

# INSPECTION REPORT

**ST JOHN'S UPPER HOLLOWAY CE PRIMARY  
SCHOOL**

Holloway, London

LEA area: Islington

Unique reference number: 100439

Headteacher: Mrs P Dean

Lead inspector: Mr S Hill

Dates of inspection: 23<sup>rd</sup> to 26<sup>th</sup> May 2005

Inspection number: 267823

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## 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:	232
School address:	Pemberton Gardens Holloway Road LONDON
Postcode:	N19 5RR
Telephone number:	020 7272 2780
Fax number:	020 7561 1692
Appropriate authority:	Governing Body
Name of chair of governors:	Jane Cox
Date of previous inspection:	21 <sup>st</sup> – 24 <sup>th</sup> June 1999

## CHARACTERISTICS OF THE SCHOOL

This is a medium-sized primary school with a nursery, in the north of Islington. It caters for 202 full-time pupils aged from 4 to 11, as well as 26 children full-time in the nursery. Pupils come from a wide range of social backgrounds, but overall their social circumstances are below average. Pupils come from a diverse range of ethnic backgrounds, with white British, black British, Caribbean, African, mixed race and other white backgrounds being the largest groups, and with small numbers from a range of other backgrounds. About a fifth of pupils are bilingual, with many of these at early stages of learning English. The numbers of ethnic minority pupils and of bilingual pupils have increased considerably since the last inspection. Pupils' attainment on entry covers a wide range, but is below average overall. The school has an average number of pupils identified with special educational needs, but the number with significant needs is relatively high. These pupils have a wide variety of different needs, but the majority have either moderate learning difficulties or social, emotional and behavioural difficulties. In addition, St John's is the designated school to provide for pupils with physical disabilities in the area and currently has five such pupils on roll. Five pupils have statements of special educational needs, a high proportion for a school this size. In some classes, there have been considerable numbers of pupils starting at or leaving the school other than at the usual junctures. The school receives some support in providing for Information and Communication Technology (ICT) from an Educational Action Zone.

There have been major staff changes since the last inspection, including changes in leadership. The previous head was ill for some time and the school had several temporary headteachers before the current head was appointed, initially on a temporary basis, in September 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21277	Steve Hill	Lead inspector	Mathematics, Art and design, Design and technology, Music, Physical education
9577	Elaine Parrish	Lay inspector	
19994	Lys Bradley	Team inspector	English, Foundation Stage, English as an additional language
18059	Rajinder Harrison	Team inspector	Science, Information and communication technology, History, Geography
2866	Bob Battey	Team inspector	Special educational needs

The inspection contractor was:

Altecq Inspections Limited  
102 Bath Road  
Cheltenham  
Gloucestershire  
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES ONE AND TWO</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a school that has improved considerably over the last year because of good leadership. Its effectiveness is now **satisfactory**. Current teaching and progress are satisfactory overall and pupils' behaviour and attitudes are good. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Good leadership from the headteacher and the governors has led to significant improvements in provision.
- Teaching and learning are good in most lessons, but this is too uneven, and teaching is unsatisfactory overall in Years 1 and 2, and in science throughout the school.
- Children get a good start to their education in the Foundation Stage.
- By the end of the school, standards are good in reading, physical education and art and design.
- Provision for science and for the use of ICT and writing in other subjects across the curriculum is unsatisfactory.
- Pupils are well cared for, behave well, enjoy school and form good relationships with each other and with staff.
- Very good links with parents are supporting improving provision and standards.
- Provision for pupils' personal development is good and is particularly strong for cultural development.
- The use of assessment to plan work for groups and individuals is unsatisfactory in Years 1 to 6.
- The school is very inclusive and enables all pupils, and in particular those with physical disabilities, to play a full part in the life of the school.

Improvement since the last inspection in 1999 is unsatisfactory. The key issues from that time have been dealt with satisfactorily and links with parents and the management of behaviour are now strengths. However, because of staffing difficulties and considerable disruptions to management, standards fell in this time. Although they are now improving, they are not as good as at the last inspection.

### STANDARDS ACHIEVED

Although pupils are now achieving satisfactorily overall, this is uneven between subjects and year groups. Achievement continues to improve, although over the last few years it has been **unsatisfactory** overall. This is reflected in the results of national tests at Year 6, as can be seen in the table below. The trend in results, at Year 6 and in national assessments at Year 2, has been below the national trend over several years. Results in reading have generally been better than in other subjects.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*E\* means the school was in the bottom 5 per cent nationally*

*Similar schools are those whose pupils attained similarly at the end of Year 2*

Achievement at the Foundation Stage is good, particularly in pupils' knowledge and understanding of the world, their physical development and in their personal, social and emotional development. Standards at the end of reception are still below average overall because many pupils still do not meet the early learning goals (the standards pupils are expected to reach by the end of the

Foundation Stage) in communication, language and literacy, although they do meet the goals in all other areas of learning.

Standards in Years 1 and 2 are average in speaking and listening, below average in reading and mathematics and well below average in writing and science. Standards in ICT are in line with the national expectation.

In Years 3 to 6, standards are average in English, mathematics and ICT. Standards are above average in reading, below average in writing and in line with national expectations in speaking and listening. Standards in science are below average. Standards in the current Year 6 are not as good as in other older classes, particularly for mathematics, but are improving fast. Having made inadequate progress overall since they were in Year 2, these pupils are now making rapid progress because of the high quality teaching they receive. Standards are good in physical education and art and design by the end of the school.

Pupils with special educational needs make satisfactory progress against their individual targets and in the various subjects their attainment is in line with that of their classmates. The achievement of pupils from different ethnic groups, boys and girls and bilingual pupils is broadly the same as for other pupils. Bilingual pupils make good progress in learning English. When they have been in the school for some time, their standards in different subjects match those of their classmates.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. Pupils' understanding of a broad range of cultures from around the world is very good. Attendance is satisfactory. Attitudes, behaviour and relationships are good.

## **QUALITY OF EDUCATION**

The quality of education is **satisfactory**. Teaching is **satisfactory** and, in many lessons, teaching and learning are good. During the inspection, over a quarter of lessons observed were very good or excellent and instances of good teaching were seen in every class. However, this is too uneven both between subjects and between year groups. In particular, there are too many weaknesses in teaching in science throughout the school, and in several subjects in Year 2, but there are some weaknesses in many year groups. To a large extent this is due to the relative inexperience of many teachers, several of whom are unqualified because they are overseas-trained. There have been insufficient established staff to give them consistent support. Many staff still need training in particular areas of the curriculum. Some overseas staff need further training in aspects of the English system and the National Curriculum. The school is addressing some of these issues well, but there is still some way to go. A strength of the education is the strong relationships that staff have established with both pupils and parents and these very good links with parents are helping to make improvements in the school. There are also strong links with the church, and with other local church schools, that contribute well to the school's development. The curriculum is satisfactory. Provision for pupils' care and well-being are very good. The arrangements that the school makes to include all its pupils, particularly those with physical disabilities, are very good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. Governance is good and governors ensure that all statutory requirements are met. Leadership by the headteacher is good. For some years there was a lack of direction, because of significant illness of the former headteacher and major staffing changes. After the previous headteacher left, and after having two interim headteachers, the governors gave a very clear lead by appointing the current headteacher. Since September 2004, the head and governors have worked closely together to bring about considerable improvements. Priorities were established and addressed with positive results. Provision and learning in Year 6 have been improved significantly. Relationships and communications with parents, the quality of teaching and the behaviour of pupils have been improved. There are still several significant areas that need to be addressed, but the headteacher and governors have identified these accurately. Management is satisfactory. Subject co-ordinators' contributions to leadership and management are satisfactory, but are variable between different subjects.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Pupils very much enjoy school, like their teachers and are keen to learn. Parents are very pleased with the school and particularly value the way they are now able to be much more involved in its developments.

## **IMPROVEMENTS NEEDED**

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

- ensure that the quality of teaching is more consistent across different subjects and age groups;
- improve the use of assessment to match work more closely to the needs of individual pupils and groups;
- improve provision and standards in science;
- make better use of ICT and writing in subjects across the curriculum.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement in the school is now satisfactory overall, although it has been unsatisfactory in the past few years. Standards are below average overall, although there are variations between subjects and classes. Currently, pupils in Year 6 are achieving very well and pupils in Year 2 are not achieving as well as they should. Pupils in the Foundation Stage are achieving well.

