

INSPECTION REPORT

JOHN BRAMSTON PRIMARY SCHOOL

Redbridge

LEA area: Redbridge

Unique reference number: 102838

Headteacher: Mike Elliott

Lead inspector: David Cann

Dates of inspection: 15 – 17 November 2004

Inspection number: 267112

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 to 11 years
Gender of pupils:	Mixed
Number on roll;	316
School address:	Newcastle Avenue New North Road Hainault Ilford Essex
Postcode:	IG6 3EE
Telephone number:	020 8500 4640
Fax number:	020 8501 2933
Appropriate authority:	The governing body
Name of chair of governors:	Mike Higgins
Date of previous inspection:	26 April 1999

CHARACTERISTICS OF THE SCHOOL

John Bramston Primary School is a larger than average primary school for pupils aged 3 to 11 years. Pupils are mainly drawn from the immediate residential area but a small minority travel some distance to attend the school. They are from a wide range of socio-economic backgrounds and their skills on entry are generally below those expected nationally. The majority of pupils are from a White British heritage but nearly ten per cent come from other ethnic backgrounds and a small number come from Traveller families. The proportion of pupils eligible for free school meals (19 per cent) and the proportion of pupils with special educational needs (13 per cent) are in line with the national average but two per cent of pupils have statements, which is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20009	David Cann	Lead inspector	English as an additional language English Geography History Information and communication technology Physical education
19436	Michael O' Malley	Lay inspector	
26945	Sylvia Gatehouse	Team inspector	Foundation Stage Science Design and technology Music
32254	Robin Taverner	Team inspector	Special educational needs Mathematics Art and design Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

John Bramston Primary school provides a satisfactory quality of education in a supportive and caring environment. The headteacher and staff have made good improvements since the last inspection but subject leaders currently do not have enough time to develop their subjects. There is good teaching and learning in literacy and numeracy and pupils achieve well. In science, and information and communication technology, standards are below expectations. The school represents satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in English and mathematics as a result of good teaching and learning.
- There is underachievement in science in nearly all classes.
- Year 6 pupils do not achieve satisfactorily in information and communication technology (ICT) being largely impeded by the unsatisfactory quality of resources.
- Children make a strong start in the Foundation Stage, where teaching is good.
- Pupils' behaviour and relationships are good.
- Staff provide good advice and guidance for pupils, who develop positive attitudes to learning.
- Pupils with special educational needs are given good support, which helps them to progress well.
- The allocation of time and responsibilities to subject leaders is unsatisfactory.
- Governance is not monitoring school developments with sufficient rigour.

The school has made good progress since the last inspection. The quality of teaching and learning has improved and pupils achieve better in literacy and numeracy. Year 6 test results rose steadily from the time of the last inspection until 2003 with results often above average. Although pupils' results in 2004 were significantly weaker, pupils' achievement has improved, especially in English at Year 6, which was identified as a weakness at the time of the last inspection. The curriculum for children at the Foundation Stage has been much improved and support for pupils with special educational needs is now good. The school has not made satisfactory progress in strengthening the roles of subject leaders and helping them to fulfil their responsibilities in monitoring teaching and learning.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	B	E	D
mathematics	A	B	D	C
science	B	C	E	D

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.

Overall, pupils' achievement is satisfactory. Year 6 test results rose steadily from the time of the last inspection until 2004 with results often above average. Pupils' results in 2004 were significantly weaker but the year group had a high proportion of special education needs and more than a fifth of them joined the school in Years 5 and 6. Given these factors, the achievement of pupils was satisfactory in English and mathematics. Currently, in Year 6, pupils are achieving well, reaching standards in line with those expected nationally. In science, pupils are underachieving and pupils' attainment in information and communication technology (ICT) is below expectations by Year

6. Pupils with special educational needs and those whose home language is not English achieve satisfactorily as a result of good support.

By year 2, pupils' achievement is good, with test results over the last four years rising ahead of the national trend. In 2004, pupils' test results were in line with the national average in reading, writing and mathematics and above those achieved in similar schools. Current pupils achieve well in all these subjects and ICT. In science, pupils underachieve as a result of a lack of challenge in their work. Pupils enter the school with below average skills and do well in the Foundation Stage, and they make good progress to attain or exceed the Early Learning Goals in all areas of development.

Pupils' attitudes and behaviour are good but attendance is poor. **Pupils' personal development, including their spiritual, moral, social and cultural development, is good.**

QUALITY OF EDUCATION

The quality of education is satisfactory.

Teaching and learning are satisfactory, overall. Teachers have good subject knowledge and promote good learning in literacy and numeracy. They have high expectations of pupils' behaviour and encourage positive attitudes. However, the teaching of science and ICT have shortcomings which limit pupils' learning. Pupils with special educational needs receive good support and respond well to tasks that are well matched to their ability. In science, teachers do not use assessment well enough to challenge pupils' learning. Teaching and learning at the Foundation Stage are good, particularly in promoting children's personal and creative skills.

The curriculum provides a satisfactory range of learning. Teaching provides a variety of interesting experiences for pupils but does not ensure that pupils' skills are evenly developed across all subjects. The curriculum in the Foundation Stage is good. The school has good links with the community and extends pupils' experience well through extra clubs and very good sporting activities. Accommodation is satisfactory but resources in ICT are inadequate

Arrangements to ensure pupils' care, welfare, health and safety are good. The school provides good support, advice and guidance and successfully involves pupils in the life of the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory, overall, but governance is unsatisfactory. All staff are involved in the process of raising standards but the management of the curriculum is too informal and does not develop subject leadership well. Although very supportive, governors do not monitor school performance with sufficient rigour. The school meets all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Links with parents and the community are good. Links with other schools are good. Pupils are very positive about school and judge that they are looked after well.

IMPROVEMENTS NEEDED

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

- raise pupils' attainment in science throughout the school.
- raise standards and achievement in information and communication technology by Year 6.
- raise the levels of pupils' attendance.
- improve the school's strategic planning and the way it is monitored by governors.
- improve the deployment and role of subject leaders.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Main strengths and weaknesses

- Pupils' achievements in literacy and numeracy are good and have improved since the last inspection.
- Pupils standards and achievements in science are unsatisfactory.
- Standards in ICT are below expectations by Year 6.
- Pupils with special educational needs, and those whose home language is not English, make good progress in English and mathematics.
- Pupils receive a good start at the Foundation Stage as a result of good teaching.

