literacy across the curriculum

71. The use of reading and writing skills is being promoted effectively in other subjects. The school is using extra-curricular links between literacy and geography and history in particular to support its push to improve writing. Pupils have produced some accurate, interesting and well-presented pieces of writing in history, geography, science and religious education. Most subject areas provide good opportunities for discussion and support the development of speaking and listening skills effectively.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are broadly average throughout the school and pupils are achieving well.
- Teachers have high expectations of pupils' learning and match work well to different needs and capabilities.
- Assessment systems are good and used effectively to promote pupils' achievement.
- The National Numeracy Strategy is implemented well.
- Leadership and management are good and have given rise to good improvement since the last inspection.

Commentary

72. Standards in mathematics in Years 2 and 6 are broadly in line with national averages. In Year 2 National Curriculum tests in 2004, results in mathematics were in line with those of schools nationally and well above those of similar schools. Pupils achieved well in these tests. Results in Year 6 tests in 2004 were below average compared with all schools nationally and with similar schools. When compared with pupils' prior attainment, however, the results were above average at Level 4 and well below average at Level 5, revealing lack of extension opportunities for higher-attaining pupils, yet good achievement for average and lower-attaining pupils. The school fell short of its targets in mathematics in 2004.
73. Currently, the attainment of pupils in Year 2 matches that expected nationally and achievement is good in shape, space and measures, data handling and number work. In Year 6, standards are broadly average and the school is expected to meet its Level 4 target this year but may not quite reach that at Level 5. However, pupils are achieving well in all areas of mathematics because they are given good opportunities to use and apply mathematical skills in everyday situations, such as taking measurements, recording and analysing data from surveys in graphs, and taking part in problem-solving activities. Pupils who are at an early stage of acquiring English as an additional language and those with special educational needs are supported well by teaching assistants and, consequently, their achievement is good. Higher-attaining pupils are being given increasingly challenging tasks with good opportunities to extend their learning, so that they are also achieving well. Currently, there are no significant differences between the achievement of boys and girls.
74. The quality of teaching is good overall throughout the school. The new co-ordinator, who is a Leading Mathematics Teacher for the local education authority, has ensured that expectations for all pupils are high and that teachers match work to the needs of different groups of pupils. This was clearly evident in teachers' high quality lesson planning and in the range of activities on offer. The work of bilingual and special support assistants greatly enhances teaching so that pupils with particular needs achieve as well as others in the class. There is a sharp focus on developing mathematical language, with key words clearly displayed. Support staff invariably reinforce this in group work and clarify any misunderstandings that may arise, for example by making good use of visual resources. Teachers also make good use of information and communication technology, particularly the interactive whiteboards to support teaching and learning: this was seen in nearly all lessons.
75. The co-ordinator ensures that teachers make good use of assessment and data analysis to track pupils' progress and set targets. The co-ordinator has also used information from tests very effectively to set whole school targets for Year 6 pupils and to inform priorities for further improvement in mathematics.
76. The subject is well organised with good adaptation of the National Numeracy Strategy. The new coordinator has made a very good start in raising standards and producing an effective action plan for improvement, based on effective monitoring of teaching and learning. She has very good subject knowledge and is a very good role model for other staff. For example, she has overseen the effective use of interactive whiteboards to support teaching and learning and has identified key resources, including a website, to extend the learning of pupils who show talent in mathematics. Improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

77. Mathematics is promoted satisfactorily in a range of subjects and pupils' mathematical skills support their learning satisfactorily across the curriculum. In music and dance, pupils learn to keep time; in science, they use standard measures and record data on graphs. They use measurements in design work, they learn to use co-ordinates in geography, and in history they develop an understanding of the passage of time.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Some appropriate recent developments have not yet had time to have a full impact on pupils' achievement, and by the end of Year 6, standards are well below the national average.
- Some pupils - particularly higher-attaining pupils - are not achieving as well as they should.
- Assessment procedures do not support pupils' achievement well enough.
- The headteacher has identified the right priorities for development in order to improve achievement and raise standards.