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

- Foundation Stage pupils are achieving very well in their personal, social and emotional development, their physical development and in their knowledge and understanding of the world.
- Pupils in Year 6 are now achieving rapidly in most subjects and are redressing their weak achievement from previous years.
- Standards in reading, physical education and art and design are good by the end of the school.
- Achievement in science is inadequate throughout the school.
- Pupils do not develop their writing and ICT skills enough in other subjects.

#### **Commentary**

1. The standards and achievement of pupils are complex because of the significant changes in provision, particularly teaching, which have taken place over the last few years, the different levels of provision in different subjects and the different abilities and needs of pupils in different year groups.
2. A current strength is the good achievement in the Foundation Stage. Children come into the nursery with a variety of skills but, overall, these are below average. They achieve well in nursery and in reception, particularly in their personal, social and emotional development, their physical development and in their knowledge and understanding of the world. By the end of reception, the majority of children in the current group will meet the early learning goals in most areas of learning. However, their standards are still below average because their skills in the key area of communication, language and literacy are still below average. An exceptionally wide range of enrichment activities and good planning for individuals in nursery, and exceptionally good planning in reception, contribute strongly to children's learning. The very positive relationships, which teachers have with all the children in the Foundation Stage, are also a major factor.
3. Pupils in Year 2 have had widely variable results in different subjects in national assessments. Fluctuations have been due largely to changes in teaching staff and different numbers of special needs in the class. Reading has generally been a strength. However, over a few years the trend in results has been downwards. This is likely to continue this year, with results expected to be low, particularly in writing. Some of this is because of weaknesses in teaching.

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

Standards in:	School results	National results
reading	16.9 (14.5)	15.8 (15.7)
writing	14.3 (14.4)	14.6 (14.6)
mathematics	15.7 (15.4)	16.2 (16.3)

*There were 27 pupils in the year group. Figures in brackets are for the previous year*

4. Pupils in Years 1 and 2 are not achieving well enough. They achieve satisfactorily in most subjects and their below-average overall standards are, to some extent, due to their weak starting points when they left reception. The current Year 2 class has had a lot of changes, with pupils moving in and out, and includes a large number with special educational needs or who are at early stages in learning English. Standards are below average in mathematics as a result and teachers have done a sound job to achieve these, along with average standards in ICT. However, the well-below-average standards in writing and science are due to inadequate provision and teaching, mainly because of weak understanding of these subjects by teachers.
5. Results of national tests for Year 6 have varied and have also fallen over time. The downward trend is likely to continue this year because of the overall unsatisfactory achievement of pupils in the current Year 6 since they were seven. They have done better this year, making satisfactory progress in many aspects of writing and mathematics since September, and they are now making very good progress in most subjects because of the very good teaching they receive. However, it is very unlikely that this will have enabled them to make up all the ground they have lost in previous years, before they move on to secondary school. Their current standards are average in mathematics and English overall, but writing is below average, although reading is good, and there are gaps in their knowledge in some mathematical topics, which could count against them in tests. Standards in ICT are just average, but are below average in science.

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

Standards in:	School results	National results
English	26.5 (27.0)	26.9 (26.8)
mathematics	25.8 (23.3)	27.0 (26.8)
science	26.5 (27.0)	28.6 (28.6)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

6. Standards in Years 3 to 5 are broadly average and pupils are achieving at least satisfactorily in lessons in most subjects. The exceptions are art and design and physical education, where pupils achieve well and standards are above average, and science, where achievement is unsatisfactory and standards are below average.
7. Achievement is unsatisfactory in science throughout the school because of the inadequate attention given to investigative, practical and interpretive skills. These are often not taught well enough when teachers do tackle them. As a result, standards in science are too low across Years 1 to 6. Throughout the school, not enough attention is paid to using ICT to support learning in other subjects. Pupils also do not use their writing skills enough in other subjects. This contributes to the low standards in writing across the school. Similarly, handwriting is not developed systematically enough and standards are low in many classes. The good attention given to reading throughout the school makes this a strength across the classes and, even with the disruptions they have suffered over time, Year 6 pupils are good, enthusiastic readers. In physical education and art lessons, pupils' enthusiasm combines with clear teaching of skills to give good standards by the older classes.
8. Achievement of pupils with special educational needs is satisfactory overall. In most cases they receive relevant tasks to meet their discerned needs. Bilingual pupils learn English quickly and their achievements are similar to those of their classmates in the different subjects.

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

Pupils' personal qualities and their behaviour are **good**. Their attitudes and relationships are also **good**. The social, moral and cultural development of pupils is **good**. Attendance and punctuality are **satisfactory**.

### **Main strengths and weaknesses**

- Behaviour in lessons is good overall and sometimes very good.
- Pupils have good attitudes to their lessons and most are very keen to learn.
- Pupils are very sensitive to the needs of classmates with special educational needs.
- Pupils work and play alongside each other in harmony.
- Relationships are good.
- Pupils have a very good appreciation of and respect for each other's cultural differences.

### **Commentary**

9. Discussions with children of all ages show they are happy in school, particularly in the Foundation Stage. They work well both together and independently and most settle quickly to their tasks. Pupils with special educational needs are well integrated into the life of the school and pupils are particularly caring and sensitive to those with physical disabilities, making sure they are fully included in all that is possible. Pupils' interest in their work is good, but they have limited opportunity to take responsibility for their own learning because target setting for individuals is not well established across the school. Opportunities are developing for them to take a lead in the life of the school and many offer to carry out regular duties and participate in discussions about how the school can improve, for example by picking up litter and devising workable school rules. Parents appreciate that the staff encourage their children to work hard and that their children are encouraged to become mature and independent.
10. The pupils' behaviour is good overall and sometimes very good. This creates a generally calm and friendly atmosphere. The occasional lapses, particularly when teaching is only satisfactory, are managed very promptly. The school's high expectations of behaviour are made clear and are promoted consistently. Pupils understand what is acceptable behaviour and most understand the importance of showing respect for each other. They understand the school rules and both they and their parents appreciate the fairness of the school's approach to rewards and sanctions. As a result of the warm, harmonious environment, relationships throughout the school are good. Although a few parents raised concerns about bullying and boisterous behaviour from a small number of pupils, the inspection team found little evidence to support this. Lunchtimes are generally very orderly and lunchtime staff provide quality time for playground activities which pupils enjoy.
11. Pupils' social development is supported well in lessons, especially through 'circle time' (when the class have the opportunity to discuss a range of issues with their teacher), through paired work and also through the several clubs available at lunchtimes and after school. The breakfast club provides a welcoming start to the day for those who participate and older pupils play with younger ones in activities that engage their interest. From a very young age, children are encouraged to share their ideas and to care for each other. Moral and social development has a high priority throughout the school and all staff act as good role models. Through these good opportunities, pupils learn to value and respect themselves and others. Pupils have very rich experiences of their own and other cultures. This is reflected in their work, for example in art and design, music and the humanities. Pupils value the way the school encourages them to talk about their home life and celebrate the customs and traditions of their communities. They feel cared for and valued. Opportunities to develop a greater sense of spirituality occur in assemblies and other situations, for example in studying the way plants grow and new life is generated. Children develop an awareness of the needs of others and talk enthusiastically about the charities they support in order to help others in this country and overseas.

12. Attendance is broadly in line with the national average. The school has developed good procedures to ensure that levels of attendance are monitored and improved. Rewards are given to those pupils with 100% attendance. Most parents support the school's efforts to maintain regular attendance. Some pupils arrive late for school, but this does not disrupt the smooth start to lessons. There have been no recent exclusions.

**Attendance in the latest complete reporting year 2003/2004**

Authorised absence		Unauthorised absence	
School data:	4.8	School data:	0.3
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 quality of education is **satisfactory**. Teaching and learning are satisfactory. The curriculum is satisfactory and its enrichment is good. The quality of education in the Foundation Stage, including teaching, learning and the curriculum, is good. Inclusion in the school is a significant strength, particularly for pupils with physical disabilities. Arrangements for pupils' care and welfare are very good and there are good arrangements to take their views into account. Links with parents are very good and there are good links with other schools and the community, particularly with the church and with other local church schools.