Commentary

1. Standards in English and mathematics improved significantly from the last inspection until 2004. Results in Year 6 tests were above or well above average in 2002 and 2003. Results in 2004 showed a sharp decline reflecting the composition of the year group. The cohort contained a high number of pupils with special educational needs and a fifth of the pupils had joined the school in the two years prior to the tests. Overall, achievement has improved since the last inspection and current pupils in Year 6 are making good progress towards attaining standards in line with the national average in 2005.
2. Year 2 test results in reading, writing and mathematics have also improved since the last inspection and have been in line with or better than the national average for four years. Results have improved ahead of the national trend of improvements and are above those attained in similar schools. Current pupils in Year 2 are attaining good standards, with an impressive proportion of pupils reaching above average levels. Given that most pupils enter the school with lower than expected skills, this indicates that pupils are achieving well in literacy and numeracy.
3. In science, pupils are underachieving. Test results have declined since 2002 and pupils are not producing the quality and quantity of work expected. Teachers are not using assessment effectively enough to target work at the right level for pupils. In ICT, pupils attain a satisfactory level by Year 2 but by Year 6 standards are below expectations. Unsatisfactory resources limit pupils' experience of the ICT curriculum and they do not have enough opportunities to practise and consolidate their skills. In religious education standards are in line with those expected at both Year 2 and Year 6. There were no overall judgements on other subjects.
4. Pupils with special educational needs make good progress and achieve well – particularly in literacy and numeracy – owing to the good support they receive from learning support assistants. Pupils with special educational needs including, those with Statements of Special Educational Needs, have well-constructed individual education plans, which identify clearly the targets pupils need to work on in order to progress with their learning. Staff make good use of these plans to help the children progress in their lessons and also in focused teaching groups, which take place outside of the classroom. As a result, these pupils make good progress in relation to their abilities.
5. Pupils learning English as an additional language achieve standards that are close to those expected and achieve at the same rate as their peers. In literacy, they make good progress as a result of good support from class and specialist teachers. Similarly, there is good support

for Traveller pupils, who often make good progress as a result of sympathetic and well-organised support. Teachers are good at valuing the contributions of all pupils and this is important in promoting inclusion and achievement throughout the school. There were no significant variations in results by gender or ethnic background.

- Most children are in line to achieve the Early Learning Goals in all areas of development. This represents good achievement since the majority of children join the school with below average skills, especially in language and communication. Teaching is well planned to attract children's interest and they develop language and number skills well. Children make very good progress in creative development and good progress in all other areas of development.

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

Standards in:	School results	National results
English	25.4 (27.6)	26.8 (27)
mathematics	26.2 (28.3)	26.8 (26.7)
science	27.3 (29.1)	28.6 (28.3)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their spiritual, moral, and cultural development is good and their social development is very good. Punctuality is satisfactory but attendance is poor.

Main strengths and weaknesses

- Pupils are interested in their lessons and other school activities.
- The vast majority of pupils know what is expected of their behaviour and respond well.
- There are good relationships and pupils respect one another.
- Pupils' personal development is good.
- Attendance has improved but it is still well below average.

Commentary

- The high standards noted at the last inspection have been maintained. Pupils like school. They work hard in lessons and they are keen to take part in activities outside class. At the Foundation Stage, children's behaviour and attitudes are very good and they achieve well in their personal and social development. In the rest of the school, pupils behave well. The majority concentrate for long periods and the few who get distracted in lessons are well managed by teachers and other staff. There was one exclusion last year, which was appropriate in the circumstances.
- Assemblies include themes such as "Inspiration and hope" and "Similarities and differences". They include stories, and reflection that help pupils consider values and a wide range of beliefs. The school is very good at promoting mutual respect and concern for others. Pupils readily accept differences and they make sure no-one is left out. There is some bullying and racism but both are quickly tackled. Pupils can distinguish clearly between right and wrong, and they are encouraged to think through the consequences of their actions.
- The school takes every opportunity to build pupils' self-esteem and to help them understand their community responsibilities. Therefore, pupils, including those with English as an additional language or other special educational needs, develop confident attitudes to school. They are keen to take responsibility, such as tidying-away after activities or representing the

school on the "children's panel". The older pupils look after the infants, and pupils from different backgrounds mix well together. They entertain the elderly and take their own initiative in raising funds for charity.

- There are many opportunities for pupils to learn about their own and other cultural traditions through assemblies, visits and visitors, a wide range of extra-curricular activities, and studies in class. The teachers encourage the pupils to learn from one another about their own cultural experiences, and the rich mix of cultures represented in the school is fully celebrated.

Attendance

Attendance has improved since the last inspection but it is still poor. Attendance is well below the national average. Last year about 1 in 4 pupils attended for less than 90 per cent of the time. Unauthorised absence is very high. Extended holidays reduce attendance performance and increase unauthorised absence. Punctuality is satisfactory.

There are good procedures for monitoring punctuality and reducing lateness, but the procedures for monitoring and promoting attendance are unsatisfactory. Unexplained absence is followed up systematically, but unsatisfactory attendance is not followed up rigorously enough. Not enough is done to promote the importance of good attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.3	School data :	1.6
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	184	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	13	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	25	0	0
Asian or Asian British – Indian	15	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – any other Asian background	8	0	0
Black or Black British – Caribbean	8	1	0

Black or Black British – African	8	0	0
Black or Black British – any other Black background	4	0	0
No ethnic group recorded	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Overall, teaching and learning are satisfactory with strengths in the teaching of literacy and numeracy but shortcomings in science. The curriculum is satisfactory and pupils are stimulated by their learning in sport and the arts.

Teaching and learning

Teaching and learning are satisfactory overall. Good teaching in English and mathematics and for children at the Foundation Stage makes effective use of assessment. Teaching and learning in science is unsatisfactory.

Main strengths and weaknesses

- Teachers have good subject knowledge across the curriculum.
- Staff have high expectations of pupils' behaviour, and attitudes to learning are positive.
- Teaching and learning are well planned in the Foundation Stage.
- Teaching in English and mathematics is well matched to pupils' ability, which stimulates good achievement.
- Pupils with special educational needs receive good support and respond well to tasks that are well matched to their ability.
- Approaches to assessment, marking and target-setting lack consistency.
- In science and religious education, work in pupils' exercise books is not well matched to their ability levels and presentation is poor.