Commentary

78. In 2004, teacher assessments of Year 2 pupils showed that standards were below national expectations and below those of similar schools. Standards in the current Year 2 are also below expectations. National Curriculum test results in Year 6 were well below the national average in 2004 and well below those of similar schools. Currently, standards in Year 6 are still well below average.
79. There is clear evidence from the school's self-evaluation that some pupils, particularly higher-attaining pupils, have underachieved in science, and inspection findings confirm this. This is mainly because in the past, science was not taught well, and in many cases was not taught at all. The school has recently evaluated curricular provision and analysed test data to target and address shortcomings in pupils' learning. A range of strategies has begun to be introduced, including teaching science through experimentation and investigation, improving teachers' marking so that pupils know what they need to do to improve, and planning challenging work for higher-attaining pupils. These initiatives have not yet had time to have a full impact on achievement and, thereby, on standards.
80. In some lessons seen, pupils completed the same tasks regardless of their attainment or capabilities and higher-attaining pupils were not always challenged enough. This was also clearly evident in pupils' work, where higher-attaining and lower-attaining pupils had often been given the same tasks and had carried out the same investigations. Whereas lower-attaining pupils were given support to complete their work, the learning of higher-attaining pupils was not extended sufficiently. Although in lessons, the achievement of many pupils' is now good, some higher-attaining pupils are still underachieving.
81. The achievement of pupils from minority ethnic backgrounds is similar to that of their peers. Pupils who are at early stages of acquiring fluency in English are supported well in lessons and achieve well. Pupils who have special educational needs receive appropriate support from adults and their achievement is satisfactory. Although, in 2004, girls performed less well than boys in Year 6 tests, the school has introduced strategies to overcome this and there is currently no significant difference between the achievement of boys and girls.
82. Overall, the quality of teaching and learning across the school is satisfactory, though a number of good features were evident in lessons seen. There have been some very recent positive developments designed to improve teaching and learning, but these have yet to affect standards. Teachers set clear learning objectives and pupils are aware of what is expected of them. Pupils are very keen to learn, are very well behaved, and lessons proceed at a good pace. Pupils' interest is maintained by careful questioning and teachers explain scientific vocabulary well. Some give 'models' of the language needed, ask pupils to repeat words after them, and require pupils to use these in their questions and answers. This ensures that all pupils, including those who speak English as an additional language and those who have special education needs, understand the task well; this, however, this is not yet a feature in all lessons. Resources are used well for investigative work, and teaching assistants provide good

support. Pupils' investigative skills are beginning to develop appropriately and pupils observe and predict. However, younger pupils are not yet consistently given opportunities to record the results of their findings and to draw conclusions.

83. Assessment data is analysed, but information is not used to track pupils' progress sufficiently, as a means of raising standards, and not all teachers follow the school system of setting individual pupils targets for improvement. When marking pupils' work, teachers tend to use ticks rather than providing written feedback to indicate what is good about pupils' work or what they need to do to improve.
84. Leadership and management are now effective. The headteacher - who is co-ordinating the subject pending a permanent appointment - has a good overview of the working of the subject across the school, through her effective monitoring of teachers' planning, observations of lessons and scrutiny of pupils' work. This has led to the identification of appropriate priorities for improvement, such as the need to set challenging work for higher-attaining pupils, to give feedback to pupils on their performance and to provide a greater emphasis on investigative and experimental science. The school has also identified the need to use assessment information more rigorously and to set learning targets for individual pupils, in order further to improve standards. Since the last inspection, the school has not been able to maintain the well above average standards found at that time at the end of Year 2. Standards in Year 6 remain well below average. Despite the appropriate measures already taken to raise standards, improvement since the last inspection has as yet, therefore, been unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards across the school are in line with national expectations.
- Teaching is good and pupils achieve well.
- The information and communication technology suite and class interactive whiteboards are used to good effect.
- The subject is led and managed well.