**Teaching and learning**

Teaching and learning are **satisfactory** overall. There are particular strengths in the Foundation Stage and in Year 6 and weaknesses in teaching some subjects in Year 2. Assessment is **unsatisfactory** except in the Foundation Stage, where it is good.

**Main strengths and weaknesses**

- Teaching and learning are at least good in most lessons.
- Teaching is too variable between different teachers and subjects because of weaknesses in some aspects of teachers' subject knowledge, particularly in science.
- Not enough use is made of assessment to plan different work for individuals and groups.
- Teachers have positive relationships with pupils and generally manage classes well, although occasionally this can be unsatisfactory.
- Teachers are good at ensuring that all pupils are fully included in activities.

**Commentary**

13. The teaching seen during the inspection was often of a good or better quality, as can be seen from the table below. Examples of good teaching were seen in all classes and all the teaching staff are able to provide many positive aspects to their lessons. The overall quality of the teaching has been maintained since the last inspection, despite some ups and downs in the meantime, and there is now more very good teaching taking place. Where teachers' subject knowledge is secure and pupils' behaviour is managed adequately, these often lead to good learning. The latter issue is only occasionally a problem and is no longer a significant issue in the school. In the vast majority of lessons, clear expectations and good strategies to deal with transgressions, as well as interesting work that engages pupils' attention and enthusiasm, lead to a purposeful working atmosphere and good behaviour. Occasional lapses in this were seen during the inspection, when too heavy or too light an emphasis on managing behaviour slowed pupils' progress. However, these were in classes where behaviour was managed well in the other lessons seen.

### **Summary of teaching observed during the inspection in 41 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (7%)	9 (22%)	17 (41%)	8 (20%)	4 (10%)	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.*

14. Teachers generally plan lessons effectively and work is often enhanced by clear demonstrations or illustrations using interactive whiteboards. Lessons often have a good pace so that pupils' interest is maintained and learning moves along briskly. Positive relationships between staff and pupils mean that pupils know they are valued as individuals and that their contributions and opinions are respected. As a result, they like and respect their teachers and are keen to do well to please them. Teachers have succeeded in generating a real enthusiasm for learning in most pupils, which contributes well to their progress. Teachers have also been successful in valuing the contributions of pupils with special educational needs, particularly those who have various kinds of physical disability. This ensures that these pupils are fully included in all activities and that they and their contributions are valued by their classmates.
  
15. Gaps in subject knowledge, particularly in how different aspects of subjects are best taught to pupils of different ages, are the major weakness that stop teaching from being good overall. This is a particular issue in science, where teachers do not give pupils enough hands-on opportunities to undertake investigations or to plan and interpret experiments. Similarly, apart from their good use of interactive whiteboards, teachers are unsure how best to use ICT to enhance pupils' learning in other subjects and many opportunities for this are missed. Teachers also miss out on opportunities to develop and practise pupils' writing skills in different subjects so they miss chances to use a range of genres and to consolidate their skills. A specific problem is the lack of understanding of the English National Curriculum and of how best to develop young children's skills in phonics and writing, by the otherwise capable teacher in Year 2. As a result, pupils' writing skills, in particular, are not developed well enough, in contrast to their learning in mathematics and ICT, which is secure. Throughout the school, teachers also vary in the extent to which they encourage pupils to pay attention to handwriting and presentation so that this varies from good to unsatisfactory.
  
16. The partnership between the two teachers currently working in Year 6 is very effective. Consistently high expectations of work and behaviour and a wide range of interesting activities are making significant inroads on the major gaps that had been identified in these pupils' knowledge. More strikingly, a set of pupils who had been identified as having poor behaviour and negative attitudes a few months ago are now models of good behaviour, politeness and enthusiasm for learning who set a good example to other pupils throughout the school.
  
17. Assessment is unsatisfactory. The collection of data on how pupils are getting on is improving rapidly and is now satisfactory overall. However, not enough use is made of this data to plan specific work for different pupils. In many lessons, teachers do modify the work they plan to take account of the different abilities of groups of pupils, but without reference to the assessment data available. Pupils who might struggle with work are often given easier work to do. This is particularly successful in enabling pupils with special needs, and especially those with physical disabilities, to take a full part. These pupils are often given good help from teaching assistants or the class teacher, enabling them to keep up and succeed at their own level. Similarly, higher fliers are often given extensions to their work or work that is somewhat more difficult. However, far too little use is made of the specific data collected by teachers to plan work more precisely for individuals or for groups of pupils. In particular, work for pupils with special educational needs does not take enough account of the targets in their individual education plans. Consequently, work does not always build sufficiently on what pupils know,

understand or can do already. This is not the case in the Foundation Stage. In nursery, careful annotations of how individual children are getting on are used effectively to plan further relevant experiences for them. In the reception class, very careful planning for different groups enables work to build very effectively on children's prior achievements. The teaching of bilingual pupils is satisfactory and is similarly patchy to that of their classmates because of the variability in teachers' subject knowledge and the weaknesses in using assessment precisely enough when planning work.

## The curriculum

The overall quality of the curriculum is **satisfactory**. There is **good** provision for out of class activities that enrich pupils' learning. Accommodation and resources are **satisfactory**.

### Main strengths and weaknesses

- There is a wide variety of visits, visitors and extra-curricular activities.
- Provision for science and opportunities to develop writing and ICT skills in other subjects are unsatisfactory.
- Accommodation and resources are very good in the Foundation Stage, where curriculum provision is also good.
- Good structures are in place to ensure that all pupils are fully included in all that the school offers.
- The school has a good number of staff to support teaching and learning.

### Commentary

18. The curriculum is satisfactory in all areas other than for science throughout the school and the use of writing and ICT across the curriculum, which are unsatisfactory. As a result, pupils are not well prepared in some aspects for the next stage of education. Staff and governors have reviewed the curriculum in order to evaluate progress and determine priorities, but not everything that needs to be done has happened yet. Curriculum provision for children in the Foundation Stage is good. It is particularly well planned in the reception class and children enjoy learning through a rich variety of experiences both in and out of school. The wider world is explored well and the very good accommodation and resources support teachers' planning well in the Foundation Stage,
19. Throughout the rest of the school, planning generally takes satisfactory account of the varying needs of pupils in classes to ensure that new learning builds on pupils' prior experiences. The introduction of interactive whiteboards in most classrooms has helped teachers enhance the curriculum by making lessons more stimulating for pupils and help them access learning in a more visual way. The curriculum for science is unsatisfactory because there is insufficient emphasis on developing pupils' investigation and enquiry skills and, in some classes, insufficient time is devoted to the subject. Although the school has identified the need to provide more training for staff who lack confidence in teaching science, this training has yet to happen. In some classes, investigative work is restricted by limited space for pupils to work comfortably in groups. The use of ICT across the curriculum is unsatisfactory because opportunities are frequently missed for teachers to plan for the use of ICT in other lessons. The school also does not have sufficient computers in each class for pupils to make regular use of the skills they acquire in ICT lessons. While writing skills are generally developed satisfactorily in literacy lessons, teachers do not always emphasise their accurate use in other lessons in order to help raise standards in writing, which the school has correctly identified as a weakness.
20. The school's provision for pupils with special educational needs and for those learning English as a new language is satisfactory. Specialist advice and support are sought where necessary to ensure all these pupils have full access to all that the school offers. Particularly good is the support for pupils with physical disabilities who are totally integrated and have full access to all that the school provides. Pupils with special educational needs have relevant targets in their

individual education plans that are reviewed each term. The support staff are satisfactorily deployed across the classes. Those deployed specifically for pupils with a statement and those with mobility problems offer good levels of support. The accommodation and resources for pupils with mobility problems are good. Provision has improved since the last inspection because the identification of pupils' special needs has improved and parents are now better involved. The school has not identified many pupils as gifted and talented although there are several pupils who receive additional work in mathematics. Teachers make satisfactory use of additional adult support, but there is scope for improvement. The number of support staff is generous and the school is looking at maximising staff expertise further through performance management reviews.