Commentary

11. Since the last inspection the good quality teaching and learning in English and mathematics has been maintained in Key Stage 1. At Key Stage 2 the teaching of English and mathematics was satisfactory at the last inspection but has since improved and is now good, overall. The quality of teaching and learning in science has declined since the last inspection and this is due to the lack of challenge and poor presentation of pupils' work, as well as the lack of rigorous marking and assessment procedures. Teaching and learning in ICT has also declined, although this is mainly due to the poor condition of the computer hardware in the school. The quality of teaching in RE remains the same as at the last inspection.
12. Teacher's subject knowledge is consistently good throughout the school and this promotes good attainment in English and mathematics. Teachers communicate information clearly and are skilful in questioning pupils, which makes them think and recall previous learning. Sometimes, however, pupils are required to sit still and listen for too long, which makes them restless and begin to lose interest. Pupils are not given sufficient opportunities to work on collaborative tasks in mathematics or to talk about their work in order to develop speaking and listening skills. The national strategies for numeracy and literacy continue to have a positive impact upon the standards achieved by the pupils in these subjects.
13. Relationships between adults and pupils in the school are good and this leads to good standards of behaviour and good attitudes towards work. Overall, pupils are well motivated to learn and try hard during lessons.
14. Pupils with special educational needs are taught well in English and mathematics. In Years 5 and 6 pupils are organised into sets for these subjects, which enables the pupils with special educational needs to be taught in smaller groups that cater well for their needs. For example, in a Year 5 group, taught by the special needs co-ordinator, the lesson began with a handwriting aerobic exercise and then involved a group reading activity pitched at the appropriate level. Pupils were very supportive of one another when they approached words in

the text that they did not immediately recognise. Pupils are supported well by experienced and well-trained learning support assistants who liaise closely with the class teacher in order to meet the needs of the pupils with whom they are working. Focused withdrawal groups are used successfully to boost pupils' reading and spelling skills.

15. Teaching and learning are good at the Foundation Stage. Activities are well planned and well balanced between areas of learning. Adults are skilled at responding to children's interests and initiating activities which extend their learning and play. Learning is fun because teachers and their assistants devise a good range of activities that capture children's imagination. Staff develop children's speaking and listening skills well throughout the day. They constantly question children and show a genuine interest in the answers. Children enjoy communicating and they are eager to learn and work hard because they are motivated and interested in the tasks set for them. Systematic teaching of early writing and reading skills is good and ensures that children learn well. Teachers make good use of regular assessment to monitor children's progress.
16. In some lessons, particularly science and religious education, tasks are not well matched to pupils' abilities. This results in the more able pupils not being sufficiently challenged. Lack of detail in teachers' planning in these subjects contributes to this situation. Tasks completed in exercise books are often the same for all pupils in the class and teacher expectations relating to the quality and quantity of written work produced are often too low.
17. There are good examples of teachers' record keeping and assessment systems in the school, but this good practice is not shared sufficiently. Similarly, there are good examples of systems for the setting of curriculum targets in English and mathematics for individual pupils, but again not all teachers follow this good practice. Links between teachers' judgements about how well pupils are achieving in lessons and their plans for future lessons are not evident in all classes. Assessment systems in science are unsatisfactory, which adversely affects the quality of teaching and learning.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (5%)	21 (57%)	14 (38%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

The curriculum

The school's provision for the curriculum is satisfactory.

Main strengths and weaknesses

- All subjects are offered with a deliberately heavy emphasis on literacy.
- The curriculum in the Foundation Stage is good.
- There are no formal written action plans to drive forward innovation or creativity in the curriculum.
- The quality and range of opportunities to enrich the curriculum are good.
- Pupils' participation in sport and the arts outside the school day are very good.

Commentary

18. The school covers all subjects, allocates enough time to each and fulfils statutory requirements, but the curriculum is not being developed in a systematic manner. Staff regularly identify and address areas for improvement but they often implement these piecemeal rather than develop them through a clear and coherent programme. Senior management is aware of the document 'Excellence and Enjoyment' but its principles are not yet embraced throughout the school. The curriculum provided for pupils with special educational needs and for those with English as an additional language is satisfactory, but the curriculum provided for more able pupils is not always challenging enough. Children in the Foundation Stage receive a good, well-planned curriculum and this is an improvement since the last inspection.
19. Timetables indicate a heavy emphasis on literacy throughout the school, arising from the school's determination to improve writing. This has had positive results, but there are still wide variations in the quality and quantity of extended writing and pupils' presentation is often untidy. The time for science has been increased since the last inspection when it was described as 'thin', and this constitutes an improvement.
20. There are good opportunities provided by the school to enrich pupils' learning through visits to local places of interest, such as the local church, the museum of childhood, and Hainault Forest Park. Residential study visits have a good impact on the development of pupils' personal and social skills as well as on areas of the curriculum such as science, geography and history. Visitors enhance the school's provision in the arts, conducting enjoyable workshops for classes in drama and African music and dance. Very good opportunities are provided for pupils to take part in sport and music, particularly gymnastics and singing. The range of extra-curricular clubs is good, especially for older pupils, many of whom take an active part in the many sporting activities available.
21. Staffing, accommodation and resources are satisfactory, overall, although the resources for information and communication technology are unreliable. The fabric of the building and its environment are showing signs of wear and tear in spite of valiant efforts by the caretaker and his team. Recent improvements to the building have still failed to address the problem of classroom accommodation in a two-form entry school. The number of lavatories provided for a staff of this size is inadequate.
22. Overall, there is good provision for pupils who have special educational needs and the school works hard in literacy and mathematics to ensure that pupils have full access to the curriculum. In science and religious education the tasks set by the teacher to enable pupils with special educational needs to make expected progress are not well matched to their ability levels.

Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are good. The provision for support and guidance is satisfactory.

Main strengths and weaknesses

- The school takes good care of pupils.
- Pupils who need extra help are given good support.
- There is insufficient guidance for pupils with unsatisfactory attendance.

Commentary

23. The school takes good care of pupils' medical, social, and emotional needs. The teachers make sure that all pupils are secure and confident to get on with their learning. There is good

support from outside agencies. There are effective procedures for child protection and satisfactory arrangements for health and safety. There are good arrangements to help new pupils settle into school. Pupils are confident that there is someone to turn to if they have problems, and the school takes satisfactory account of their views and concerns through questionnaires and discussion.