Commentary

85. Pupils' attainment is in line with national expectations at the end of Years 2 and 6 and their achievement is good as a result of good teaching. There is no difference in the attainment of boys and girls. The achievement of pupils with special educational needs, and those who speak English as an additional language, is similar to that of their peers.
86. All classes regularly use the computer suite. There are 30 computers, providing a ratio of one computer to each pupil within the class. This supports learning well as pupils do not have to wait for their turn and lessons are conducted at a good pace. In addition to the computer suite, there are eight interactive whiteboards that are very well used for demonstrations in lessons.
87. In lessons seen, pupils in Year 2 competently downloaded programs linked with their geography topic. The digital camera is used well to record work. Most Year 6 pupils can mix text and graphics for PowerPoint presentations and are competent at importing graphics from the Internet. Some used appropriate search enquiries to download information on Tudor ships and the present Royal Navy in order to compare life styles in different periods of history. In an excellent lesson, Year 4 pupils used the 'logo' program. They first followed procedures to draw simple and then complicated shapes. They then wrote their own procedures. They used their mathematical skills well and enjoyed the challenges presented by different procedures.

88. The quality of teaching and learning is good. Overall, teachers have a good understanding of pupils' previous learning and they build on this effectively. They plan lessons well and most pupils know exactly what they are learning. Plenaries at the end of lessons are used well to clarify and take learning forward. Teaching assistants are used very well to support learning. Pupils experience the expected range of opportunities to develop their information and communication technology skills in word-processing, graphics, using e-mail, the Internet, data handling, control and modelling. Most pupils have very positive attitudes to learning, are attentive and very well behaved. As a result, learning moves forward at a good pace with no interruptions.
89. The co-ordinator's leadership and management are good. She monitors lessons to improve teaching and learning. All teachers have had training in information and communication technology and are confident. The computer assistant is very well deployed and provides very good support for pupils and teachers alike. Assessment is developing: teachers assess pupils at the end of each unit and pupils are involved in self-assessment so that they know what they need to do to improve. The school has made good improvement since the last inspection, and standards at the end of Year 6 have improved so that they are now in line with national expectations.

Information and communication technology across the curriculum

90. Pupils make good use of their information and communication technology skills and extend their understanding in a number of curriculum areas. They use their word-processing skills across many subjects, and mix text and graphics. The Internet is used effectively for research in all subjects. Pupils use spreadsheets and the 'logo' program to improve their learning in mathematics and there is good use of information and communication technology skills in science when pupils record their findings in graphs. In art and design, pupils use computer programs to produce pictures and designs. In geography, they used digital cameras to record their experiences on a visit to the park.

HUMANITIES

91. Provision for **history** and **geography** was not a focus for this inspection. Insufficient evidence was gathered to form an overall judgement about standards in either subject. An examination of pupils' work in Year 2 showed that there is satisfactory curriculum coverage in both subjects in these years, and that pupils develop an increasing awareness of the skills required in the subjects. Standards of work in lessons seen were broadly in line with national expectations. The subjects are taught in blocks, and there is evidence that pupils are learning, for instance in geography, to organise information and analyse the effects of climate on countries, and the changes that occur through the impact of both people and nature.
92. Four lessons were observed in history in Years 3 to 6. The teaching was good in three and very good in one. In all four lessons, pupils showed real interest in the subject and the learning matched the good pace of the teaching. By the time they reach Year 6, many pupils have a sound understanding of the skills and techniques required to research the subject and are becoming aware of how changes in society reflect in people's lives. In the very good lesson observed, pupils demonstrated a very good recall of dates and events and were able to place pictures in chronological order very accurately, using good reasoning to support their judgements. In the one geography lesson observed, in Year 1, the teaching was satisfactory with some good features. The evidence suggests that in geography some opportunities are missed to draw on pupils' cultural heritage, especially when different areas in the world are compared and contrasted.
93. Subject co-ordination is effective in both subjects. Teaching is well planned, and a strong feature in both subjects is the development of a cross-curricular approach to the subjects. Literacy skills are used extensively and information and communication technology is used well to support learning. Recently introduced initiatives are beginning to have a positive impact

on pupils' progress and understanding in both subjects. Teaching is monitored regularly. Assessment procedures are not yet fully in place in either subject. Good use is made of the local environment and educational visits further enhance pupils' understanding of the subjects.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 2 and Year 6 are mainly in line with the expectations of the Local Agreed Syllabus.
- Teaching and learning have improved since the last inspection and are now often good, so that pupils achieve well.
- Pupils are interested in the lessons: they learn effectively from one another and respect one another's feelings, values and beliefs.
- Insufficient use is made of visits and visitors to enhance the curriculum.