21. A good range of visits out and visitors to school increases pupils' knowledge and understanding effectively. This is a major strength in the nursery class. Pupils talk enthusiastically of their visits to a wide range of places of interest, involvement in school productions and social events in the school. Others talk about visits from professional musicians, their involvement in the school choir and learning to play the guitar. There is a satisfactory range of physical activities and sports clubs, some supported by external agencies, and many pupils participate with great enjoyment and develop a healthy interest in fitness and team games. These experiences make a good contribution to pupils' enjoyment of school life and their learning.

### **Care, guidance and support**

Provision for pupils' care, welfare and health and safety is **very good**. Pupils receive **satisfactory** support, advice and guidance based on monitoring. Pupils' achievements are valued and the school seeks pupils' views effectively.

### **Main strengths and weaknesses**

- The school pays very good attention to pupils' well-being so that they feel safe and secure.
- Pupils settle in happily when they join school because induction procedures are very good.
- Teachers know their pupils' needs very well and have good and trusting relationships with them.
- The school values all the pupils regardless of ability.

### **Commentary**

22. The way that all pupils are cared for in this very welcoming school is a significant strength. This shows good improvement since the last inspection report. The headteacher sets very high standards in terms of the pupils' pastoral care and ensures that all members of staff are fully conversant with child protection procedures. The governing body fulfils its statutory duties well and ensures that risk assessments are properly carried out, making regular audits to ensure the safety of the building. Pupils told inspectors that their teachers and support staff are very approachable and will always sort out anything that worries them. The school makes good use of outside agencies to support the learning of pupils with special educational needs and those pupils for whom English is an additional language. The provision for pupils with special educational needs is effectively monitored through meetings, chaired by the special educational needs coordinator, with support staff and through regular contacts with teachers, parents and carers.
23. Parents and carers are very closely involved in their children's introduction to school and are actively encouraged to stay and settle them into the class. Very good routines have been established in the Foundation Stage which ensure that children adapt very quickly to school life and feel confident to talk about anything that worries them. Children under five are very well looked after and this helps them to enjoy school and to realise that learning is fun. There are equally good procedures to welcome older pupils joining the school, many of whom speak little English when they start. Support staff, as well as teachers, play a vital role in the induction process, making sure, for example, that every newcomer has a friend and can find

their way around. The school's procedures are thoughtful and sensitive and meet the diverse needs of all pupils.

24. Relationships between adults and pupils are very good. Staff make every effort to recognise their pupils' talents and abilities, as well as what they find hard, so that each pupil receives the help he or she needs. Teachers and support staff are very good role models: they are unfailingly kind and work together well to nurture their pupils' academic and social development. Pupils learn from these very good examples by supporting one another in class and looking out for one another in the playground. As a result, there are very high levels of trust between pupils and all the adults who work in the school.
25. The school clearly values pupils' opinions and opportunities are provided in lessons, in assemblies and through the school council for pupils to put forward their views. Pupils are encouraged to express their thoughts and they do this well because they know their opinions will be taken seriously. The school also takes care to acknowledge pupils' achievements, particularly when they have made an effort and tried hard. Pupils told inspectors how much they liked their system of rewards and how these encourage them to work well and do their best.

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

There are **very good** links with parents, who are very supportive of the school. **Good** links with the community and with other schools impact well on pupils' learning.

### **Main strengths and weaknesses**

- The school has been very successful in enlisting parents' support.
- The school actively seeks parents' views and acts upon their suggestions.
- The school focuses very well on helping parents to support children's learning.
- There are very strong links with the church and with other church schools.
- Links with the local community help to enrich pupils' experiences and the life of the school.

### **Commentary**

26. The school shows a very strong commitment to working in partnership with parents. This shows very good improvement since the previous inspection. Staff go out of their way to welcome parents and to ensure that everyone feels involved in the life of the school. Parents were very keen to tell inspectors how much they appreciate the new spirit of openness within the school. Parents of children in the Foundation Stage speak highly of the 'welcome time' at the beginning of each session when they can stay to see their children settled and talk to the teachers. Staff put parents at their ease, dealing sympathetically with their queries, and this quickly breaks down any barriers they may have in coming into the school for the first time. This means that many more parents now offer to help in class, in the library, with the football club and accompany classes on outside trips. The help that parents give, including the fund raising from an active parents' association, is highly valued by the school.
27. The headteacher has wasted no time in involving parents in the running of the school. Parents are consulted regularly and their views are taken into account to bring about improvements. Staff are always available to talk to parents and they will go that extra mile to listen sensitively to any suggestions and concerns. Parents of pupils with special educational needs are well informed of the progress of their children through regular reviews. The outside agencies involved with pupils who have statements and are at *school action plus* are well involved in supporting the progress of the pupils. The school effectively deals with any concerns between the periods of review.
28. The school has introduced very good initiatives to help parents understand more about how their children learn. There have been a variety of family learning groups which enable parents to learn with a tutor and then work with their own children in school. In addition to these, there



are regular coffee mornings and a very pro-active 'Achievers Group' of African Caribbean parents. These initiatives have proved to impact positively on pupils' behaviour and on parents' expectations of what their children can achieve.

29. The church has a very special place in the life of the school. The local clergy visit at least once a week, not just to lead assemblies but also to help out in the classroom. Pupils are regularly welcomed into the church for visits and to attend services. The school is one of nine church schools in the area whose headteachers meet monthly at Deanery meetings to pool ideas, share resources and offer support. The support given by the church and by other church schools is highly beneficial to pupils and teachers alike.
30. The school encourages and promotes good links with the local community. These have a positive impact upon the progress pupils make through the provision of additional resources and facilities. Teachers make good use of the local area to extend pupils' learning and there are good links with a local bus garage, a well-known football club and the emergency services. Theatre groups and other regular visitors from the local community come into school to speak in assemblies and to support and enhance various aspects of the curriculum. There are good links with a local secondary school that provides support for science and ICT. Arrangements for pupils to transfer to secondary school are good.

## LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **satisfactory** overall. The headteacher provides **good** leadership. Key staff provide **satisfactory** leadership overall. Governance is **good**. Management is **satisfactory**.

### Main strengths and weaknesses

- The newly appointed headteacher is strongly focused on raising standards for all children.
- The governing body is actively involved in charting the strategic direction for the school.
- Monitoring and evaluation of standards, teaching and learning are not sufficiently systematic or wide-ranging.
- Recent action planning is relevant and thorough, and is beginning to raise standards in some areas.
- The school's finances are deployed effectively in supporting key priorities.
- Although several key staff provide good leadership, others currently lack the time, skills or experience to influence other staff.

### Commentary

31. Improvement since the previous inspection has not been good enough because of instability in staffing at all levels and difficulties in recruiting teachers with good knowledge of the National Curriculum. However, since the headteacher took up her post in September 2004, she has worked very effectively with governors and staff to bring about significant improvement in a short space of time. Action planning is much sharper, proper attention has been paid to performance management and continuing professional development for all teachers and teaching assistants, whether on a permanent or temporary contract. Staff morale is now high after a prolonged period of uncertainty.
32. These changes have enabled the headteacher to give co-ordinators greater responsibility and to make them more accountable for teaching, learning and standards in their areas of responsibility. In the Foundation Stage, English, mathematics and the provision for pupils from ethnic minorities, this had led to marked improvements. In other subjects and in the provision for pupils with special educational needs, a lack of time or inexperience in undertaking monitoring and evaluation have led to leadership and management being no more than satisfactory or, in the case of science, unsatisfactory. As a direct result, low standards in science have been allowed to continue for too long and pupils have not been prepared well enough in this subject for their move to secondary school.

