

## INSPECTION REPORT

**Saint Saviour's Church of England Voluntary Aided  
School**

Verulam Avenue

LEA area: Waltham Forest

Unique reference number: 103089

Headteacher: Ms Amy Hoare

Lead inspector: Mr Steve Hill

Dates of inspection: 24<sup>th</sup> to 27<sup>th</sup> January 2005

Inspection number: 267620

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: Voluntary Aided  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 229

School address: Verulam Avenue  
London  
Postcode: E17 8ER

Telephone number: 020 85200612  
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Appropriate authority: Governing Body  
Name of chair of governors: Father David Waller

Date of previous inspection: 24 - 27 May 1999

## CHARACTERISTICS OF THE SCHOOL

St Saviour's is a medium-sized primary school in Waltham Forest. It is a popular Church of England school and pupils come from a range of wards across the borough. Most full-time classes are at or near the maximum of 30. In the nursery, 20 children attend in the mornings and 18 in the afternoons. About two-thirds of pupils are Black British, the majority of these of Caribbean heritage with the rest mostly of African heritage. About a quarter of pupils are White British, with other pupils coming from a range of different ethnic backgrounds. Few pupils do not have English as a mother tongue and, at the time of the inspection, only five pupils were at early stages of learning English. The social circumstances of pupils vary widely, but are broadly average overall, as is the proportion entitled to free school meals. Children's attainment when they start the school is similarly broad, but is below average overall, particularly in their language, literacy and communication skills. There is an above-average number of pupils with special educational needs and, although most of these have moderate learning difficulties, there is also a significantly high proportion who have emotional or behavioural difficulties. Although the number of pupils who start or leave the school at other than the usual junctures is broadly average, there is clear evidence that a disproportionate number of new arrivals have special educational needs. In the last few years, the school has received awards for 'Investors in People', 'Healthy Schools' and the 'Basic Skills Quality Mark'. The current headteacher took up her post in January 2005, having previously been the deputy headteacher for several years - and acting headteacher for most of the preceding term because of the previous headteacher's illness.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21277	Steven Hill	Lead inspector	Science Art and design Design and technology Music Physical education Special educational needs English as an additional language.
32698	Steven Barker	Lay inspector	
18083	Judith Howell	Team inspector	The Foundation Stage English Personal, social and health education and citizenship
32614	Marion Hunter	Team inspector	Mathematics Information and communication technology History Geography

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good school** that provides high levels of pastoral care for pupils and enables them to achieve well. It gives good value for money.

The school's main strengths and weaknesses are:

- Teaching and learning are good.
- Standards are good in mathematics for older pupils, and in information and communication technology (ICT), music and art and design throughout the school.
- Pupils' form good relationships with each other and with staff, and behave well, although some younger pupils find it difficult to conform to expectations.
- Leadership, management and governance are good, although the school improvement plan is weak, and governors need to be more involved in its development.
- Pupils are valued and cared for as individuals through very good pastoral systems.
- Links with parents, the community and other schools are very good.
- Pupils have very positive attitudes to their work but need to improve standards of presentation.
- Assessment procedures are good, but pupils are not clear enough about how they can improve their work.

Since the last inspection the improvement in the school's effectiveness has been good. Standards and teaching have improved. The key issues have been dealt with very well. ICT, the main weakness last time, is now a strength. Standards in mathematics at the end of the school, which were below average, are now above average.

### STANDARDS ACHIEVED

**Achievement is good.** Children start in the school with standards which cover a wide range, but which overall are below average. They achieve satisfactorily in the Foundation Stage. Most attain the nationally expected standards (the early learning goals) by the end of reception, except in their language, literacy and communication skills. Pupils achieve well in Years 1 and 2. Current standards in Year 2 just reach the expected levels in reading, writing, mathematics and science. Standards are good in ICT, art and design and music. In Years 3 to 6, pupils continue to achieve well, particularly in ICT and mathematics. By Year 6, standards are above average in mathematics, ICT, art and design and music. Standards in English are average, with reading skills being somewhat better than those in writing. Pupils' standards in speaking are good throughout the school. The results of national tests at ages seven and eleven have varied considerably from year to year, because of the different abilities in different year groups, but have generally been average overall when compared to schools nationally.

The section in the table below, comparing results to those in similar schools, does not do justice to the progress pupils made. This is because of a number of pupils who left or joined the year group during the juniors. Detailed examination of individual results from 2004 shows that those pupils who stayed in the school throughout the juniors achieved well in reading and writing. They achieved at least satisfactorily in mathematics and science.

Results in National	all schools	similar schools
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Curriculum tests at the end of Year 6, compared with:	2002	2003	2004	2004
English	C	B	B	D
mathematics	E	C	B	D
science	D	C	C	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' personal qualities, including their **spiritual, moral, social and cultural** development, are **very good** overall. Spiritual development is good and moral, social and cultural development are very good. Their attitudes to school and learning improve steadily and are very good by the time they leave. Pupils' behaviour improves considerably as they get older and is good overall. Attendance is very good.

## QUALITY OF EDUCATION

The **quality of education** is **good**. **Teaching** is **good** overall, being satisfactory in the Foundation Stage and good in other age groups. Teachers throughout the school are very skilled in managing pupils, including the significant number that have emotional or behavioural problems, and this results in pupils' improved behaviour, learning and attitudes as they get older. Staff successfully ensure that any unsatisfactory behaviour by individuals has the minimal effect on the achievement of other pupils. Good provision is made for all pupils with special educational needs, particularly through the effective deployment of the large number of skilled support staff. Teachers in the Foundation Stage share all these positive attributes, but there are gaps in subject knowledge, which mean that their teaching is not always as effective. The curriculum is good overall, particularly for the juniors, and good arrangements are in place for its enrichment. Provision for pupils' care, guidance and welfare and links with parents and the community are very good. The support and advice they are given are good.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The new headteacher already gives good leadership to the school community, and staff work as a committed team. Subject leaders provide good leadership and management, although they are more effective in the core subjects of English, mathematics, science and ICT. In other subjects, many co-ordinators are new and systems are not as fully developed. Provision for special educational needs is well managed. Financial management is good. Management is good and systems are focused on improving standards and pupils' academic and social development. However, the school improvement plan has weaknesses and governors were not sufficiently involved in its production. Governance is good overall. All statutory requirements are met, apart from some minor omissions in the governors' annual report to parents. Governors have a good understanding of the school's strengths and weaknesses and give good support.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents are very positive about the school; they appreciate its efforts on behalf of their children and the way they are kept informed. Pupils are proud of their school and enjoy lessons and other activities provided. They are confident that adults in the school have their best interests at heart, and in turning to them if there are problems. Many say that their teachers are the best thing about school.

## **IMPROVEMENTS NEEDED**

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

- Improve the school improvement plan and governors' involvement in it.
- Improve marking and individual target setting for pupils, and make more consistent use of these to help pupils to understand their own learning.
- Improve the presentation of pupils' work, including standards in handwriting.

and, to meet statutory requirements:

- Include all the required information in the governors' report to parents.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

**Achievement is good**, being satisfactory in the Foundation Stage and good over the rest of the school. Standards improve steadily as pupils get older, moving from below average when children start in nursery, to average by the age of seven, to above average overall at age eleven.

#### Main strengths and weaknesses

- Standards are above average in mathematics by the end of the school.
- Standards are good in ICT, music and art and design throughout the school.
- Speaking skills are developed well and pupils learn to be very articulate.
- Standards of handwriting and presentation are weak in many classes.
- Young children achieve well in their personal, social and emotional development.
- Pupils with special educational needs achieve well in the light of their difficulties.
- Literacy skills are developed well across the curriculum.