Commentary

94. In Years 2 and 6, pupils attain standards that are in line with expectations and achievement is satisfactory overall. Pupils make satisfactory progress in their knowledge and understanding and in their ability to reflect on their learning. There is no significant difference between the achievement of girls and boys. Pupils with special educational needs receive well-structured support in class and make good progress. Similarly, pupils for whom English is an additional language and who are at an early stage of acquiring the language make good progress through sensitive and skilled support.
95. By the end of Year 2, pupils understand aspects of some major religions. Many know stories from the Christian, Hindu and Islamic religions and can apply them to their everyday lives. For example, pupils in Year 2 know the story of Zacchaeus and how Jesus helped him to change from a life of greed to one of care for others. Many pupils recognise ways in which they have changed for the better through the help of someone else. They know some signs and symbols that are meaningful to Muslims and know about some Christian traditions. They understand the importance of feasts and festivals in people's lives and can relate these to their own experiences. Most are familiar with some of the key events in the life of Jesus.
96. By the end of Year 6, many pupils can compare aspects of at least three major religions, particularly Hinduism, Islam and Christianity, and recognise and know some features of Judaism and Buddhism. Many are able to explain the importance and rules surrounding holy books such as the Bible and the Qu'ran, name the important figures in major religions and know something about some of them. They write a profile of the religion of their choice, and use the Internet to research facts about it. Many use their own personal experience in making connections between what they are familiar with and new learning. Most pupils are able to relate the beliefs and values of their own religion well to their daily life. A good instance was seen in a higher-attaining pupil's writing on the reasons for supporting his chosen charity.
97. Teaching is now good overall and has improved significantly since the last inspection. In the best lessons, teachers use a range of strategies to motivate and extend pupils' learning. For example in a very good Year 3 lesson, pupils used the electronic whiteboard to read and discuss the parable of *The Good Samaritan*. Pupils took roles as the main characters in the story, and the teacher used 'hot seating' devices to extend their vocabulary and understanding. Pupils thoroughly enjoyed a quiz on the interactive board and made very good progress. Teachers plan well, and pay good attention to pupils' own experiences. Relationships are very good and pupils are confident in sharing their values and beliefs with others. They value and respect one another's feeling, values and beliefs. Where teaching is satisfactory but has some shortcomings, teachers tend to be more formal, and the final part of the lesson is not used

effectively. Teachers pay sound attention to the assessment criteria of the Agreed Syllabus, and marking is regular and useful. At present, not enough use is made of outside resources, visits and visitors to enrich and extend pupils' learning experiences.

98. The leadership and management of religious education are satisfactory. The co-ordinator, though new to the post, is experienced and well trained and has already made a sound start. The scheme of work now follows the Local Agreed Syllabus and planning is good. A programme for monitoring teaching and analysing pupils' work is in place and assessment is satisfactory. The co-ordinator is beginning to make links with the community to develop visits to local areas of worship. There has been satisfactory improvement since the last inspection when provision and teaching were unsatisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