33. Since the previous inspection, there have been significant changes in the membership and organisation of the governing body. The governing body was initially slow to take action when standards began to fall but, in the last two years, governors have developed a good understanding of the school's strengths and weaknesses. They work effectively through a clear committee structure and have been prepared to take difficult decisions in order to improve the quality of education for all pupils. The curriculum committee is actively involved in school improvement planning and communicates progress to the full governing body on a regular basis. Since September 2004, the governing body has worked closely with the headteacher to bring about sustained improvements on a wide front. Not only do governors ensure that all statutory requirements are met, but they have been proactive in working with parents from ethnic minority groups to ensure that all pupils who attend the school get the best deal possible.
34. The governor with an oversight of the provision for pupils with special educational needs maintains good contact with the school, visiting the school frequently to discuss provision. The governors' annual report to parents reports thoroughly on the provision for pupils with special educational needs and the access for the disabled. The management and leadership for pupils with special educational needs are satisfactory. The special educational needs coordinator does not have sufficient time to perform her role as suitably defined in her job description. She also has insufficient time to monitor and evaluate the provision across classes.
35. The headteacher has worked hard to establish good management systems in a short space of time. These underpin teachers' planning and assessment of pupils' learning and co-ordinators' monitoring and evaluation of standards, progress, teaching and learning. However, there has not yet been sufficient time to ensure that there is full understanding across the staff or consistency of implementation. With a high proportion of teachers from overseas, many on temporary contracts, and a high turnover of staff, the headteacher had no room for manoeuvre in deploying staff, some of whom took on subject and class responsibilities for which they had limited experience. The headteacher took over a school where pupils were not achieving well enough. Although the present Year 6 pupils have not made enough progress over their time in the school, vast improvements in teaching and learning since Easter mean that their achievement this year has been satisfactory overall and they are currently making very good progress. The school still has some way to go, particularly in Years 1 and 2, but the firm plans for the appointment and deployment of staff for the next academic year have the potential to build effectively on the hard work undertaken this year by the staff team.
36. The school improvement plan provides an accurate analysis of the school's priorities and clear success criteria related to standards. Finances are targeted to support these priorities and are deployed flexibly so as to respond rapidly where there is a need for mid-course correction. Several governors, including the chair of the finance committee, have been actively involved in visiting the school to evaluate the impact of the governing body's spending decisions. Day-to-day management of the school's finances is very good and the school bursar works successfully in partnership with the finance committee. The governing body takes good account of best value, comparing pupils' achievement with other schools locally and nationally and increasingly consulting regularly with parents. The school currently provides satisfactory value for money.

### Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	765 997
Total expenditure	784 784

Balances (£)	
Balance from previous year	53 201
Balance carried forward to the next	34 414

Expenditure per pupil	3 487		
-----------------------	-------	--	--

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is good. Attainment on entry to the nursery is below average, particularly in relation to children’s communication skills and their social and physical development, and lower than it was at the time of the previous inspection. The nature of the intake has changed significantly and a much greater number of children join the school at a very early stage of speaking English as an additional language. There has been good improvement in provision since the previous inspection under the good leadership of the co-ordinator, who brings to the role a very clear understanding of how young children learn. She has been instrumental in bringing about improvements in the quality of teaching, planning and assessment and for the very effective provision and organisation in the shared outdoor learning area since she took up her role in September. Teaching and learning are now good overall supported by very good teamwork across the two classes and, as a direct result, children are achieving better than they have done previously. Management is satisfactory overall. There is still some way to go in achieving a consistency of approach across the Foundation Stage as the planning and assessment in the nursery does not yet match the high quality found in the reception class. Although all staff across the Foundation Stage are very effective in planning for the needs and interests of individual children, planning for groups in the nursery classes does not always specify learning intentions. The curriculum in both classes takes very good account of how young children learn through structured play activities and the range of visits and visitors is outstanding, particularly in the nursery. The provision for children with special educational needs, and those who speak and understand little or no English when they join nursery or reception, is good and these children also achieve well.

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

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

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

- Staff develop children’s independence and social interaction very successfully.
- The outdoor area provides seamless provision throughout the day.
- Time is used very effectively to promote children’s active involvement in learning.

#### **Commentary**

37. Teaching and learning are very good and children achieve very well. This area is given a very high priority by all staff, who work successfully in partnership with parents and carers to ensure that children settle quickly into learning and play a full part in classroom routines. No time is wasted with unnecessary registration procedures and active learning begins the minute children walk through the door in both classes. Children go straight to an activity of their choice, having collected their name and placed it in a pocket with their photo on. Thorough planning and imaginative use of good quality resources in the outdoor area ensure that good learning takes place throughout the day in all areas of learning. Adults take staggered breaks and lunchtimes so that, under their supervision, the children can continue their involvement in a host of stimulating and ever changing activities at playtimes. This excellent aspect of provision is instrumental in developing confidence, independence and co-operation and, by the time children join Year 1, most have reached the expected goals for their age.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Thoughtful provision for role-play develops children's communication skills well.
- Children are successfully encouraged to develop a love of books.
- Good emphasis is placed on developing children's vocabulary and their knowledge of sounds in reception, but this is not planned for systematically enough in the nursery.

### Commentary

38. Teaching and learning are good. Teaching staff promote speaking and listening well by stimulating children's imagination and providing a number of situations for role-play. A large area of the reception class was organised so that children could choose to play in several rooms of a house or to visit a shoe shop or supermarket. Teaching staff monitored the use of the role-play area well, intervening to extend children's play and develop their vocabulary. Both classes have a wide range of good quality picture books to stimulate children's interest. Teachers give good thought to using pictures, song and objects to ensure that children who are at a very early stage of learning English can gain enjoyment from books. Good planning in the reception class identifies key vocabulary and progressive knowledge of sounds in the learning intentions. This attention to detail is not so evident in the nursery, where staff take their lead from children and do not encourage children's interest in sounds and letters in a structured way. Inside the classrooms and outdoors, children are given real reasons for writing and labels in a variety of languages are a prominent feature of both classes. A group of nursery children were encouraged to make up a story about a teddy bear, which the nursery nurse scribed for them. One or two were able to write the initial letters of their name on their part of the story. Children achieve well overall, but few reach the expected goals by the time they leave reception because so many of the children have so much ground to cover in a short period of time.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Staff develop children's mathematical ideas and vocabulary well in all areas of learning.
- Learning is made fun and is based on a wide range of practical activities.

### Commentary

39. Teaching and learning are good. Mathematical development permeates every area of learning and teaching staff take every opportunity, in discussion, to reinforce children's developing awareness of number, shape and pattern. This is essential for those children who are learning to speak English and enables them to achieve well. A large sandpit, several water trays and a sand tray all enable children to explore capacity and volume on a very regular basis. In the nursery, children enjoy joining in with number rhymes and songs and matching up shapes. Children in reception use mathematical terms successfully to explain their observations and are developing a good understanding of what it means to add one or take one away. Achievement is good and, by the end of the Foundation Stage, most children have achieved the expected goals.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Curriculum enrichment in the nursery is exceptional for children of their age.
- The organisation of learning both indoors and outdoors nurtures children's curiosity and inventiveness very well.

### Commentary

40. Teaching and learning are very good and children achieve very well. Teaching staff in both classes work extremely hard to broaden the horizons of both children and their parents by arranging an impressive range of exciting visits as well as stimulating learning experiences in school. These span every area of learning and cater for a very wide range of interests. The nursery children go on a visit every two weeks throughout the year, thanks to the very good support from parents and carers. Recent experiences have included visits to the Great Hall Installation at Tate Modern, the City Airport, incorporating travel by bus, tube and the Docklands Light Railway, St Paul's Cathedral, the Museum of Childhood, the Fitness Gym, Waitrose supermarket and the Story Garden. The children in the reception class continue to visit a range of places in the local community and further afield, which build progressively on previous experiences, and each visit has clear learning intentions both for the visit and for work back in school. During the inspection, the nursery children visited a longboat on the River Lee. The following day, the impact of the visit was clearly demonstrated in their play and in their keenness to tell inspectors what they had learned. To further their work on living creatures, prompted by their reading of *The Very Hungry Caterpillar*, reception children visited the school's ecology garden to search for mini-bugs. They relished the opportunity to behave like real scientists and took great care of their equipment. Provision for ICT has improved since the last inspection and children make use of computers on a regular basis. In the reception class, children are given good insights into religious practices at an appropriate level and related to their own experiences. In spite of limited experiences of the world outside their homes when they start in the nursery, most children will achieve the expected goals by the time they leave reception because of the vibrant curriculum.

## PHYSICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Staff give this area of learning a very high priority in their planning.
- Children have almost constant access to a very wide range of stimulating resources and equipment.