#### Commentary

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

Standards in:	School results	National results
reading	17.1 (15.6)	15.8 (15.7)
writing	16.0 (15.0)	14.6 (14.6)
mathematics	17.2 (15.6)	16.2 (16.3)

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

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

Standards in:	School results	National results
English	27.6 (27.8)	26.9 (26.8)
mathematics	27.8 (26.6)	27.0 (26.8)
science	28.4 (28.7)	28.6 (28.6)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

1. Results of national tests at the end of Years 2 and 6 have varied considerably from year to year, in comparison to both all schools nationally and to similar schools. This is principally because of differences between the abilities and starting points of the pupils in each age group, and their differing levels of special educational needs. The mobility of pupils has also contributed to this variation; there is clear evidence that in some years, new arrivals have had a disproportionate level of special needs, and that a disproportionate number of early leavers have been high fliers. Within these fluctuations, results have been broadly average for both year groups. In the last few years the overall trend upwards in the school's results, at both Year 2 and Year 6, has been better than the national average.

2. Inspection evidence is clear that pupils progress well in most subjects over time, and their achievement is good overall because of good teaching.
3. In the nursery and reception classes, children achieve at least satisfactorily in all areas of learning. They are unlikely to attain the early learning goals for communication, language and literacy by the end of the reception year, but many will achieve these levels in other areas of learning. Children achieve well in their personal, social and emotional development, and this is a major factor in their good achievement in later years. They make significant progress in developing good learning habits, good behaviour and positive attitudes to school.
4. In English, pupils achieve well in Years 1 and 2 and by the end of Year 2, standards are just average overall. Good progress in phonics (how the sounds of English relate to different letters and letter combinations) contributes considerably to pupils' attainment in both reading and writing. Good achievement in Years 3 to 6 ensures securely average standards overall by the end of Year 6, with reading and speaking skills being strong elements.
5. Standards in mathematics develop well, with good achievement across the school resulting in average standards by Year 2 and above average standards in Year 6. Progress is good in all elements of the subject, and pupils are confident in using their understanding of number to tackle problems. They confidently use ICT in their mathematical work because of the regular practice they get. The consistent implementation of the National Numeracy Strategy across the school is a significant factor in pupils' good achievement.
6. In science, progress is steady through the school, with pupils reaching average standards at both Year 2 and Year 6. Pupils' practical skills are a strong element in their work in the subject.
7. A strength across many subjects is the good development and use of pupils' speaking skills. They are given many good opportunities to work together in groups - on tasks where discussion is essential to success. Good use is made of 'talking partners' in different subjects; pupils frequently try out their ideas by explaining them to a classmate before writing them down or contributing to a whole-class discussion. This helps them sort out their ideas, and develops their speaking skills well. By the end of the school, pupils are confident and articulate in explaining their thinking, both one to one and in large groups, and have good skills in organising themselves in groups to tackle tasks efficiently and amicably. Pupils' reading and writing skills are also used well in a range of subjects, and enable pupils to research information effectively, to understand written instructions and to write effectively about their understanding. Their chances to practise writing in different subjects give them good opportunities to use a range of styles for different purposes.
8. Conversely, a consistent weakness in many classes is the quality of presentation and handwriting. Even in mathematics, where standards are generally good, pupils' setting out of work and general presentation are not impressive. Recorded work too often suffers from carelessness and tends to be rather scruffy. Pupils are slow to develop joined handwriting and, even by the end of the school, too many do not routinely write in a fluent, joined style. This not only affects the appearance of their work, but also hinders pupils' ability to get their thoughts down on paper quickly and fluently.

9. Throughout the school, good standards were observed in ICT, resulting from consistent practice in the computer suite, and very good teaching. Pupils are confident in using ICT in a range of circumstances in different subjects, particularly in English and mathematics. Their skills in using computers are good, but they do not get systematic opportunities to use them throughout the curriculum.
10. Work seen in art and design was of a good standard, with imaginative and individual work particularly noticeable in Years 2 and 6. Pupils show a good understanding of a range of techniques and styles. Good standards in music are particularly evident in the high quality of pupils' singing, and much of this success is due to the high quality specialist teaching from the co-ordinator. Pupils in Year 6 have good games skills.
11. Pupils with special educational needs achieve well because of the effective help they receive, particularly from the learning support assistants. They do well academically in the light of their starting points and attain standards better than might be expected. Relatively few pupils in the school fall far short of the expected levels in assessments at seven and eleven, despite the low standards on entry and the high numbers of special needs. Those whose difficulties are behavioural or emotional are equally well supported, both by learning support assistants and by the learning mentor. Behaviour and attitudes improve as pupils get older; by Year 6 the positive working atmosphere and enthusiasm for learning in this class belie the earlier difficulties some of these pupils have had. The very small number of pupils who are at early stages of learning English are well supported, and make good progress. They learn English rapidly and soon make the same good progress as their classmates, achieving well overall.

### **Pupils' attitudes, values and other personal qualities**

Pupils have **very good** attitudes towards school, and their behaviour is **good**. Provision for pupils' personal development, including provision for their spiritual, moral, social and cultural development, is **very good**. The attendance of the pupils is **very good** and their punctuality is **good**.

### **Main strengths and weaknesses**

- Very good procedures are in place for promoting good behaviour.
- Pupils respond well to being given responsibility, and carry out their tasks reliably.
- The school successfully promotes a set of values and beliefs, as well as providing a clear moral and social code that helps the pupils develop a respect for themselves and others.
- Provision for pupils' cultural development is very good.
- Some pupils in Years 1 and 2 find it difficult to conform to expectations.
- The level of attendance is very good.

### **Commentary**

12. At all stages, pupils enjoy school and all that it has to offer. Children in the Foundation Stage settle quickly into school routines and their progress in personal, social and emotional development is particularly good because of the sensitive guidance given by the nursery and reception teachers and learning support assistants. Pupils through the school have very good attitudes to learning and want to do well. They are keen to enter into discussion. Pupils are friendly and polite. Most pupils willingly undertake the tasks set for them in class and a good many attend the out-of-class activities provided. Pupils

say that they like school and enjoy their time there. Levels of interest in work are generally good and pupils show enthusiasm for what they are doing.

13. Behaviour is good overall. There are very good procedures for promoting pupils' good behaviour that are consistently applied. Consequently, pupils behave well in most lessons. This is similar to judgements made in the previous inspection. There are, however, some pupils in younger classes who find it more difficult to sustain good behaviour. Consequently, behaviour is generally satisfactory in the nursery and reception classes, and in Years 1 and 2, while being good elsewhere, and often very good in the oldest classes. Teachers' very good management strategies are well deployed and any inappropriate behaviour is checked quickly and firmly. Around the school and in the playground, behaviour is generally good. Although, at times, it is rather boisterous in the playground, this is dealt with well by staff on duty, who manage to contain it and limit its effect.
14. School and class rules make expectations clear. Most pupils understand the need for them and are generally prepared to abide by them. Several parents' responses to the questionnaire raised concerns about bullying. Inspection findings are that the school places strong emphasis on how pupils behave and has good strategies in place to deal with inappropriate behaviour. No bullying or harassment were observed during the inspection and pupils know what they should do if they should occur. There were three pupils excluded from the school on a temporary basis last year. This was an appropriate response by the school to unacceptably violent behaviour.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	53	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	11	0	0
Mixed – White and Black African	2	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	81	2	0
Black or Black British – African	34	0	0
Black or Black British – any other Black background	26	1	0
No ethnic group recorded	3	0	0

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

15. Personal development is very good. Staff work hard to develop good relationships and moral and social development is very well promoted throughout the school. This encourages pupils to distinguish right from wrong, develop their own views and beliefs, and to value and respect each other. Pupils are encouraged to undertake roles of responsibility for day-to-day jobs and act as monitors to assist in the running of the school. Additionally, the school has organised fund-raising events for a number of charities. 'Children in Need' day is a special occasion for the school. All these activities

give pupils an increased sense of responsibility for the school as a community, and also for others less fortunate than themselves. Older pupils respond well to responsibility and carry out their tasks reliably.

16. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are good. '*Circle Time*' provides good opportunities for pupils to reflect on their experiences and helps them to appreciate their own worth and raise their self-esteem. As a result, pupils are proud of their achievements. Acts of worship provide some opportunities for pupils to reflect on a theme, but the best spiritual moments are in music, particularly when pupils sing together. Music is a subject with many very good features and makes a considerable contribution to the spiritual, cultural and social development of the pupils.
17. Cultural development is very good. Its strength lies in the fact that many subjects provide pupils with a fuller understanding of the world around them. The school celebrates 'Black History' month with all pupils taking part in a wide variety of activities linked across the curriculum. Pupils have very good opportunities to study their own community through the visits and activities provided for them. Although this is a Christian school, the staff and governors go out of their way to encompass and acknowledge other faith communities and their members.
18. Pupils are very happy to come to school and they arrive punctually and enthusiastically. The school actively promotes good attendance and punctuality at every opportunity and rightly discourages parents and carers from taking their children out of school for holidays in term time.

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.2	School data:	0.0
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 **good** quality of education. The most important strength is good teaching and learning, but a good curriculum with good enrichment and very good procedures for pupils' care and welfare back this up well. Very good links with parents, the community and other schools complete this positive picture.

### Teaching and learning

**Teaching and learning are good.** They are satisfactory, with some strengths in the Foundation Stage, and good in other year groups. **Assessment is satisfactory.**

### Main strengths and weaknesses

- Very good class management is based on positive relationships and high expectations.
- Very good use is made of support staff, particularly in helping pupils with special educational needs.
- Subject knowledge is generally good, except in some areas of the Foundation Stage curriculum.
- Teachers generally have high expectations of pupils' work but not enough attention is paid to standards of presentation and handwriting.
- There are good procedures to check how well pupils are doing, but the marking of pupils' work and the use of individual targets to help them learn are inconsistent.

### Commentary

19. Teaching and learning are good and examples of good teaching were observed in every class during the inspection.

### Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	9 (24%)	16 (42%)	11 (29%)	1 (3%)	0	0

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

20. Pupils work hard in lessons and are keen to do well. These aspects of their learning improve as they get older because of the consistently high expectations of teachers and the positive relationships that develop. Pupils like and respect their teachers because they are given clear guidelines about what is wanted, but also because their teachers show kindness and respect to pupils as individuals; as a result, pupils are keen to please their teachers by meeting their high expectations. Teachers positively reinforce good work and behaviour as well as dealing firmly but sensitively with

transgressions. As a result, in most lessons, pupils achieve well, and their standards improve as they get older, in line with improvements in their behaviour and concentration. These improvements mean that teachers have to spend less time and energy on supporting good behaviour as pupils get older, and pupils' progress accelerates in the top classes.

21. A significant strength of many lessons is the effective use of skilled support staff. Teachers brief their colleagues thoroughly so that they are able to give well-targeted and carefully thought out support to the pupils they are working with. Much of support staff time is dedicated to helping pupils with special educational needs, either in the classroom with groups or individuals, or taking responsibility for working with a group outside the class. All these strategies are equally effective in ensuring that pupils are able to cope with their work and have ready access to help if they are puzzled. Staff are able to keep a careful eye on how pupils are getting on, and step in quickly if they spot problems. This means that pupils who struggle with academic work make good progress because they do not waste time going down blind alleys, or sitting waiting for help if they are 'stuck'. Pupils who have difficulty in conforming or in concentrating are also helped to do so by individual attention from both learning support assistants and the learning mentor.
22. Teachers generally have good subject knowledge; this is a particular strength in ICT and mathematics, and contributes to good standards in these subjects. Lessons are carefully planned to develop learning systematically. Some teachers have particular expertise in individual subjects and this can result in rapid learning and very good understanding. An outstanding example was observed during the inspection when an excellent lesson by the music co-ordinator with the junior classes resulted in enthusiasm, high levels of concentration and a quality of singing far better than is usual from this age group. A weakness in some aspects of subject knowledge is evident in the Foundation Stage, particularly in some elements of teaching phonics, and in teaching mathematical language to very young children. This is the main reason that teaching in the Foundation Stage is not quite as good as in other year groups. In other aspects of teaching, the nursery and reception staff share the good skills of their colleagues.
23. Teachers have high expectations of what pupils can achieve and set challenging goals in individual lessons. They often share with pupils what they expect the class to learn, and review progress near the end of the lesson. This helps pupils to organise their thoughts and their time, and supports their progress. Teachers reinforce their expectations effectively during lessons. In class sessions, questioning is challenging and designed to get pupils thinking. Pupils are expected to explain their ideas and are challenged to refine and expand their explanations; this develops understanding in a variety of subjects, as well as supporting the good speaking skills in the school. When pupils are working individually or in groups, teachers (and learning support staff) usually keep a check on how pupils are doing, and offer suggestions about how they could develop their work. Pupils whose work does not come up to expectations are firmly told how they must improve it. However, these high expectations do not always extend to standards of presentation and handwriting, and teachers sometimes accept scruffy work or inadequate setting out. Not enough attention is paid to ensuring that pupils routinely use joined handwriting as they get older. As a result, standards of presentation and handwriting lag behind pupils' other skills.
24. Assessment is satisfactory overall. Procedures are good for tracking how well both individuals and groups are progressing. Good use is made of national assessment

data, particularly in English and mathematics. The school has established its own procedures to make effective judgements about progress in other subjects. Results are used well by the school to analyse its performance. Within each class, results are used by teachers to group pupils and to help ensure that they are given work at the right level of challenge. This is generally successful, although there are examples of inaccurate match in some lessons, particularly in English. Pupils' work is marked conscientiously and pupils are often given encouraging comments about their success. However, there is inconsistency in the extent to which marking identifies for pupils exactly why their work is good or, more importantly, how they could improve it. Pupils have been set some individual targets for their standards in English and mathematics, but these are not used effectively to help pupils learn. The targets are seldom referred to routinely in lessons, and rarely feature in feedback to pupils in teachers' marking. As a result, pupils' understanding of how they can improve is unsatisfactory. When asked about their targets by inspectors, few pupils could remember what theirs were, or when they had last referred to them.

## **The curriculum**

The curriculum is **good** overall, with particular strengths for older pupils. There are **good** opportunities for enrichment. Accommodation and resources are **satisfactory**.

## **Main strengths and weaknesses**

- The provision for pupils with special educational needs is good and ensures they make good progress.
- The provision for pupils' personal, social and health education is very good.
- The school provides a good range of opportunities for activities that support the curriculum.
- ICT is now a strength of the school.
- There are no planned links across different curriculum areas.

## **Commentary**

25. The school provides a broad and balanced curriculum for all pupils. Art and design, music, ICT and personal, social and health education are particularly strong areas. The academic curriculum is satisfactory for younger pupils and good for pupils in Years 3 to 6.
26. The strong provision for personal, social and health education pervades much of the school's work across a range of subjects. Pupils join the school with below average communication and social skills and the school works hard to support them. Therefore, much time is spent in helping younger pupils to develop appropriate behaviour and attitudes to learning. By the time they become juniors, the solid work done with younger pupils means that they are able to take advantage of the wider curriculum in older classes.
27. Pupils with special educational needs make good progress because of the careful analysis of their needs and the help of the skilled learning support assistants. The school uses a well-judged mixture of in-class support and withdrawal groups to provide help that is well matched to individuals' needs. The very effective work done in supporting pupils who struggle to conform - by all staff but, particularly, by the learning mentor - is shown by the good behaviour and very positive attitudes of the older pupils.