24. The school is quick to acknowledge pupils' achievements and this builds their confidence and security. Pupils' progress is tracked in literacy and numeracy through formal tests. They are set individual targets for improvement and pupils have a good understanding of how they can improve. The setting of pupils in English and mathematics helps their good progress. Pupils with special needs are given good support. There is good additional help for Traveller pupils and pupils with English as an additional language. There is small group work in phonics and in hand aerobics. Pupils' personal development is monitored effectively and, where appropriate, pupils are set targets for improvement. The teachers and staff know the pupils very well. There are good opportunities for pupils to take responsibility and practise their social skills, and there is good support for pupils who need extra help with their emotional, behavioural, and social development. There is insufficient guidance for pupils with attendance problems because procedures for following-up unsatisfactory attendance are not rigorous enough.
25. The strong caring ethos of the school ensures that the welfare of pupils with special educational needs is of paramount importance. Good liaison between support staff and teachers ensures that all adults are working together for the benefit of the pupils. Patience and understanding are shown towards pupils with special educational needs. A good example of this is the sensory room, which has been constructed for pupils who would benefit from time spent in a quiet but stimulating environment.

Partnership with parents, other schools and the community

The school has a good partnership with parents so that they can support their children's education. There are good links with the community and a good partnership with other schools.

Main strengths and weaknesses

- The school works closely with parents so that they can support their children's education.
- Parents are involved and give good support to the school's work.
- Links with the community and other schools provide a good range of opportunities to enrich the pupils' education and to support their personal development.

Commentary

26. The school keeps parents well informed about what is going on through newsletters and other notices. The prospectus and governors' annual report provide a satisfactory summary of the school's provision and achievements. There are satisfactory arrangements for keeping parents informed about their children's progress. Parents of pupils with Statements of Special Educational Needs are involved in setting their targets. The school also provides valuable assistance for Traveller families, who are sensitively supported in a way that helps their children take a full part in school life.
27. The school encourages parents to raise concerns and is quick to involve them when there are problems. There are good procedures for introducing parents and their children to the school. Parents are kept well informed on what is taught and how they can help. The arrangements for homework are satisfactory. Parents' evenings are well attended and many parents support their children at events such as plays and sports fixtures. Many parents encourage their

children to take part in extra-curricular activities. A good number of parents regularly help in school and others help with special events such as Diwali celebrations.

28. Pupils visit museums, galleries, and other places of historical interest. Many visitors to the school, including musicians and theatre groups, broaden pupils' first-hand experience and significantly raise their interest in learning. The choir takes part in concerts with other schools and sings carols locally. The gym club performs at the Barnardo's summer fete. There is a long established link with a West African child whose education is sponsored by the pupils.
29. There is a good link for sports with Caterham High School, and the pupils take part in local, regional, and national sports competitions. The school runs gym courses for local teachers. There are close links with other schools in the Foundation Stage cluster group. There is a particularly strong partnership with the University of East London for initial teacher training.
30. The school has good processes for the identification of pupils with special educational needs and takes into account the views of parents as well as staff. Parents of pupils with Statements of Special Educational Needs are fully involved in reviewing progress and setting next-step targets. The school has plans to develop and improve parental involvement in reviewing the progress of pupils who are on the special needs register but who have lower levels of support. Parents who were interviewed were very pleased with the outreach support provided by a local special school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is satisfactory, but governance is unsatisfactory.

Main strengths and weaknesses

- The school has a strong commitment to inclusion.
- The school benefits from a stable team of experienced staff.
- There is good induction and support for initial teacher training.
- The Foundation Stage and special educational needs are led and managed well.
- Strategic planning is unsatisfactory and the systems for evaluating teaching and learning are not precise enough.
- Management responsibilities are not deployed evenly.
- Governors do not have sufficient understanding of the strengths and weaknesses of the school.

Commentary

31. The school has made good progress, with improvement since the last inspection, because leadership is competent and committed. The headteacher and staff have a high level of mutual respect and support one another well. The headteacher and deputy headteacher have a strong commitment to equality of opportunity and the school works well to meet the individual needs of pupils from a wide range of backgrounds. Pupils spoken to during the inspection were very positive about their relationships with one another and with adults and valued the support that they receive.
32. The school monitors its performance satisfactorily and has recently embarked on a new programme of self-evaluation in which staff, parents and pupils are involved. Through good but informal systems of discussion and consultation, staff identify weaknesses and continually look for ways to improve standards. None the less strategic planning is unsatisfactory. Subject action plans are not drawn up, shared and agreed regularly. At the time of the inspection, the school's overall improvement plan was only at draft stage and does not regularly include clear targets for curriculum development nor deadlines and costings.

33. The current allocation of responsibilities for subject leadership is unsatisfactory. Necessary personnel changes are being handled sensitively but there are too many demands placed on too few shoulders. Subject leaders are knowledgeable about their subjects and give satisfactory guidance and support to their colleagues, but they are not all able to evaluate teaching and learning systematically. Many do not have enough time to carry out their duties and have not had the opportunity to develop their leadership role sufficiently. Leadership and management of special educational needs are good. The deputy headteacher, who was the special needs co-ordinator (SENCO), is working with the newly appointed co-ordinator this term to ensure a smooth transition and the new SENCO is very

enthusiastic and has already undertaken a considerable amount of training to equip her with the necessary skills. Leadership and management of the Foundation Stage are also good, as is reflected in improvements since the last inspection.

34. The school day runs smoothly, with clear procedures that are well understood and implemented. There is a very stable and experienced staff team with a good proportion of more recently qualified teachers. Performance management is satisfactory and well linked to staff professional development and training, which also reflects school priorities for improvement. There are good systems for the induction and support of new staff. The school makes a good contribution to initial teacher training through its effective partnership with the University of East London. Student mentoring enhances teachers' professional development and supports effective recruitment.

35. The school has maintained a satisfactory standard of financial management despite fluctuating pupil numbers and tight budgets. The headteacher and governors understand the importance of applying best value to their financial decisions, and while procedures for evaluation are generally satisfactory there is room for further improvement.

36. The governors are supportive, but systems of governance are not satisfactory. Governors ensure that the school fulfils its statutory duties and have been energetic in pursuing improvements in accommodation and challenging the limits on school funding. However, at a time of change in its composition, there are not enough active governors who are well informed of the school's strengths and weaknesses and therefore in a position to challenge the school and hold management to account. Without a clear and agreed development programme governors cannot support senior managers in evaluating provision and in monitoring curriculum improvements.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,075,783
Total expenditure	1,070,453
Expenditure per pupil	2,817

Balances (£)	
Balance from previous year	13,481
Balance carried forward to the next	18,811

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good and is a significant strength of the school.