### Commentary

41. Many children live in overcrowded accommodation with limited space to move about in and the school compensates for this very well. Teaching and learning are very good. In school, children are given constant opportunities to develop a very wide range of physical skills and achieve very well. As well as timetabled lessons in the school hall, the outdoor area provides excellent opportunities for the children to climb, swing and balance on good quality equipment on a daily basis. Ball skills are promoted very effectively with a constantly changing range of bats, balls and hoops. Wheeled vehicles and good quality building bricks further develop children's gross motor skills. In a good physical education lesson in the hall, nursery children showed a good awareness of space and good control over their movements. Equally good attention is given to teaching children how to handle tools and malleable materials for a variety of practical and creative purposes. Consequently, by the time children go into Year 1, they have achieved the expected goals for their age and a good number have exceeded them.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children have regular access to good quality materials.
- Music permeates the curriculum.
- Children are given good opportunities to perform.

### Commentary

42. Teaching and learning are good. Teaching staff plan for a wide range of experiences in both classes. Regular activities that are both directed by the staff and initiated by the children enable them to use and explore a good range of materials in both two and three dimensions. Their creativity and imagination are also nurtured well by the good opportunities for role-play. Teaching staff frequently use song in their interactions with children to encourage language development, but also give children lots of opportunities to experiment with a range of instruments in their play. In both classes, children have learned a number of songs from memory and sing along with gusto. During the inspection, the nursery children put on a show for their classmates in reception. They rose to the challenge well and each contributed to the class performance in their own way. Children achieve well and most reach the expected goals by the end of reception.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Pupils achieve well in reading and develop a love of books.
- Boys, in particular, do not achieve well enough in writing.
- Good quality action planning is driving improvement.
- In Years 1 and 2, assessment is not used well enough to match work to pupils' abilities.
- Teachers do not identify opportunities for pupils to write in other subjects on a regular basis.

### Commentary

43. Standards have declined at both key stages since the previous inspection, most significantly in writing in Years 1 and 2. This is in part because of the significant change in the school population, with a big increase in the number of pupils who are still at a relatively early stage of speaking English when they start school. The school was initially slow to respond to these pupils' needs, but this has improved recently. These pupils learn English quickly and they are making similar progress to their classmates, with the same strengths and weaknesses in their achievement. The other contributory factors to weak standards have been the school's lack of commitment to the National Literacy Strategy in previous years and difficulties in recruiting teachers with experience of the National Curriculum. Although planning for lower ability groups, including those with special educational needs, has improved substantially, the majority of teachers have a more secure understanding of English grammar and there has been some improvement in assessment, the rate of improvement has been unsatisfactory overall. This is in spite of the strenuous efforts made by the present headteacher in her former role as literacy co-ordinator and the newly appointed co-ordinator who joined the school at Easter.
44. Test results at age seven have been volatile over the past four years, which is largely attributable to the inconsistent quality of teaching. In 2004, standards were above average in

reading and below average in writing when compared with schools nationally, and well above average in reading and above average in writing when compared with similar schools. Inspection evidence and the school's own tracking of progress indicate that pupils' achievement is unsatisfactory overall. Standards are average in speaking and listening, below average in reading and well below average in writing. The present Year 2 class has a significant number of pupils with special educational needs and those who are at an early stage of learning English as well as a number of pupils who joined the class after reception. The difference in the cohort partly explains why standards have dropped in both reading and writing, but the most significant factor is the unsatisfactory teaching of writing, which takes insufficient account of the needs of pupils of different abilities and has placed insufficient emphasis on developing pupils' understanding of letter sounds, particularly in Year 2.

45. Test results at age eleven present a more settled picture. In both 2003 and 2004, results in English were much higher than those in mathematics and science, reflecting the great importance that the school attaches to developing language and literacy as a key to learning in other subjects. In 2004, standards were above average when compared with schools nationally. Although an above average number of pupils failed to reach the expected level, this was countered by the above average number of pupils reaching the higher Level 5. Results were average when compared with schools where pupils had achieved similar standards overall in Year 2, indicating that the cohort had made satisfactory progress over the key stage. Inspection evidence indicates that standards are average overall in the present Year 6. Standards are average in speaking and listening, above average in reading, but below average in writing where very few pupils achieve the higher level. Achievement is currently satisfactory in Years 3 to 5, with pupils making good and sometimes very good progress in many lessons. The present Year 6 have achieved satisfactorily over the year and very well since Easter, when two new staff were appointed to teach the class. However, these pupils have not achieved well enough over the past four years because of disruptions in teaching and learning caused by high staff turnover.
46. Teaching and learning are satisfactory overall, although this masks marked differences between age groups. Teaching and learning are unsatisfactory in the infants because teachers' subject knowledge is not secure, expectations of what pupils can do are often unrealistic, teaching assistants are not briefed well enough and pupils are allowed to get away with sloppy work. Teaching and learning in the juniors are good. Planning is of high quality, takes good account of the needs of different ability groups and provides well-judged challenge and support. Lessons move at a good pace and texts are chosen to grab pupils' interest and to make learning enjoyable as well as stretching. The teaching of speaking and listening is satisfactory throughout the school with all teachers making good use of speaking partners to encourage all pupils to participate in discussion, to test out their ideas and to work collaboratively to refine their work. The school is successful, not only in teaching most pupils to read well by the time they leave the school, but in giving them a love of books. Pupils of all abilities in Years 2 and 6 who read to inspectors and talked about favourite books and authors showed real enthusiasm for reading. The older pupils read fluently, tackled unknown words confidently and talked knowledgeably about why they enjoyed particular genres and authors. Pupils are introduced to a wide range of texts and to good quality children's literature, which makes a good contribution to their cultural development. Less attention has been paid to the teaching of writing until recently. The school has rightly identified the need to raise boys' achievement in writing and to teach phonics and spelling more systematically, as a number of the younger pupils rely too heavily on picture and context cues and key vocabulary in their reading and struggle when called on to build words using their knowledge of letter sounds. The teaching of handwriting is very inconsistent because the school has not implemented a common approach and expectations of presentation are unacceptably variable. Although teachers generally make good use of resources and identify where ICT is to be used in their planning, teachers do not exploit its potential well enough to support the writing and spelling of individual pupils.
47. The school has introduced good procedures for assessing pupils' work and for checking on their progress since the previous inspection, but not all teachers, particularly in Years 1 and 2,

have sufficient subject knowledge to assess pupils' work accurately. This leads to work that is often pitched at the wrong level. While many teachers are implementing the school's marking policy sensitively, indicating where pupils have met the success criteria for a piece of work and what they need to do to improve, others have been less discriminating and consequently less helpful. Many teachers make good use of assessment in lessons to plan the next steps for pupils' learning as a class, but they are not yet involving pupils in setting their individual targets for learning or in assessing how well they are doing.

48. The leadership of the subject is good. Both the previous and newly appointed co-ordinator are skilled and knowledgeable practitioners with a clear vision for the development of the subject and a strong commitment to raising standards and achievement for all pupils. They have accurately identified strengths and areas for development and demonstrate a good understanding of how their goals can be achieved. Management is satisfactory. Although good systems are in place for planning and assessing pupils' work and for developing the quality of teaching and learning, the high turnover of staff and difficulties in recruitment have made the task of achieving consistency of practice an uphill struggle. The school has at last turned the corner and the recently developed action plan is sharply focused on improving writing with a range of innovative strategies to raise achievement, particularly of boys.

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

49. Pupils' use of language and literacy across the curriculum is satisfactory overall. Teachers place good emphasis on developing speaking and listening in most lessons, although the development of key vocabulary is not consistent enough across subjects or classes. In Years 3 to 6 where pupils are confident readers, they use their skills well to carry out research in subjects such as history and geography. Not enough thought, however, has been given to the ways in which pupils' writing can be developed in other subjects, both to widen the range of writing for real purposes and to extend the ways in which pupils record their findings and understanding in other subjects.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Learning is improving because of teachers' high expectations and clear explanations, often using the interactive whiteboards.
- Pupils generally are developing good numeracy skills.
- Pupils' investigative skills are weak because not enough attention was paid to them in the past.
- Not enough attention is paid to developing the skills of data handling.
- Although they are now making rapid progress, pupils in Year 6 have underachieved over the last few years.