28. The school does not have a systematic plan to develop the specific links across all curriculum areas - to help pupils understand that learning in one area helps learning in other areas. Good examples exist of such links, particularly in using the ICT suite to teach mathematics and literacy. However, other links are developed in an ad-hoc way in teachers' planning and there is not a clear whole-school overview of how different subjects should link together.
29. The ICT curriculum is boosted by effective use of the computer suite, and teachers confidently and effectively use the computers to teach mathematics and English on a regular basis. These extra opportunities to practise strongly support pupils' good achievement. Support in many lessons from a skilled technician, and some teaching from an outside specialist, also boosts standards and progress.
30. There is a wide range of activities outside the routine of the classroom, which supports pupils' good academic and social achievements. A strong feature is the breakfast and after-school club, which contributes particularly well to pupils' social skills. Opportunities are developed to support vulnerable pupils with the Pyramid scheme, which provides art/drama therapy in an after-school activity. The school also organises sports activities, art, dance, drama and nature clubs and choir. Every year, pupils are encouraged to be part of a dance and drama production for parents. The school is involved with inter-school sports competitions in football, netball, swimming and athletics and last year St Saviour's won the athletics competition. Visitors to school mean that pupils learn from experts in a particular area. For example, an ICT teacher from the City Learning Centre works with older pupils and the football coach from Leyton Orient Football Club provides high levels of expertise. Black History month provides the chance to draw many people into school to develop pupils' understanding of the past and the culture of Black people. Year 6 pupils are enthusiastic about the poets and musicians who have visited and shared their expertise with them. Links with the church and the police, local council, Lea Valley Trust and others help pupils to understand that the school is part of a community. Every term, a week is spent concentrating on one subject, like science or design and technology. This helps pupils develop skills in an area and draws everyone together in a common purpose.
31. Each class is taken on an out-of-school outing every term. These visits are either to support the academic curriculum or to develop pupils' social skills, and often support both. There are visits to London museums, the Thames Barrier and other venues. Pupils also work with neighbouring schools in singing festivals and other joint activities. Every summer the whole school goes to the seaside and Years 5 and 6 go on a residential visit.
32. The staffing of the school is good and the high number of learning support assistants helps pupils make good progress. This has an enormous impact on the progress of pupils with special educational needs, and contributes to their good achievement. The accommodation allows the curriculum to be taught effectively and makes use of all available space. Resources are used well to support learning.

### Care, guidance and support

The school's procedures to ensure pupils' care, welfare and safety are **very good**. Provision of support, advice and guidance for pupils is **good**. The steps taken to involve pupils in the work and development of the school are **good**.

## **Commentary**

- Staff know all pupils very well and this leads to strong relationships and an overall ethos of care in the school.
- The work of the learning mentor provides very good support and guidance for the most vulnerable members of the school community.
- Older pupils actively participate in the school's programme of care and support.
- The school takes good note of pupils' views to help shape the school's development, although formal procedures for this are not fully in place.

## **Commentary**

33. All school staff consistently show high levels of concern for the care and welfare of pupils. The strong relationships that exist between staff and pupils enable children to quickly settle into school and to gain in confidence and self-esteem as they move up the school. Pupils' needs are well known by all staff. Great care is taken to ensure that teachers, teaching assistants and lunchtime supervisory staff are well briefed on the needs of all pupils, including those with ongoing needs as well as those who are facing short-term issues that may affect their enjoyment of school.
34. The school has very thorough health and safety procedures in place and arrangements for child protection are comprehensive and widely understood by staff. Risk assessment procedures are effective and realistic and the school takes the safety of the site and all who learn and work in it very seriously.
35. The school works closely with external support agencies to ensure that pupils with special educational needs and their families receive very good care, support and guidance.
36. Transition through the school is well managed and supported by the school's attention to care and support. The learning mentor provides very good care, support and guidance for some of the most vulnerable pupils in the school. Her work is targeted at individuals and groups of pupils and builds their confidence, self-esteem and often successfully inspires in them a commitment to learning.
37. The school actively seeks to provide male role models for pupils who may not have male influences in their lives: The Men2Boys initiative is proving to be very positive and is a further example of the school's determination to support every pupil in the most appropriate way.
38. Pupils are actively involved in peer mentoring, a friendship buddy scheme and anti-bullying listening schemes. All of these initiatives strengthen pupils' feeling of belonging to the school community and make a significant contribution to harmony within the school. Pupils are involved in agreeing class rules and this confirms to them that they do have a voice in their school. The school council has not met this academic year and although there are reasons for this, pupils have difficulty in knowing its role in the school and their role within the school council. However, through their lessons and as a result of good relationships with staff at all levels, pupils feel that their views are genuinely valued.

## **Partnership with parents, other schools and the community**

The school has a **very good** partnership with parents. The links with the community and with other schools and colleges are **very good** and have a positive impact on pupils' learning and personal development.

### **Main strengths and weaknesses**

- Parents are actively involved in the life and work of the school.
- Links with other schools enrich the curriculum.
- Links with external agencies support vulnerable members of the school community.
- Strong links with partner schools ensure a smooth transition on to secondary school.
- The governors' annual report to parents contains some minor breaches of statutory requirements.

### **Commentary**

39. The school works in genuine partnership with parents, other schools and local organisations to create a sense of community. Parents give very generously of their time to act as helpers in the school. Partner schools contribute to the school's strong curriculum enrichment, and its transition work and the links that have been forged with the community make a significant contribution to pupils' learning and personal development.
40. The very strong partnership with parents enables them to make a good contribution to their children's learning. Parents receive regular, good quality information from the school. Progress reports demonstrate that the school knows its pupils well and they provide parents and carers with very good quality information. They reinforce the school's high expectations on attendance and punctuality and provide pupils and their parents with clear guidance on what steps they need to take to improve their learning. Curriculum information evenings encourage parents to engage in their children's learning by ensuring they are fully aware of the school's teaching methods and the strategies that they can use to develop their children's learning at home.
41. Parents of children with special educational needs are routinely involved in progress meetings and reviews. The learning mentor secures the co-operation of parents and engages them in their children's learning and personal development. Links with external agencies support the school's most vulnerable pupils well. The school knows what is available and ensures that appropriate support is engaged when and where it is required to support individual pupils.
42. The governors' annual report to parents does not currently fully comply with all statutory requirements, but the school is aware of this and is planning to include all required information in the report that will shortly be published.
43. The school actively promotes community life and, through a variety of events and activities, instils in pupils the benefits, responsibilities and traditions of belonging to a community. Participation in the borough carnival and other events makes a good contribution to pupils' awareness of their own and others' cultural traditions. The school successfully harnesses much that the community can offer to enrich the education of its pupils and the broad curriculum that this facilitates provides pupils with a good balance of enjoyment and achievement.
44. Links with other schools are many and varied and enhance the curriculum and extend the active participation in sports and the arts for pupils in this and other schools. The

school's involvement in network learning with other Waltham Forest schools, through the 'WF7' project, provides valuable opportunities for sharing expertise between pupils, staff and governors. The impact of this so far is difficult to quantify, but the project has the potential to improve provision and hence pupils' learning. Very strong links with partner secondary schools ensure that all pupils have a smooth passage to their next school. The learning mentor's work with pupils moving on to secondary school and the follow-up visits to them once there, have secured a seamless transition between schools and one without anxiety for all pupils. The school's links with other nurseries and playgroups are less formalised than its links with other schools and as a consequence induction procedures into the nursery and reception classes are just satisfactory.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. Leadership is **good** and the headteacher provides effective leadership to a committed team of staff. Management is **good** and systems of keeping track of teaching and standards are well established. Governance is **good** and governors work hard to support the school.

- The new headteacher is providing effective leadership to her colleagues, and has a clear vision for moving the school forward.
- Leadership in mathematics is very good and in English, science, ICT and special educational needs is good
- Monitoring of lessons and tracking of pupils' progress are good and impact positively on standards.
- The staff are a very effective team who work together well to promote the welfare and achievement of pupils.
- The school improvement plan does not show the rigorous self-evaluation needed to plan the way forward and governors have not been sufficiently involved in its development.
- Good financial management is targeted on the school's educational priorities.

## Commentary

45. The new headteacher has a firm understanding of the strengths and areas for development of the school. She has clear aims and expectations and knows what should be done to further raise achievement. Her proven leadership skills as former deputy headteacher and special needs co-ordinator mean that she is trusted by the staff. This led to a very smooth changeover when the previous headteacher left, so that the school is able to build effectively on its established strengths.
46. Together with the senior management team, the subject leaders are effective in monitoring standards, teaching and learning across the school. This is done through systematic scrutiny of pupils' work and a programme of watching their colleagues' lessons. This enables subject leaders to identify strengths and weakness, and take effective action to disseminate good practice, and to help staff overcome any problems. The analysis of data is undertaken very effectively, particularly in mathematics and science. This means that pupils' progress is carefully tracked and action taken if there is any faltering. Although monitoring strategies are well established in English, mathematics, ICT and special educational needs, they are less developed in other subjects. This is largely because many of these other co-ordinators are new to their posts. The management of special educational needs is good. Resources are carefully

targeted where they are needed, including the valuable support staff. Individual education plans are of good quality, with clear manageable targets and good guidance for achieving them. They are reviewed and updated regularly.