Since the last inspection there have been good improvements in planning the curriculum for the Foundation Stage especially in the reception class. All staff have participated in a wide-ranging review of provision which has successfully brought about significant improvements in the quality of learning and teaching. In the nursery and reception classes, assessment systems are good and used well by all staff to record children's achievement and to chart their future learning. Children experiencing difficulties are identified early and swift action is taken to address their special needs, enabling them to make similar progress to others.

Attainment on entry varies but, overall, is below average. Children get off to a flying start in the nursery. Their good progress is consolidated and accelerated in the reception class because of consistently good teaching and well-planned activities in all six areas of learning. There is evidence of very good teaching in social, creative and mathematical development.

Parents are pleased with the arrangements provided by the school for admission and feel they can approach the school with any worries. They say their children settle happily and are eager to come to school. The quality of leadership and management of the Foundation Stage is good. There is close liaison between staff. Good arrangements are in place for the transition between nursery and reception classes, and between reception and Year 1. However, the success of these systems depends on the school's leadership and management recognising that enough time needs to be given for the full exchange of information between staff. At present, this is not formally featured in a school development plan, nor are there clear plans for the expansion of the nursery in readiness for the new intake in January 2005. Accommodation has been improved and is satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff consistently place a heavy emphasis on this area of learning from the start.
- Children are encouraged to develop self-confidence as well as consideration for others.
- The warm and purposeful ethos provides children with a secure and happy learning environment.

Commentary

37. Children's behaviour and attitudes are very good and they achieve well in their personal and social development because the quality of teaching is consistently very good. At the beginning of each term, children agree the rules for their class in discussion so that they are fully aware of their teachers' and helpers' expectations. Children are self-confident and show concern for others, for example, helping one another to fasten aprons and coats. They work alongside one another happily, taking turns and tidying away conscientiously, even mopping floors as best they can. They willingly share items such as pencil crayons and encourage others to do the same: "If we put the pot in the middle we can all reach it, can't we?" They listen attentively and are eager to learn. All staff work together very well, creating a very positive atmosphere where children flourish. The majority are well on course to exceed the early learning goals by the time of transfer to Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and their support staff provide a learning environment rich in language.
- Children make good progress in speaking and listening, reading and writing.
- There are close links with other areas of learning, such as physical and creative development.

Commentary

38. All staff provide good opportunities for children's development of speaking and listening skills throughout the day. They constantly talk and question children, engaging them in meaningful conversations and showing a genuine interest in children's contributions. Children enjoy practising their communication skills in a wide range of activities, such as playing in the role-play area, being nurses, patients and doctors. Systematic teaching of early writing and reading skills ensures that children's development is progressive and continuous. For instance, in reception the more able children regularly work in a small group at writing activities specially planned to meet their particular needs. Teachers value the help that parents give at home with reading and other homework activities. Learning is fun because teachers and their assistants devise interesting activities that capture children's imagination, such as writing labels to put on a teddy's birthday present. Opportunities to exploit the full scope and power of ICT are limited at present because there are not enough talking books available. The majority of children are on course to reach the early learning goals in speaking, listening, reading and writing by the time they transfer to Year 1 because the quality of teaching is good. The majority of children make good progress and achieve well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teachers successfully relate this area of learning to daily activities to make mathematics more meaningful.
- There are good links between mathematics and other areas of learning, such as art.

Commentary

39. Children enjoy mathematical activities because teachers and their assistants make them relevant and fun. For example, children count how many are present and absent each day and enjoy counting the days of the week. They concentrate for long periods when playing games involving shapes and dice, and they sort soft toys into sets based on properties such as the colour of their fur. A wide range of activities introduces children to the many different aspects of mathematics including number, shape and measures. For instance, children confidently recognise plane shapes such as triangles, squares, rectangles and circles, and describe their properties accurately. They make good use of these shapes to make pictures of rockets and houses. They make sensible comparisons between lengths and heights, and concentrate hard when cutting their jam sandwiches into halves and quarters. However, their knowledge and understanding of space and angles are limited due to the lack of a programmable robot. The majority are well on course to reach the early learning goals in mathematics because of good teaching, which results in good progress and achievement, overall. On occasion, very good teaching means that the more able children make very good progress and achieve very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers and their assistants prepare many good opportunities to raise children's awareness of the world around them.
- Visits and visitors make a good contribution to children's experiences.
- Children have regular access to the school's computer suite.
- The computers are old and unreliable.

Commentary

40. Children enjoy a rich curriculum that is carefully planned to open their eyes to the wonders of the world around them. Good use is made of their immediate environment - searching for mini-beasts in the garden, splashing in puddles wearing Wellington boots, and observing the different seasons. The children enjoy trips beyond school, for instance, to Hainault Country Park and the local church for Christmas services, and are particularly delighted by the visit of African musicians and dancers. Christian celebrations and those of other faiths, such as Diwali, are featured in art, music and drama activities. Children have access to computers in their classes but also have regular timetabled lessons in the school's elderly computer suite, where they use drawing programs and gain increasing control of the keyboard when writing their names and 'Happy Birthday'. The computers are occasionally unreliable, causing disruption to teachers' plans and disappointment when printers do not perform. The majority of children make good progress and achieve well, and are on course to reach the early learning goals by the time of transfer to Year 1 because of good teaching.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outdoor provision is attractive, secure and easily accessible.
- Play activities are planned with a clear purpose and carefully supervised.
- Regular access to equipment and apparatus is timetabled in the school hall.

Commentary

41. Provision for outdoor play has been improved and is an asset. The delightful garden area provides children with a safe environment for outdoor play. The hard play area is level and secure but lacks shade from trees or canopies. The new conservatory is a delightful learning area but becomes uncomfortably hot because there are no blinds. Teachers plan outdoor activities meticulously, with clear learning goals that they want the children to achieve. There are good opportunities for children to use large wheeled toys, climb and jump from fixed apparatus, and use equipment such as water and sand trays, all of which are carefully supervised. Children have regular access to large and small apparatus in the school hall with good opportunities to gain confidence. They also have the chance to respond to music, expressing their feelings in movement and dance. There is good provision for children to develop their nimbleness using small constructive apparatus such as interlocking bricks and jigsaws. Frequent practice in using tools such as scissors, paint-brushes and glue sticks provides further opportunities to develop greater accuracy in dexterity. The majority of children are on course to reach the early learning goals by the time they transfer to Year 1. They make good progress and achieve well because the quality of teaching is good.