### **Commentary**

50. Results of national assessments have varied over the years. They have often been below average at the age of seven, with not many pupils getting to the higher grades. At the age of eleven, results had declined for several years, before improving last year, although they were still below average because of a large 'tail' of pupils who got very low scores. Inspection evidence broadly supports this picture, with few pupils at age seven likely to reach the higher Level 3. The situation in older classes is more complex, with generally average standards in most year groups, but results are still likely to be below average for this year's eleven-year-olds because of gaps in their previous learning.
51. Standards are below average in Years 1 and 2 and average in Years 3 to 6. Achievement is satisfactory overall, but has weaknesses because of the lack of attention given to investigative skills in the past and to data handling currently. In younger classes, although pupils are



achieving satisfactorily, few are likely to get high scores because of the low starting points of many of them, the high levels of special needs and the large numbers who are at early stages of learning English. The current pupils in Year 6 are receiving very good teaching and making very good progress in lessons. In the topics they tackle, they at least meet the expected standards, with higher fliers exceeding them. However, there are too many gaps in their understanding of topics tackled in the past for their overall standards to be better than average overall.

52. Pupils generally have good numeracy skills. In class they handle numbers confidently and use them to support their work in other areas effectively. Work in their books shows that they develop secure skills in using different methods of calculation on paper as they get older and handle increasingly difficult tasks competently. In most older classes, higher flying pupils are tackling more difficult work than their classmates, putting them in line to get high scores in national tests.
53. Work in pupils' books shows that there is little evidence of data handling, except in Year 5, where pupils have achieved satisfactorily in a suitable range of topics. This has been identified as an issue by the school and more work is being done in this attainment target. Some good work was seen in classes during the inspection enabling pupils to investigate mathematical situations, developing their thinking skills and their understanding well.
54. Teaching and learning are satisfactory overall, with a good many strengths. Lessons are orderly and well managed, planning is clear and a good pace is usually maintained. Teachers give clear explanations, often clarified further by effective use of interactive whiteboards. However, apart from this, little use is made of ICT to support work in mathematics lessons. Teachers try hard to match work to pupils' overall abilities, but do not make enough use of assessment data to make this more precise.
55. Improvement since the last inspection is unsatisfactory, as the overall quality of teaching has fallen, as have standards. Although some of the fall in standards is due to the change in the nature of the intake, the inconsistencies in teaching and provision over the last few years have also depressed achievement. The subject was well led over the last year by the previous co-ordinator, with strong support from the local authority. Together they identified clearly some of the weaknesses that needed addressing through monitoring of lessons and scrutiny of pupils' work in books. Management is satisfactory because, although some of these issues were tackled, others still need more work. The co-ordinator has now left and the subject is being managed on a temporary basis by the headteacher prior to a specialist co-ordinator taking up post in September.

### **Mathematics across the curriculum**

56. This is broadly satisfactory, with some effective use of pupils' skills made in various subjects. This gives pupils satisfactory opportunities to consolidate their skills in number and in using graphs. However, the lack of investigative work in science means that opportunities to develop their skills in this subject are missed.

### **SCIENCE**

Provision in science is **unsatisfactory**.

### **Main strengths and weaknesses**

- Achievement is unsatisfactory.
- Teaching is unsatisfactory because there is insufficient emphasis on developing pupils' investigation and enquiry skills.
- Pupils struggle to transfer learning from previous work to new situations.
- Assessment and moderating procedures are not yet fully embedded.
- Good use is made of the local environment to enhance pupils' learning.

### **Commentary**

57. Standards in the national tests and assessments in 2004 were below average for pupils at the end of Year 2 and well below average at the end of Year 6. Inspection evidences shows that the picture is much the same currently. Standards are well below average throughout the school. Improvement has been unsatisfactory since the last inspection. Although this is partly because the school's profile has changed considerably since that time, weak provision is also a major factor. The achievement of pupils of all abilities is unsatisfactory. Many pupils have under-achieved because they have had a number of disruptions in their learning in the last few years as a result of many staff changes and high numbers of pupils moving in and out of the school. Overall teaching is unsatisfactory and the curriculum has many gaps, particularly in the provision for pupils to undertake investigations. Pupils with special educational needs and those learning English as a new language do not always receive satisfactory classroom support in order to make progress that is any better than their classmates.
58. Pupils participate enthusiastically in hands-on situations and enjoy learning. However, they are not always given clear guidance as to how any new learning relates to previous work and teachers do not always present investigative activities clearly enough. In the unsatisfactory lesson seen in Year 2, pupils found the evidence on plant growth and development confusing and drew inaccurate conclusions because they were not clear as to what their findings showed them. Pupils in Year 6 are equally confused about what constitutes a fair test and how they might independently design an investigation to consider a range of variables. They are reasonably confident in absorbing facts, but cannot always apply this knowledge to new learning in order to achieve higher standards. It was evident from the good lesson observed in Year 6 that there were considerable gaps in pupils' understanding of what is meant by *hypotheses* and *prediction*, although they worked very effectively in groups to set up their investigation. The task the teachers had prepared helped them achieve well over the lesson, but it was not very challenging for pupils of this age.
59. Teaching and learning are unsatisfactory overall, but there is compelling evidence that the picture is beginning to improve. From the very good lesson seen in Year 4 on the 'earth and beyond' topic, it is clear pupils enjoy learning information and are keen to succeed. However, pupils generally struggle to think and reason for themselves. In many situations, the same few pupils answer regularly because the others are uncertain and prefer to wait to be told. Science has not been given a high priority in the last few years. This has led to some inconsistent practices in teaching and insufficient emphasis on checking that pupils work at expected levels and build on previous learning step by step. Some classrooms pose problems for pupils with regard to space where they can conduct investigations comfortably. As a result, teachers often limit investigations to demonstrations, which they lead, and this detracts from pupils' learning. The school makes very good use of its wild ecology area for pupils to explore, for example, 'mini-beasts'. In Year 2, pupils' science work is incorporated in topic books. This makes it very difficult for them to refer back to previous science work quickly in order to recap on what they have already done. In many of the pupils' books, recorded work is incomplete and presentation is untidy, with too limited comment from teachers so that pupils do not always know how to improve in subsequent work. Assessment information does not sufficiently guide the planning and often pupils all work at the same level, which limits the attainment of higher attaining pupils and is too challenging for the lowest attainers.

60. The leadership and management of the subject are unsatisfactory. The co-ordinator is based in the nursery and has inadequate access to the rest of the school to carry out his responsibilities effectively. The school recognises that there is insufficient emphasis placed on specific elements of the science curriculum and that, in some classes, insufficient time is given to teaching science. Through monitoring of teaching, work sampling and analysis of assessment information, the subject co-ordinator has identified gaps in teachers' knowledge, but as yet no training has been provided to teachers and support staff to address this. There is inadequate tracking of individual pupils in order to set targets that are matched to their ability in order to raise standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils enjoy using computers and work hard in their ICT lessons.
- Good emphasis is placed on developing control skills, particularly in Years 3 to 6.
- Teachers make good use of interactive whiteboards in many lessons.
- Pupils have insufficient opportunities to use ICT in other subjects.
- Assessment is unsatisfactory.