47. The united staff team is a strength of the school. Staff share a common vision and purpose and their approaches to behaviour management and to learning are consistent. These consistent expectations help the good progress that pupils make throughout the school, both socially and academically. A good programme of training for all staff strengthens this good teamwork. Performance management procedures for teaching and non-teaching staff are in place and all staff members have performance management targets. These are used to plan suitable in-service training that, through developing staff skills, improves provision for pupils.
48. The school improvement plan is a long and detailed document, but does not sufficiently make clear educational priorities. It has not clearly evaluated the strengths and weaknesses of the school and the impact they have on pupils' progress. The invaluable insight of governors has not been utilised because they were not sufficiently involved in drawing up the plan. As a result, the school improvement plan is not as effective as it could be.
49. The governors have a good understanding of the school and hold it to account. They have suitable systems in place, including a curriculum committee and individual responsibilities for particular subjects, to keep track of English, mathematics and science, for example. However, their knowledge of some other curriculum areas is weak, because there are few systems in place for these areas. The governing body meets almost all its statutory responsibilities well, but there are some minor omissions in the governors' annual report to parents.
50. Financial management is good. Decisions are taken with the educational priorities of the school in mind, and are generally successful. For example, the money spent in the last few years on ICT has greatly improved provision and standards. The high spending on learning support staff is well judged, as these members of staff make a significant impact on pupils' learning. The school is mindful of the need to provide good value for money and change providers if necessary. Given the school's circumstances, its very positive ethos and the good achievement of its pupils, it provides good value for money.

**Financial information for the year April 2003 to March 2004**

<b>Income and expenditure (£)</b>	
Total income	7,380,77
Total expenditure	737,230
Expenditure per pupil	3,219

<b>Balances (£)</b>	
Balance from previous year	41,563
Balance carried forward to next year	42,410

## **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 **satisfactory**.

51. Children enter the nursery part-time in the September or January after their third birthday and transfer to the reception class a year later. There are currently 20 children attending mornings only in the nursery and 18 in the afternoon. In the reception class, 30 children attend full time. Children enter the nursery from a wide variety of backgrounds, with speaking and language skills that vary quite widely. A significant number of children enter the nursery with limited social skills. From this below average starting point, children achieve satisfactorily in all areas of learning and they achieve well in their personal, social and emotional development. However, children are unlikely to attain the early learning goals for communication, language and literacy by the end of the reception year.
52. The curriculum for children in the nursery and reception class is satisfactory overall and provides a sound range of relevant experiences that meets children's needs. Children with special educational needs and those learning English as an additional language are well integrated and receive good support. They, like their classmates, are helped to maintain concentration by the nature of the activities offered.
53. Leadership and management are satisfactory. The Foundation Stage co-ordinator has recently returned from maternity leave and has worked hard to put a variety of new initiatives in place under difficult circumstances, as the nursery teacher was also absent from school for a period of time. Teaching is satisfactory overall. There are gaps in the teachers' subject knowledge, which sometimes detract from their teaching, which in other respects has many strengths. The teamwork between the teachers and learning support assistants is effective and ensures that each day's activities are well organised and run smoothly. The co-ordinator has already identified the problems with subject knowledge, and suitable training is to be provided. Improvement since the last inspection has been satisfactory.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Good relationships between children and adults ensure that children feel confident and happy.
- Children achieve well because of the good teaching and high expectations set by staff.
- Routines are well established and well known to children.

#### **Commentary**

54. Achievement is good because of good teaching. An above average number of children enter the nursery with below average personal and social skills and find it hard to conform to the high expectations set by staff. Even at this early stage in school, the clear boundaries set ensure that the children know what is expected of them, so that

they quickly learn the correct way to behave. Routines are well established and children very soon feel secure, and settle to tasks with a minimum of fuss. Children in the nursery are successfully encouraged to share, take turns and show consideration for others. When children do not conform, they are dealt with firmly but sensitively so that they learn to appreciate the needs of others within the class. There are, however, many children in the nursery who need encouragement to play with others rather than alongside them.

55. In the reception class, children make good progress and, by the time they reach the end of the reception year, many children have reached the nationally expected goals. All adults encourage the development of social skills in a variety of ways, such as encouraging children to work together in different groups and to support one another as they play. The children show interest in what they are doing, are very enthusiastic and rapidly become independent in their learning. At times, however, a minority of children find it more difficult to share resources. The very supportive relationships ensure that children learn the difference between right and wrong and learn to work together and treat others with courtesy and respect.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teachers and support staff take every opportunity to develop children's language skills.
- There are weaknesses in the teaching of letter sounds and handwriting, which inhibit children's progress.

### **Commentary**

56. Teaching and learning in this area of learning are satisfactory. Many children enter the nursery with poorly developed language skills and although their achievement is satisfactory, few are on course to attain the early learning goals by the end of the reception year. Good attention is given to developing children's speaking and listening skills at morning registration and at snack times when they are having their fruit. Most children respond well although, in the nursery, the majority still need encouragement to talk with others while at play, rather than play alone. In the reception class, children's speaking skills are better than their listening skills. By the end of the reception year, most children express their own ideas well. Learning new vocabulary is a priority in the reception class and staff take every opportunity during different activities to develop children's vocabulary through probing questions, so that they have to think and choose appropriate words to describe what they are doing. Imaginative play areas are used effectively to stimulate communication between children.
57. The early stage of writing is developed well with many opportunities provided for children to express themselves by making marks on paper. A good number of children in the reception class are able to write their name clearly. They make marks on paper and attempt to write their own words, as for example when writing a menu for the café. However, the teaching of handwriting is less effective and lacks a structured system, as does the teaching of letter sounds. As a result, by the end of reception, only a few children use their knowledge of letter sounds to write simple words. The children enjoy listening to stories and sharing or reading books with an adult. Many children in the

reception class are aware of how books are structured, but the majority of younger children in reception are still at the stage of 'reading' pictures or 'pretend reading' the illustrations.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children are given plenty of mathematical experiences to assist them in developing their understanding of number.
- The activities given to children in the nursery to support the development of their mathematical language are, at times, too difficult for them.

### **Commentary**

58. Teaching and learning in the nursery are satisfactory and effective use is made of relevant play and games that make children want to take part. Regular sorting activities, number games and action songs are successful strategies for promoting children's learning in the nursery. However, the methods used to teach children mathematical language such as 'heavier' and 'lighter' are less successful and show some insecurity in subject knowledge. As a result, very few children in the nursery can use the language of measurement without a substantial amount of help.
59. Good teaching in the reception class helps all children to extend their knowledge and understanding and achieve well. Adults take every opportunity to develop the children's mathematical skills, particularly the development of mathematical language, in a way that makes learning fun. When singing number songs, such as 'Ten Green Bottles', the teacher constantly asks questions to draw out and encourage mathematical understanding. As a result, children are familiar with number rhymes and enjoy using counting skills. Children are motivated to play games with bricks and create models that promote the development of mathematical language to describe the shape of solids.
60. Achievement is satisfactory. By the end of the reception year, most children are likely to meet the early learning goals. They have gained sufficient knowledge and understanding of number to count and recognise numbers to ten. Their use and understanding of everyday words, such as 'after' and 'before', when talking about numbers are secure.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Role-play is used well in the reception classes to deepen and extend children's experiences.
- Children achieve well in ICT.
- A wide range of interesting activities is planned to promote learning in this area.