CREATIVE DEVELOPMENT

Provision in children's creative development is **very good**.

Main strengths and weaknesses

- Children enjoy a rich curriculum in art, music and drama.
- All staff provide very good role models in this area of learning because of their own enthusiasm and enjoyment.
- Visitors enrich children's experience of the art and music of other cultures.

Commentary

42. All children take part in regular musical productions for their parents and the rest of the school. The quality of singing is high because teaching is very good, with high expectations and an insistence on clear words and accurate rhythm. Children are eager to learn and work hard because they are motivated and interested in their activities, and recognise that they are working towards a performance. They use paint and crayon, chalk and pencil to good effect, and have learnt to mix colours to obtain different tones. In the role-play area, they like taking the part of doctors and nurses, although they are less enthusiastic about being patients!! Visitors such as African drummers and dancers delight children and provide them with valuable first-hand experiences of the music of other cultures. The majority of children are well on course to exceed the early learning goals by the time of transfer to Year 1. They make very good progress and achieve very well because the quality of teaching is very good.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The school places a good emphasis on reading, which has improved standards since the last inspection.
- Pupils generally achieve well in writing.
- Teachers and support staff work effectively together to support pupils with special educational needs.
- Most teachers ensure that pupils have a good idea of how they can improve their work but the quality of marking is inconsistent.
- Effective leadership has raised the quality of learning but the current subject leader has insufficient time to fulfil her responsibilities.

Commentary

43. Attainment at Year 6 is in line with the levels expected nationally, which represents good achievement for pupils who often join the school with below average skills. Pupils' test results at Year 6 have risen well since the last inspection and although there was a major dip in 2004, current pupils are on track to attain average results in 2005. Many children join the school with limited literacy skills and there is a very high turnover of pupils, especially in Years 4, 5 and 6, which adversely affects attainment. Attainment in Year 2 is in line with the national average in tests and assessments and pupils achieve well. Results have improved since the last inspection and, in 2004, they were above average in reading and writing when compared

with similar schools. The number of pupils achieving the higher level 3 in tests was well above average for similar schools.

44. Standards in speaking and listening are at a satisfactory level throughout the school. Adults have good relationships with pupils and value pupils' opinions and ideas. Discussion times are well led, although teachers do not always plan these to ensure that pupils acquire new vocabulary and expressions and practise them in speaking.
45. Reading skills are in line with those expected nationally. Teachers are good at monitoring pupils' reading development and arrange help for those who need it. There is a strong emphasis on daily reading time in all classes and pupils express their appreciation of the opportunity to read individually or in groups. Staff, pupils and parents maintain reading records well and pupils are tested frequently to monitor their progress. These systems have improved pupils' reading standards, especially at Key Stage 1, and have encouraged a good level of interest in books. Pupils also apply their reading skills well in research from the Internet and other computer-based resources. Pupils' library skills are satisfactory but the range of reference books is limited for the number of pupils, which restricts pupils' learning.
46. In writing, Year 2 pupils have a good understanding of how to use sentences in their work and remember to use capital letters and full stops. In creative work, many use an exciting range of vocabulary in response to stimulating "brainstorming" sessions, well run by teachers. By Year 6 pupils write in a good variety of styles, structuring stories well. They develop their skills satisfactorily in other subjects but make insufficient use of ICT as a writing tool. The quality of handwriting and presentation is below expectations. Although pupils practise handwriting throughout the school, regular use of "draft" books appears to encourage untidiness.
47. Pupils with special educational needs are given a good level of support, and progress well. The school has implemented a range of teaching programmes, which are well run by trained support staff. Records show that these are making an important contribution to raising pupils' standards. In addition, support for pupils learning English as an additional language is good and, as a result, pupils achieve well. Those at an early stage of language acquisition are given intensive regular support in small groups and more fluent pupils receive effective support from teachers and class assistants. Support for Traveller pupils is good and has helped them to complete work at home and to take an active part in learning.
48. Teaching and learning are good and have improved since the last inspection as a result of a whole-school focus under the leadership of the headteacher. A significant amount of time has been allocated to literacy activities and the impact of this has been closely monitored. The setting of pupils in Years 4 to 6 has a positive impact on the standards of pupils at all ability levels and more able pupils achieve well. Teachers assess and record pupils' progress regularly. They set clear individual targets to help pupils improve their work. Most know these and think about them as they tackle written tasks but in a few classes this system is not effective. Marking is also variable from class to class and few teachers refer to targets in their comments on work. Good use is made of the newly installed interactive whiteboards to stimulate pupils' interest and understanding.
49. Although leadership and management are satisfactory there are elements which threaten to impede the pace and focus of continued development. The recently appointed subject leader has insufficient time to maintain a close check on standards and teaching. While staff have identified areas of learning that they want to develop there is no shared action plan that details precise targets and deadlines. Pupils' learning is restricted by unsatisfactory ICT equipment and the limited range of library books.

Language and literacy across the curriculum

50. Pupils' writing and reading skills are developed satisfactorily except in religious education, where the school has decided to focus on developing pupils' oral skills. Throughout the school, pupils make good use of their writing skills in history, which stimulates playwriting, interviews, news stories and accounts. This has a positive impact on raising standards. Pupils use their reading skills well in researching aspects of geography and history and have also found information about religious beliefs from books and computer resources. Pupils' use of ICT to develop their literacy is satisfactory but they rarely compose pieces directly on the computer and the skills of redrafting elements are not well developed.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well by Years 2 and 6.
- Teaching is good and well matched to the needs of pupils.
- Assessment and record-keeping systems are not consistent across the school.
- Pupils have insufficient opportunities to talk about their work or to carry out open-ended investigations.