99. One lesson was sampled in **art and design**, a portfolio of pupils' work and artwork on display were scrutinised and the role of the subject co-ordinator was explored. Insufficient evidence was gathered to form overall judgements about provision, achievement or teaching.
100. There is evidence of some imaginative work and some effective links have been forged, for instance between art and history. Pupils in Year 1 made patterns in the playground by the placement of leaves, and an attractive display of iridescent fish tiles and wax resist pictures by pupils in Year 2 showed that these pupils had worked with interesting materials and techniques. Pupils generally work with a limited range of media and processes, however, and to judge from much of the work on display, have been given too few opportunities to develop their creativity. There is an absence of experimental and expressive use of materials and processes. Some large-scale displays, illustrative for instance of the books classes have looked at or read, are too firmly directed by the teacher, and in one instance consist simply of pupils crayoning in adult-generated shapes. Some tasks - such as 'making as many greens as possible' - are very narrow instead of being placed within a rich context.
101. However, in recording from direct observation pupils generally make good progress, systematically building on their existing skills, - because this is given particular emphasis - and by Year 6, the beginning of real control in the use of tone is apparent in the best drawings. It is evident that teachers have used the work of other artists to stimulate work in two dimensions but have not always had the skill to teach relevant techniques, so that colour washes after Turner and paintings after Van Gogh fail to capture anything of the essence of these artists' techniques.
102. It was possible to sample only two lessons in **design and technology** and to look at examples of pupils' work. Insufficient evidence was seen to form a judgement about provision, standards, teaching or achievement. In a good lesson observed in Year 2, the teacher encouraged pupils really to think about the factors involved in designing a model vehicle. Effective questioning resulted in good exchanges between pupils in paired discussions. In a satisfactory lesson in Year 4, pupils built on their previous skills and the teacher's secure knowledge of the subject had a positive effect on their learning. In both these lessons, pupils were working at the levels expected for their age. The co-ordinator monitors teachers' plans, but has not yet observed lessons. Planning is appropriate and assessment procedures have been introduced, although they are not yet fully effective.
103. In **music**, insufficient evidence was collected to form judgements about provision teaching or achievement. Only two lessons were observed, one in Year 2 and one in Year 3. In a good lesson in Year 2, pupils demonstrated some understanding of how sounds can be used to reflect a picture. They named un-tuned instruments accurately, and were able to accompany a recorded song, using claves to fit in with the record sensibly. They demonstrated real enjoyment of the lesson. In a Year 3 lesson, the teacher made good use of the ethnic diversity within the class: pupils brought in playground games from their own heritage. Music is played at the beginning and end of assemblies, and during the inspection, the recorder group

accompanied the singing. A range of peripatetic tuition is available, for example piano, percussion, brass, violin and woodwind lessons, and these opportunities are taken up by a good number of pupils. There is a choir, and there are orchestra and recorder groups. Pupils take part in The Redbridge Schools Recorder Festival and in a schools concert at the Royal Albert Hall. The school uses a commercial scheme to support learning in the subject and this tests aspects of pupils' attainment; it is not, however, clearly linked to the National Curriculum attainment targets and does not enable teachers to determine easily at which Level pupils are working. Teachers' planning is monitored and the co-ordinator, who is currently on maternity leave, has monitored lessons. It is evident that the school has sustained its high commitment to music noted at the last inspection.

104. It was not possible to judge provision, teaching or achievement in **physical education** as insufficient evidence was gathered. Scrutiny of teachers' planning shows that National Curriculum requirements are met. Pupils have block swimming lessons in Year 5 and records suggest that most achieve the expected standard. The school takes part in the Schools Sports Programme, and there are several opportunities for pupils to participate in sport outside of the school day. For example, there is a pre-school aerobics club for pupils in Year 6, an after-school cricket club, a dance and drama club, and there is a 'Qwik Cricket' festival in July. Good use is made of external specialists to support learning in the subject, for example a physical education specialist is visiting the school later this month to take lessons. There are close links between the subject and healthy living. The school has two good-sized halls for indoor physical education lessons and good use is made of the playground areas.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

105. Insufficient evidence was gathered to form a secure overall judgement about achievement or the quality of teaching and learning. However, evidence from pupils' work, teachers' planning and discussions with staff suggest that provision in personal, social and health education is good.
106. Personal, social, health education and citizenship are actively promoted, both within separate personal, social and health education lessons and within and across other subjects, particularly religious education. The impact of timetabled lessons, the general ethos of the school, enrichment activities and the good involvement with the local community lead, in combination, to pupils making good progress in personal development, to their knowing how to function as members of society and to their learning about important health issues. Governors have been involved in a 'healthy lunchbox' initiative introduced recently, and there are frequent visits from others in support such as the school nurse, the police and the road safety officer.
107. Elections to appoint a school council are scheduled to take place later this term: candidates' photographs and brief information about the candidates are on display. Being members of the school council should give pupils the opportunity to exercise real responsibility in representing the views of others, as well as gaining an understanding of the democratic process. Some pupils have already been given a taste of involvement in decision-making: their views were taken into account recently in discussions about developing the playground.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
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	3
The quality of the school's links with the community	3
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	3
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).