## Commentary

61. Standards and learning in this broad area of development are satisfactory because of satisfactory teaching. Achievement is satisfactory. A variety of interesting activities are planned to stimulate children's curiosity and enhance their understanding. Most children are working at levels expected for their age and are likely to reach the early learning goals by the end of reception. Work is organised into topics that relate to the interests of the children, so that learning is linked and made relevant to them. Role-play is also used well to increase children's knowledge and understanding of everyday life. Play areas are converted to enable children to use their imagination, for example by visiting the 'vets' or being a customer in a café. .
62. Reclaimed materials and building bricks are provided for children to explore and create models and their construction work is purposeful. The completed work of children in the reception class shows their models of rockets to be well designed and finished. A particularly impressive development is the way children confidently use computers to support their learning. All children have the opportunity to explore and investigate objects and materials using their senses. For example, they observed the change to flour as water is added to make dough, and handled cooked spaghetti.
63. Children's awareness of religious and cultural traditions is well enhanced through role-play and stories such as 'Handa's Surprise'. A strong sense of their own religious beliefs and customs is well promoted through religious education lessons and through the school's strong Christian ethos.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Teachers make good use of the outside play area to promote children's physical skills.
- Children are provided with plenty of opportunities to promote their manual skills.

## Commentary

64. Achievement is satisfactory. Teaching and learning are satisfactory, and by the end of reception, most pupils will meet the early learning goals. Analysis of teachers' planning and work on display shows that most aspects of this area of learning are suitably thought out. The nursery and reception teachers set up relevant activities in the shared outside play area to provide children with a range of experiences to support their physical development. This provides children with a wide range of opportunities to enable them to gain confidence and extend their skills in running, climbing and in using wheeled toys. The planned opportunities support the physical development of children well. Children in the nursery were seen to move with suitable control and increasing confidence as they rode the tricycles and used the 'space hoppers' to sit on and bounce around the play area.
65. Good opportunities are provided for children to develop their manual skills in the nursery and reception class, for example by handling dough, filling containers in the water tray and completing simple jigsaws. They are provided with a suitable range of pencils for drawing and different tools for painting and printing. As a result, by the end

of reception, the children demonstrate increasing skill and control in the use of scissors, glue sticks, construction sets and puzzles.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- There are good opportunities for imaginative play in the nursery and reception class.

### **Commentary**

66. Teaching and learning are satisfactory so that most pupils are in line to attain the early learning goals by the end of reception. Achievement is satisfactory. In both nursery and reception, children develop creativity through painting, printing, modelling and collage work. Resources are organised and prepared well, enabling children to select activities and the materials they want to use. All children enjoy singing and do so with enthusiasm, particularly when participating in action songs.
67. There is a good range of opportunities for imaginative play in both classes, which encourage the children to participate, and there is a lot of fun when they do. When adults are involved, they provide sensitive support to the children while they play, without dominating their activities.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Teaching is good and this helps pupils to achieve well.
- Pupils leave the school with well-developed speaking skills.
- Marking does not always give sufficient guidance to pupils on how they might improve their work.
- The school has good procedures to track pupils' progress, although the use of information from assessment to set individual targets is insufficiently rigorous.
- Learning support assistants give effective help to pupils who need additional support.
- Pupils have good attitudes to their work except for their standards of presentation and handwriting, which are weak.
- Leadership and management are good and sustain good progress across the school.

### **Commentary**

68. Results of national tests vary from year to year, but show recent improvement. In the 2004 national tests, pupils at the end of Year 6 attained results that were above the national average. Results at the end of Year 2 have gone up recently, and the results of the particularly able group who were assessed in 2004 were well above average. As a result of good teaching, pupils make good progress. Inspection evidence shows that current standards in Year 2 just reach the expected levels in reading and writing, but

this group has higher levels of special educational needs than last year. Current standards in Year 6 are average, with reading and speaking being relative strengths compared to writing. This represents good achievement since the Foundation Stage, when children entered Year 1 with lower than expected standards for their age in literacy skills.

69. Pupils with special educational needs receive good support and achieve well against the language and literacy targets in their individual education plans. The few pupils with English as an additional language are progressing well in acquiring English language skills and they are achieving well.
70. Speaking and listening skills are satisfactory in Year 2, and are above average by Year 6. Speaking is better than listening, particularly for younger pupils, many of whom find concentration difficult. Teachers provide many good opportunities to develop these skills, through well-managed whole-class and paired discussions. Older pupils listen well, both to their teachers and to their peers. This reflects their growing maturity and is seen in the responses they make. By Year 6, many pupils confidently use a wide range of vocabulary when discussing points that occur in lessons and speak clearly when explaining their ideas. Pupils have a good understanding of the specialist vocabulary they need for subjects like science and mathematics and contribute their ideas confidently, often at length.
71. Pupils in Year 6 read widely, belong to local libraries and use the Internet for information to support their learning. However, the skills required for finding books and information from the library are weak, and there are not enough books in the school library to encourage independent learning across the curriculum. The secure standards that older pupils attain in reading are evident from the confident way they discuss favourite authors, like J K Rowling, Roald Dahl and Jacqueline Wilson. They also have a good level of understanding. Guided reading times provide good opportunities for pupils to think critically about what they read. Younger pupils understand what they are reading and observe punctuation. A strong focus on teaching the relationship between sounds and letters, and the combination of letters, contributes effectively to their skills. As a result, when faced with unfamiliar words, pupils in Year 2 were able to build up the words by sounding out the individual letters and combining them to help them in their reading.
72. Across the school, pupils achieve well in writing. Pupils are presented with a wide range of opportunities to write for different purposes and using diverse styles. Higher attaining pupils respond well to these tasks and their writing by Year 6 shows that they write effectively, using appropriate styles for different purposes. Their writing includes creative fictional writing, factual writing or producing a play script in their own words. Additional guided writing has been introduced to the timetable, providing pupils with the opportunity to write at length outside the literacy hour. Higher attaining pupils use imaginative vocabulary effectively and organise their work accurately into simple or complex paragraphs, which include appropriate punctuation and accurate spelling. Average and lower attaining pupils have the same writing opportunities and most organise their work appropriately for different purposes. However, the presentation of work is often careless and only a minority of pupils use a fluent form of joined handwriting by Year 6. Younger pupils label diagrams, write instructions and, in history, write accounts of the Great Fire of London for example. However, too few pupils are able to use complex sentences or add details that make their writing lively. Standards of presentation are variable. This has been recognised by the school as an area for

development and a new handwriting scheme has been purchased. This has yet to be implemented.

73. Teaching is good throughout the school. In Years 1 and 2, teachers have secure subject knowledge and plan a good range of meaningful opportunities for pupils to learn. These are effectively managed and delivered to support the good achievement pupils make. In Years 3 to 6, teachers create an energetic and purposeful atmosphere in the classroom by having high expectations of the amount, and quality, of work pupils produce. They have a very clear understanding of what pupils need to do and know in order to move them on in their learning. However, there are times when the work is not always carefully matched to pupils' understanding. The pupils' work is marked regularly, but teachers do not always comment sufficiently on its quality in a way that helps pupils to improve or helps them know how well they are doing.
74. Teachers manage pupils very well and encourage them to do their best. As a result, pupils have good attitudes to work in lessons. They work hard and this has a positive effect on their learning. Teachers make very good use of the skilled learning support assistants, who provide effective help to pupils who might otherwise struggle with the work, including those with special educational needs. This helps these pupils to cope with the work, ensuring they stay on task and encouraging them to do their best.
75. The leadership and management in English are good. The co-ordinator has a secure understanding of her role and, through monitoring, has been able to identify useful and relevant priorities for further development. Although she has been on maternity leave, it is evident that the systems in place have enabled the acting co-ordinator to continue to manage the subject well. Assessment in English is satisfactory overall. Data from national tests is analysed well and half-termly assessments are made of pupils' writing. The data is used well to create *booster groups*, which are designed to accelerate the progress made by certain pupils. However, in some lessons, not enough use is made of information to match work to pupils' needs. The setting of individual achievement targets is inconsistent and as a result very few pupils are aware of exactly what they need to do to achieve the higher levels, particularly in their writing. Improvement since the last inspection is satisfactory. Although standards have declined, this is because of lower attainment overall when pupils start. The good progress pupils make has been maintained, and overall achievement is good.