Commentary

51. The quality of teaching and learning has been maintained since the last inspection and standards have improved significantly. At the end of Year 2 in 2004 standards of attainment were in line with the national average and compared well with similar schools. Of particular note is the high percentage of pupils achieving level 3. Although Year 6 results in 2004 were below the national average, they were in line with levels in similar schools and pupils achieved satisfactorily. Current pupils are attaining good standards throughout the school and they achieve well. They have good skills in number, shape and space but their experience of using and applying mathematics is more limited. Pupils of all abilities progress equally well and there is no evidence of significant differences by gender or ethnic background.
52. The quality of teaching and learning is good. Teachers have good subject knowledge and explain concepts to pupils in a clear and logical way. There is a good balance of direct teaching and questioning, which makes pupils think carefully and apply the skills being taught. Inclusion is good and pupils with special educational needs, and those whose home language is not English, are supported well by learning assistants. In Years 4, 5 and 6, pupils are organised into three ability sets, which enable teachers to match the work and their expectations to the ability of pupils. Pupils respond well to lessons but they are not sufficiently encouraged to talk about their work or to work collaboratively to solve problems.
53. Good methods of record keeping and assessment were observed but there is no standard system of measuring pupils' progress except through the end of Year tests. Individual curriculum targets have been set, but pupils are not always aware of what they are. There is no coherent system for ensuring that assessment informs future planning of lessons.
54. Leadership and management are satisfactory. The subject leader is developing systems for monitoring and has clear opinions about improvements that could be made. She has a good understanding of the strengths and weakness in the subject but has no agreed development plan for the current year.

Mathematics across the curriculum

55. Cross-curricular links are satisfactory. Information and communication technology is used in a very limited way to support teaching and learning in mathematics. For example, a data-handling program has been used to formulate frequency graphs to support a survey of children's opinions in Year 6. Also in Year 6, a display of creative tessellation patterns indicates a link with art. Map work in geography has involved the teaching of co-ordinates in year 4. There is no systematic method for the planning of numeracy across the curriculum.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below expectations by Years 2 and 6.
- The quality and quantity of pupils' work is unsatisfactory.
- The role of the subject leader has not been developed satisfactorily since the last inspection.
- Assessment systems are not used well to plan pupils' learning.
- The time allocated to science has improved since the last inspection.

Commentary

56. Although Year 6 test results have improved since the last inspection, there has actually been a significant decline over the last two years. Results in 2004 were well below the national average. A scrutiny of pupils' work indicates that attainment is generally below average although, as a result of good teaching in Year 6, pupils are on course to reach average levels by the end of the year. In Year 2, however, too much work is being done by means of worksheets that constrict pupils' progress, especially that of the more able. The presentation of pupils' work throughout the school is unsatisfactory and there is not enough work done given the time now allocated to the subject. Overall, attainment is below average and achievement is unsatisfactory.
57. For some time the subject leader has not had regular and frequent opportunities to monitor and evaluate the quality of teaching and learning in science. There is no formal agreed action plan to define priorities or plan future improvement for the subject, and no overall formal shared assessment systems to plot pupils' performance and future achievements. The time allocated to science has increased, and some very recent monitoring of teaching has taken place. These are improvements. However, the planned programme for further implementation of his monitoring role has already been fragmented by other in-service demands.
58. The quality of teaching is unsatisfactory. Assessment systems are not linked to National Curriculum levels and teachers are not planning precisely what pupils need to do next to extend their learning. Marking is not precise enough and does not indicate to pupils how they can improve.
59. Teachers' assistants make a good contribution to supporting less able pupils and those whose home language is not English. Pupils use scientific vocabulary accurately but they have very few opportunities to use information and communication technology in their learning.
60. Leadership and management of the subject are unsatisfactory. Although the subject leader supports colleagues with advice, he does not have enough time to monitor and evaluate teaching and learning. There is no agreed development plan for the subject. Resources are generally well-organised and adequate in quantity but the use of ICT is underdeveloped.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards by Year 6 are below average.
- Pupils have insufficient experience of control technology in Years 3 to 6.
- Unsatisfactory management of resources is limiting pupils' learning.
- Teachers make regular use of the computer suite and stimulate pupils' interest with the newly installed interactive whiteboards.

Commentary

61. By Year 6, attainment is below the standards expected nationally and pupils underachieve, especially in control technology. Although pupils have greater access to computers than at the last inspection, their learning has not kept pace with rising national standards and thus their attainment is lower relatively than it was previously. Importantly, while the school has created a new computer suite, the equipment in this and in classrooms is often unsatisfactory. Several of the computers in the suite are unreliable, which adversely affects pupils' learning, and Internet access is often very slow. In addition, three classes have problems with their hardware, which means that pupils do not have regular opportunities to use computers to aid their learning. The school is already in negotiations to obtain new equipment but the current deficiencies in resources are a major cause of pupils' below average achievement.
62. By the end of Year 2, pupils attain standards that are in line with those expected and achievement is satisfactory. Resources in Years 1 and 2 are sound and pupils learn well from their regular visits to the computer suite, where they use programs that function effectively. Pupils have a good level of mouse control and are confident about clicking on appropriate icons and accessing menus. They know how to save and print completed work and have a satisfactory command of word processing skills. Pupils have a basic understanding of control technology and obtain information from the Internet and computer-based encyclopaedia at a satisfactory level.
63. Pupils in Years 3 to 6 are familiar with computer conventions and commands and they approach tasks with confidence. They achieve satisfactory levels in communication and in presenting information, but their attainment is unsatisfactory in control technology and in the best ways of applying ICT. Year 6 pupils demonstrated a satisfactory standard in their early attempts to create multimedia presentations using animations. However, the quality of completed writing and the use of illustrations were below expectations. Pupils have a satisfactory understanding of how to use computers for research and apply this in a good range of tasks. Skills in data-handling and presentation are satisfactory but not always well linked into other learning in mathematics. Pupils have very limited experience of control technology and resources are unsatisfactory. Pupils' understanding of the benefits and best applications of ICT is very limited.
64. The quality of teaching and learning was satisfactory, overall. There were good sessions in which pupils were instructed in the use of computers to compose music. Teachers made good use of the suite's new interactive whiteboard to involve pupils in learning and to give precise instructions for them to follow. Teachers set interesting tasks for pupils who showed good application and completed tasks well. Pupils were interested in their work, behaved and co-operated well with one another, sharing ideas and advice. Teachers were good at managing plenary sessions at the end of lessons and encouraged pupils to evaluate their own achievements and progress. In class lessons observed, the use of information and communication technology was limited, although pupils evidently use computers for research

and writing. Pupils learn about data-handling and creating graphs but they recall few instances of using ICT to extend their learning in mathematics and science.

65. The unsatisfactory state of resources and the lack of technical support in the school reflect an unsatisfactory level of subject management. The subject leader gives much active support and guidance to colleagues but she has to spend too much time repairing hardware to maintain a satisfactory overview of pupils' attainments and the quality of teaching and learning. While the school has properly identified the areas for subject development, (including ICT) these are not incorporated into an overall school programme that involves all staff and ensures necessary financial provision.

Information and communication technology across the curriculum

66. ICT is used satisfactorily to support learning in literacy. Pupils often copy up their writing in English, history and geography to produce illustrated and interesting versions of their work but they do not often compose directly on the computer. Pupils regularly use the Internet for research in subjects like geography and religious education but are not always selective in what they download. While pupils cover data-handling and graphs as computer-based projects, there was little evidence of computers being used as a regular support for their learning in numeracy. There are no satisfactory resources for pupils to use ICT in science.

HUMANITIES

67. Four religious education lessons were observed but no geography or history lessons. A sample of pupils' work in all subjects was scrutinised and discussions were held with pupils and staff on teaching and learning

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Satisfactory standards in religious education have been maintained since the last inspection.
- Religious education has a high profile in the school.
- Teachers have good subject knowledge.
- In discussions, pupils show satisfactory knowledge of topics covered in class.
- Work in exercise books lacks challenge and pupils do not take sufficient pride in their work.

Commentary

68. At the last inspection standards in religious education were found to be in line with the locally agreed syllabus. This continues to the case with overall standards found to be satisfactory. Good quality displays are evident in corridors and classrooms, which indicates the importance that the school places on this subject. These displays provide information about world faiths and recent religious festivals such as Diwali. The displays include items of pupils' work, which are of a satisfactory standard.
69. The quality of teaching in the lessons observed was satisfactory, overall. In all lessons the teachers had a secure command of the religious education topics covered and good use was made of resources and artefacts. For example, in a good Year 6 lesson, the pupils were amazed to see the amount of material which goes into making a turban worn by members of the Sikh religion. Teachers' questioning skills are good and the pupils' responses indicated that they could recall information provided in previous lessons. In a Year 3 lesson, for example, the pupils were able to recall accurately the story of Rama and Sita. In discussion,

Year 6 pupils showed good knowledge and understanding of Sikh customs and their way of life.

70. In weaker lessons, follow-up activities did not provide sufficient challenge for the more able pupils. Extensive use was made of worksheets, which prevented the pupils from exploring the issues discussed in lessons in their written work in any depth. In pupils' exercise books, work was found to be very similar for all ability groups. Work was often unfinished and pupils did not take any pride in their presentation.
71. The leadership and management of the subject are satisfactory. Time that has recently been allocated to the management of this subject has been used well by the co-ordinator to monitor standards and to begin to formulate plans for improvement.
72. The planning of **geography** lessons indicates that all aspects of the subject are covered well. There are good links between geography and other subjects that successfully develop pupils' learning and skills. Pupils' learning is enhanced by a range of visits, both local and residential, which include a field trip examining coastal conditions. Pupils' map work is satisfactory and they make good use of ICT in processing information gathered on the school environment. Pupils make satisfactory use of both their literacy and numeracy skills in their work.
73. In **history**, there is a good focus on the teaching of historical enquiry. Year 6 pupils study Britain since the 1930's in depth and develop their skills of investigation using various resources, including ICT and interviews with grandparents. Literacy is used well in history and pupils learn to empathise with the past through drama, visits and different types of writing. Teaching and learning are stimulated by very good displays, which help pupils to observe and handle artefacts as well as celebrating their work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. One lesson of art and design and two lessons of music were observed, but none in design and technology or physical education. A sample of pupils' work was examined and discussions were held with pupils and staff on teaching and learning.
75. Only one lesson was observed in **art and design** and it is not possible to make a judgement about overall provision in this subject. However, good quality displays of artwork were observed around the school. The work of various artists has been studied and pupils have used similar techniques in their own work. Charcoal drawings in the style of Picasso were observed in a Year 6 classroom. Painted plates in the style of Clarice Cliff were displayed and Year 4 pupils had emulated the designs of William Morris. These pictures were of a high standard and suggested very good teaching of art skills. Year 2 pupils were studying how to draw the human body and were due to visit the National Portrait Gallery during the week of the inspection.
76. No lessons were observed in **design and technology** during the inspection so judgements about teaching, learning and achievement are not possible. There were no planning books provided in the work samples, although photocopied worksheets were observed on one display in Year 1, supporting pupils' work in designing and making hobby-horses. Design and technology is planned as a block alternately with art. Provision is satisfactory.
77. Leadership and management of design and technology are satisfactory, as are resources and accommodation. The subject leader has not had regular opportunities to monitor and evaluate the subject and there is no action plan to direct the subject's future development and improvement.
78. No music lessons were observed during the inspection so it is not possible to make a judgement about the quality of teaching, learning and achievement. **Music** is timetabled for all classes and the subject leader takes other classes for music as well as her own. The quality of singing in assemblies is satisfactory. In the after-school singing club the quality of

singing is good and pupils make convincing attempts at singing in two parts. In Key Stage 1 there is some evidence of composing using graphic scores, and pupils learning to play the recorder are introduced to standard notation. Extra-curricular events in prestigious venues, such as the Royal Festival Hall and the Royal Albert Hall, considerably enrich pupils' experiences in music-making. Visitors, such as African musicians, provide stimulating opportunities that extend pupils' knowledge and understanding from time to time. Resources and accommodation are satisfactory.

79. The quality of leadership and management of the subject is satisfactory. No regular opportunities have been made available for her to fulfil her role thoroughly in monitoring her subject and planning its future development.
80. No judgement can be made about provision and standards in **physical education** but the school places a strong emphasis on sporting activities, especially for older pupils. There is a high level of expertise among the staff which ensures that teaching covers all aspects of the subject effectively. Resources are good and well used in class and in the many extra-curricular clubs. The school has a good link with a local secondary school, which further helps to stimulate pupils' interests and learning. Pupils speak about sport with enthusiasm and appreciate the many opportunities they have to participate in games out of school. The school has a very good reputation for sporting success in football, netball and cricket matches and pupils have participated regularly in regional and national gymnastic competitions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. No judgement can be made about provision but all pupils benefit from weekly lessons and discussion sessions which guide their personal development. From a discussion with pupils and staff, it is evident that the school provides a well-planned range of learning activities for pupils. These are developed through discussion sessions, which are held in all classes, and through pupils' learning in other subjects, especially religious education and literacy. Teachers encourage pupils' personal development in the way they allocate school and class responsibilities to pupils. A recent questionnaire canvassed pupils' opinions on school life and this successfully promoted discussion of the way pupils can participate in the school community.

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	3
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 (ethos)	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
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	4
The governance of the school	5
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

poor (6); very poor (7).