### **Language and literacy across the curriculum**

76. The development of language and literacy across the curriculum is good. The use of 'talking partners' is extended well into other subjects and used effectively to help pupils learn. Pupils' reading skills enable them to cope with the demands in other subjects, such as reading instructions and following written instructions. There is a good range of opportunities given to pupils to develop their writing skills in other subjects such as, history, geography and science. Good opportunities in ICT are provided for older pupils to explore their ideas independently when they carry out research on a chosen subject.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- The teaching of mathematics is well planned for all pupils.

- A good range of activities and teaching strategies is used to motivate pupils.
- Individual progress is carefully tracked and good use made of test and assessment data.
- Pupils are not encouraged to present their work tidily and are unsure of how to improve their work.

## Commentary

77. Standards of mathematics are average in Years 1 and 2, and above average in Years 3 to 6. All pupils achieve well. The improvement since the last inspection has been good. Results of national assessments at the ages of seven and eleven, over several years, have been broadly average, and rising. Results in 2004 were above average for seven-year-olds compared to all schools and to similar schools. Current standards are not as high because this cohort has more pupils with special educational needs. Eleven-year-olds' results were above average compared to all schools. Compared to schools where pupils achieved similarly at age seven, results appear low. This apparent weakness is largely due to pupils leaving or arriving at the school during Years 3 to 6, with a net effect of lowering the overall ability of the group. Detailed analysis of individual records shows that progress for those pupils who were at the school from Year 2 to Year 6 was at least satisfactory, and they made good progress in their last two years in the school. The school has established effective procedures for supporting Year 6 pupils in the months leading up to National Curriculum tests and pupils are on track to meet the mathematics targets for 2005.
78. Pupils work well in all areas of mathematics. Pupils in Year 6 are able to use a variety of methods to calculate in all four operations, and they understand fractions, ratio and data handling. Pupils in Year 2 can order numbers to and from 100, can count in tens, have an understanding of tens and units and are learning about standard units of weight. Pupils in all year groups use their knowledge of mathematics competently to solve problems.
79. The good analysis of data and tracking of pupils' progress help teachers to plan carefully for all abilities in order that all pupils make progress and are challenged. Marking of work is inconsistent, however. It does not always give pupils advice about how to improve their work and they are not all aware of their individual targets to help them understand how they can make further progress.
80. Teaching and learning in mathematics are good throughout the school. Each lesson starts with a short mental mathematics session, which helps pupils to focus on the subject. Teachers then make clear the purpose of the lesson so that pupils know what they are to learn. A wide range of teaching strategies and resources are used to ensure that concentration is maintained and pupils are interested. Pupils discuss their answers with their 'talk partner' which helps them sort out their ideas. They use interactive whiteboards to record individual answers, which they show to the teacher who is quickly able to see misconceptions and give appropriate help. When pupils work independently, they are given activities appropriate to their abilities and are supported by the teacher and learning support assistants to ensure that they can make effective progress. However, too many pupils do not lay out their work neatly and carefully. This sometimes results in pupils setting out calculations wrongly and then they make mistakes. Teachers are skilled in making clear their high expectations of behaviour and effort and, as a result, pupils enjoy mathematics.

81. The subject leader provides very good leadership and management. She has analysed test results very carefully and identified common errors in order that teachers can use them to plan their teaching. Teaching and standards are monitored effectively, and action taken as a result has helped to raise standards significantly.

### **Mathematics across the curriculum**

82. The use of mathematics across the curriculum is satisfactory. Links are strong with ICT, as each class is taught mathematics in the computer suite once a week. This is very effective in developing pupils' understanding of both mathematics and ICT. There is some useful support given by mathematics to other curriculum areas, although this is not planned systematically. For instance, pupils in Year 6 use a time-line to help their historical understanding, and symmetry and pattern are made explicit in art work. Satisfactory use is made of tables and graphs to help pupils to understand their science work.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers make good use of practical work, which develops pupils' understanding and enthusiasm well.
- The quality of pupils' written work lags behind their understanding of different concepts.
- Teachers give clear explanations and question pupils effectively to help them understand new ideas.
- In younger classes, few pupils fail to meet the expected standard, but potential high-flyers do not tackle enough challenging work.

### **Commentary**

83. Achievement is satisfactory and standards are average in both Year 2 and Year 6. Results of national assessments generally support this picture. Pupils throughout the school have a secure understanding of different concepts and are able to explain their understanding clearly. This is not always apparent in their written work. Provision and standards have been maintained satisfactorily since the previous inspection.
84. By Year 2, pupils can carry out a simple investigation with help, and record their work in a simple table. They have a satisfactory understanding of the idea of force for their age, relating it to 'pushes' and 'pulls', while higher attainers are able to talk about 'twisting' forces. The extent of their understanding is not apparent from their written work, as they have too few opportunities to write about what they know in their own words. Work in pupils' books shows that they have covered a good range of topics, but there is little evidence of higher attaining pupils attempting work at the higher levels.
85. By Year 4, pupils show a good understanding of simple circuits, for example, and can explain that a switch is needed to 'make' or 'break' a circuit. In Year 6, pupils have a secure understanding of how to use a branching key to identify different animals, but are still shaky in their understanding of how to construct one for themselves. There are still some weaknesses in the written work of older pupils, although the writing of higher attaining pupils is of a good standard and, in Year 6, they are successfully tackling

work at above the expected level. The written work of some average pupils, however, is often unclear and does not do justice to their secure understanding. Too much work from pupils who struggle with their work is unfinished or sketchy.

86. Teaching and learning are satisfactory, with many strengths. Lessons are orderly, have a brisk pace, and teachers explain new ideas clearly, so that pupils' understanding develops well in many lessons. Teachers question pupils carefully to get them to think through and explain their ideas. There are good opportunities for pupils to undertake practical tasks, which they do with enthusiasm, and this consolidates their understanding well. Good use is made of extra adults, when they are available, to help pupils tackle investigations. In the lessons observed, teaching was always satisfactory and sometimes good. Where there were weaknesses, the pace slowed because a worksheet was not appropriate for the task in hand, or because the equipment available was not well enough suited to what pupils were trying to do.
87. The subject is well led by the co-ordinator, who is pro-active in taking the subject forward. She has some opportunities to observe her colleagues teach and, in scrutinising work in different classes recently, identified the relative lack of differentiation. She is planning to organise training to help address this. Management is satisfactory. Useful assessment systems are in place to track pupils' progress, but not enough detailed analysis has been done of national test results.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for ICT is **good**.

### **Main strengths and weaknesses**

- The teaching of ICT is very good throughout the school and pupils make good progress in lessons.
- All classes have frequent opportunities to be taught mathematics and English using the good facilities in the computer suite.
- ICT is not used systematically to support other subjects.

### **Commentary**

88. The provision and standards in the subject are very much better than at the last inspection. Standards are above the national expectation from Years 1 to 6 and pupils achieve well throughout the school.
89. Pupils in Year 2 are able to use the computer with confidence and can log on, save and retrieve their work, and change the font of their written work. Their keyboard skills are developing well and they can talk about and explain their work fluently. Pupils in Year 6 are able to import images between programs, use the Internet and e-mail very competently, and can set up a control system to a good standard. They have a good understanding of the wider uses of computers, of how to use them for research and of how to communicate and handle information.
90. Teaching and learning in ICT are very good and pupils make good progress. Pupils enjoy ICT and work enthusiastically and productively in pairs. They talk sensibly and support each other, helping any classmates who are having difficulties. Teachers have very good subject knowledge and the learning support assistants provide skilled support. The lessons are fast-paced and interesting. The school invites a visiting ICT

teacher from the City Learning Centre to teach control units and his expertise contributes very well to pupils' learning. The new computer suite is used every week by all classes and pupils are also able to reinforce their learning on the computers in the classrooms. The technician is present at all lessons in the suite and is quickly able to deal with any problems that may arise.

91. The subject is led and managed well. There is an effective scheme of work and, at the end of each unit, teachers assess pupils' understanding of the work and pupils fill in a self-assessment sheet. This means that the progress of both groups and individuals can be tracked effectively. The subject leader is beginning to analyse the results to identify common weaknesses.

### **Information and communication technology across the curriculum**

92. The use of ICT across the curriculum is satisfactory. Good use is made of ICT to teach mathematics and English, because each class is timetabled three times a week in the suite. One session is for the teaching of ICT skills, one for mathematics and one for literacy. However, the use of ICT to support work in other subjects back in the classroom, while generally satisfactory, is inconsistent. This is because there is no whole-school plan to identify in detail how ICT can be used as a tool to support learning in other curriculum areas.

### **HUMANITIES**

93. History and geography were not inspected in depth, and not enough evidence was available to make secure judgements about provision or teaching. Religious education in this school is inspected separately by the Chelmsford Diocese. The subject leader for history and geography was ill during the inspection and was not available for interview.
94. Only one lesson was observed in **history**, in Year 6, when teaching and learning were very good. The teacher sensitively discussed reasons for post-war immigration into Britain and helped pupils understand why people chose to come to Britain and how different it was from their home countries. She skilfully used a variety of activities to catch the interest of pupils: they watched a video; discussed the economic needs of post-war Britain; plotted the countries of emigration on the world map; and wrote about the feelings that newcomers might have had. As a result, pupils were able to reflect on the reasons for immigration as well as the possible effects on individuals. Scrutiny of the displays around the school reflected satisfactory teaching and learning. There were displays illustrating World War Two, the Great Fire of London, life in Tudor times and Black history. In these displays, pupils' writing was of the expected standard for their ages, and showed that they were thoughtful and reflective about life in the past.
95. Only two lessons were observed in **geography**, both in the juniors, when teaching and learning were judged to be satisfactory or better. In Year 5, pupils were asked to identify the human and physical features of India. The teacher encouraged pupils to remember past lessons and use them to draw up a list as a class and then in groups. The teacher had good knowledge of geographical facts and expected pupils to work co-operatively and quietly. These high expectations meant that at the end of the lesson, they had made good progress and understood the features of the environment in India. In Year 3, pupils worked on the difference between work and leisure, which led to the knowledge and understanding of places. The teacher used a variety of activities that involved pupils, keeping them on task and concentrating. They discussed with their



'talk partner' about what they had learnt, reported back to the rest of the class and then used that knowledge to complete their independent work. Displays showed that pupils had studied the environment, Mexico and India, and the work was of the expected standard.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

96. These subjects were not inspected in detail and not enough evidence was available to give overall judgements about provision or teaching. However, standards observed in this area of learning were generally good, as were many facets of the provision. A discussion was held with all the co-ordinators, and work on display was examined. In the infants, one lesson was seen in each of art and design, music and physical education. In the juniors, two lessons were seen in art and design and one each in music, design and technology and physical education.
97. Work seen in **art and design** was of a higher overall standard than is generally observed. Pupils use a wide range of different materials and techniques with confidence, and have good opportunities to study the work of artists from different times and places. Teaching, learning and standards were good overall in the three lessons seen. By Year 5, in a very good lesson based on the work of William Morris, pupils designed tiles that showed both originality and an understanding of the artist's style. The learning was very good because of the teacher's high expectations, the clear teaching of specific techniques, an interesting range of materials and pupils' own positive attitudes. The work on display is also of a good quality. For example, in Year 2, abstract pictures made by mixing colours on the paper are bold, effective and individual. The very expressive abstract portraits on display from Year 6 are of an exceptional quality, extremely individual and show an arresting use of colour and line.
98. One lesson was seen in **design and technology** with Year 4. Pupils showed satisfactory standards in the use of simple stitches and used them with increasing confidence in the lesson. Learning was good because of good explanations and questioning from the teacher, so pupils understood what they were doing and exactly how to do it. Pupils' progress was boosted by the good use of extra adults, who gave support while pupils worked, helping them concentrate, and ensuring they did not get confused. The lesson was well planned as part of a series, involving designing and learning specific skills, and leading to a finished product. Only a limited amount of work in the subject was on display around the school but this was of the expected standard. It showed that pupils gain a secure understanding of the design process, undertaking substantial projects over several lessons.
99. The standards seen in **music** were also better than usually found, particularly in singing. In a lesson with Year 1, pupils showed good skills in singing, and in copying and maintaining a rhythm, although their ability to keep a steady beat was more variable. The teacher's immaculate class control ensured that, even though the pupils each had an instrument to play, the lesson was orderly and productive, while generating great enthusiasm and good learning. In an exceptionally good singing lesson with the whole of the juniors, the quality of pupils' singing was excellent. The teacher's very good subject knowledge helped in the very clear teaching of techniques, and pupils were clearly shown how they could improve. The teacher's enthusiastic approach fully involved all pupils, who tried really hard and successfully to improve and refine their performance. They tackled some quite difficult songs with confidence and improving success.

100. In the two lessons seen in **physical education**, teaching was good. Pupils in Year 1 showed good skills in bouncing and catching small balls, and moved around the hall with satisfactory levels of agility. Pupils in Year 6 showed good skills in passing a large ball, with accurate throwing and reliable catching. Good teaching enabled them to develop their understanding of tactics in netball, and they showed a good understanding of attack and defence, putting their understanding into practice effectively. The teacher's good explanations helped pupils refine their techniques and they showed the ability to evaluate each other's performance thoughtfully. A variety of activities and good pace ensured that all pupils were involved and enthusiastic in their learning. The school's records show that pupils do well in swimming, with around 95 per cent able to swim 25 metres by the time they leave.
101. The management and leadership of these subjects are satisfactory. All the co-ordinators are working effectively, but two are new to the job and their impact so far is necessarily limited. One teacher has responsibility for the Foundation Stage as well as art and design, and design and technology. This does not give her time to do other than a maintenance job on the two subjects, which she does effectively. The music co-ordinator is already having a very positive effect on standards through her specialist teaching across the year groups. All three co-ordinators have realistic plans to further develop their subjects, including more systematic checking up on standards and teaching in different classes.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

102. Only two lessons were seen during the inspection. No judgement is made on the overall provision, the quality of teaching and learning or pupils' standards.
103. Personal, social and health education is given a high priority in the school. It makes a very good contribution to establishing good relationships between everyone in the school community. Its success is reflected in the year-on-year improvements in pupils' attitudes to learning, which are very good by Year 6. Provision includes suitable consideration of sex and relationships and drugs education. The good scheme of work links well to other subjects such as religious education, science and design and technology. For example, work in science and design and technology on foods is linked very well to the national *Healthy Schools* initiative, which is given a high profile in the school. The school has received *Healthy Schools* recognition. The Christian ethos of the school underpins all of its work as well as the importance placed on pupils' personal development.
104. Throughout the school, many aspects of personal development are effectively planned to be included in discussions during *Circle Time*, when pupils have the opportunity to discuss a wide range of personal and general issues. Good, sensitive teaching and learning observed in the lessons seen enabled pupils to feel sufficiently at ease to share their thoughts openly. Good links are made with the pastoral support through the learning mentor. The good lesson seen, taught by the learning mentor, meant that pupils in Year 6 improved and consolidated their social skills and concentration. *Brain Gym* exercise has been effectively incorporated into a number of lessons to support pupils' learning. Pupils are very positive about the school and feel confident that they can discuss problems with an adult.
105. The school has participated in a wide range of health education events that make a very good contribution to pupils' personal development. For example, pupils across the

school had presentations from road safety personnel, fire prevention and police officers and representatives of charities such as Barnados.

106. As pupils get older, teachers give them increasing responsibility, preparing them well for the next stage of their education and developing their awareness of citizenship. The school has introduced several initiatives, such as Peer Mediators, Playground Buddies and the Circle of Friends, to assist playground behaviour. Pupils have a clear sense of responsibility when carrying out their roles. The co-ordinator is very new to the position and has yet to fully develop her role.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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