### **Commentary**

61. Standards are broadly in line with those expected nationally at the end of Years 2 and 6. The picture is much the same as in the last inspection. There are strengths in the use of control programs, particularly in Years 3 to 6. Achievement is satisfactory for pupils of all abilities, including those with special educational needs and those learning English as a new language.
62. The school has no ICT suite, but has established a bank of laptops to use in ICT lessons. While most of the time this facility is adequate, occasionally, when battery packs are not fully charged or classroom space is restrictive, pupils have to share. Teachers' planning covers the skills pupils need to learn and a range of software and other resources, such as digital cameras and tape recorders are available to extend pupils' learning. However, in many lessons in different subjects, teachers fail to incorporate the use of ICT in their planning and as a result opportunities for pupils to apply the skills they acquire in ICT lessons are limited. This is particularly an issue as many pupils do not have access to computers at home in order to practise their skills and attain higher standards. The school acknowledges this and steps have been taken to set up ICT clubs for pupils to practise on computers more regularly.
63. The quality of teaching and learning are satisfactory. The school has interactive whiteboards in most classrooms and these are used to good effect to support teaching and learning. More confident teachers prepare good quality presentations which pupils find easy to follow. Teachers are careful to provide different tasks and support to cover all levels of ability, but expectations are not always high enough to raise standards further. For example, the whole class in the very good lesson in Year 6 followed the same instructions, which slowed down the progress of a small number of more able pupils. Teaching assistants are used well to guide pupils' learning. However, as yet, no teaching assistants have been trained to provide technical support to ensure that computers are always working and opportunities are missed to raise the profile of ICT in other subjects. Pupils generally enjoy working with computers and want to learn, and this was very evident in the diligent way in which pupils continued to perfect their instructions to steer their cars around the racetrack in a very good lesson in Year 5. However, assessment is unsatisfactory because it is not done in a systematic manner and does not allow teachers to evaluate how specific skills are being built on and extended. A new system and scheme for planning and assessing work are being introduced to address these issues.

64. The co-ordinator's leadership and management are satisfactory. He has identified the weaknesses, notably in assessment and in use of ICT in other subjects, and is planning to remedy them through the introduction of portfolios to collate pupils' work and monitor their progress. He is not formally involved in monitoring the quality of teaching in ICT throughout the school or in checking on standards and this is a weakness. He has insufficient time to lead on developments and ensure all equipment is in good working order at all times.

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

65. There is not enough use of ICT in all subjects and the school does not have sufficient numbers of computers in each classroom for pupils to have more regular practice in order to raise achievement. Pupils know how to produce spreadsheets and collate data using graphs and tally charts, but these skills tend to be rehearsed in ICT lessons. Opportunities are missed to plan for the use of ICT, for example for word processing or research, and computers are not yet seen as a natural part of learning in most lessons. This means that pupils lack the chance to extend and consolidate the skills they learn in specific ICT lessons.

### **HUMANITIES**

66. Religious education is inspected separately, by the Diocese, and is reported upon elsewhere. Insufficient evidence was available to make overall judgements about provision in history and geography. Two lessons were seen in geography and none in history. Samples of work were examined in both subjects.
67. From the work seen around the school in **history**, standards are in line with expectations. Pupils cover the curriculum appropriately and particular events such as 'Black History Week' help pupils gain a good understanding of the impact of the work of important historical figures from other cultures who have influenced social changes. For example, pupils have looked at the work of Martin Luther King, Mary Seacole and Mother Teresa and take pride in these positive role models. They have a secure understanding of how communities change over time and appreciate how past events have influenced the world in which they live.
68. From the work seen, standards in **geography** are in line with expectations. Pupils have a particularly good understanding of contrasting landscapes and climate because the school places a high emphasis on valuing the diversity of cultural groups in the school and works hard to promote pupils' understanding of the countries from which their families have originated. In virtually all classrooms, globes and atlases highlight countries all over the world where pupils have relatives and every opportunity is taken to encourage pupils to celebrate the richness of other cultures and traditions. Pupils understand how climate affects behaviour patterns. For example, in the good Year 1 lesson observed, pupils knew that the weather in the different seasons influences what they wear, what foods they might eat and what activities they can participate in. Pupils enjoy learning and are keen to contribute to class discussions. Visits to places of interest and visitors to the school enrich pupils' experiences well.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

69. It is not possible to make overall judgements about provision in these subjects, or to report on them in detail except in physical education, because not enough evidence was gathered during the inspection. One music lesson was observed, and part of another, and pupils were heard to sing in assembly. Three lessons were seen in art and design, all with older pupils. Samples of pupils' work were examined in design and technology and in art and design.
70. The limited amount of work sampled in **design and technology** was broadly of the expected standard. Year 1 have made a variety of simple hinges and used them satisfactorily in different contexts. Photo frames made by Year 2 pupils were soundly constructed, but showed little originality in design. By contrast, the model theatres made by pupils in Year 5 showed some originality and imagination, but the quality of finish on the final product was weak.

71. The work done in **art and design** was at least satisfactory and in the older classes showed standards above the national expectation. Observational drawings of buildings by Year 2 and the playdough sculptures made by Year 1 were at the expected standard. Teaching and learning in the three lessons observed in the juniors were at least good. Pupils clearly enjoy art, are keen to succeed and show great care and patience when working. Clear explanations and high expectations by teachers, and searching questioning to help pupils improve their work, led to standards that were generally above average. In a very good lesson with pupils in Year 3, they showed a very good understanding of what can be learned from different paintings and the possible motives and relationships of both artists and subjects. Their own finished drawings on the theme of relationships were of good quality because of the care they took in response to the teacher's high expectations. Pupils in Year 5 also showed good skills in drawing and selecting images to illustrate stories. The pupils in Year 6 showed very high levels of patience and care when starting their backgrounds for collage pictures based on a Caribbean theme. The mock batik pictures made by using crumpled paper on display in this class were of a consistently high standard and their 'portraits', made by incorporating the full-face view of one person with the profile of another, were striking in their use of colour and line.
72. In the one complete lesson seen in **music** in Year 1, pupils showed a satisfactory understanding of different kinds of music, identifying which would belong in church, in a fairground or at a disco, for example. Good use of a range of strategies by the teacher helped settle down this class, who had been very restless because of an accident to one of their classmates which had upset them. In response to the teacher's work in involving them all, they joined in with enthusiasm in playing instruments and in singing a funny song. They showed a good sense of rhythm, although many of them struggled to sing in tune. Similarly, when the whole school sings together in assemblies, all pupils join in with gusto and enjoy taking part, but they do not always pay enough attention to keeping to the tune.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Older pupils have good games skills because teachers give clear explanations of techniques.
- Pupils make good progress in their understanding of how to improve their work.
- Teaching is too variable in younger classes because teachers' strategies for managing behaviour are not always appropriate.

## **Commentary**

73. Standards are in line with expectations in Years 1 and 2 and above expectations in Years 3 to 6. Teaching, learning and achievement are good overall, being satisfactory in the younger classes and good for older pupils.
74. Pupils in Year 1 have sound skills in balancing in gymnastics and the skills of pupils in Year 2 are similar to those of others of their age in dribbling, passing and controlling a football. Both the lessons seen at this key stage were unsatisfactory, but pupils' steady progress and satisfactory skills suggest that this is not typical of work generally. Both lessons were well planned and pupils were given clear instructions. Explanations backed up by demonstrations were specific and pupils understood them, so they knew what to do. However, in the lesson in Year 1, the teacher did not sufficiently control the noise levels, or the silly behaviour of a minority of pupils, so that it was difficult to give ongoing help during the lesson. Although pupils were actively involved, they did not make as much progress as they should have in developing their skills. In the Year 2 lesson, by contrast, an over-emphasis on control meant that pupils spent too much time sitting and watching rather than being actively involved. Although they made good progress when they were active, this was only for a small part of the lesson.

75. In an excellent lesson in Year 4, pupils showed good skills in devising sequences of movements and fitting them to music. They showed particular insight and sensitivity in evaluating and commenting on each other's work. They made excellent progress over the course of the lesson because of the teacher's high expectations, sensitive coaching of skills and the good emphasis on fun and enjoyment so that pupils were thoroughly engaged throughout. Pupils in Year 5 made good progress and showed good skills in controlling a volleyball, in a good games lesson. They learnt well because of clear instructions of specific techniques from the teacher and plenty of opportunities to practise what they had been taught.
76. Leadership and management are satisfactory. The subject co-ordinator gives a clear lead to colleagues through his advice on planning and has successfully introduced a new scheme of work which teachers are using successfully to plan their lessons. He has little opportunity to monitor his colleagues' lessons in order to provide more detailed advice and spread good practice.

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

Only one lesson was seen so no secure judgements can be made about overall provision.

77. The school provides satisfactory opportunities through regular activities such as 'circle time', where pupils are given time to think about their feelings and relationships and how they can help one another. In the excellent lesson observed in Year 6, pupils made very mature observations about how settling into a new country can be difficult. A significant number were able to reflect on their families' first hand experiences with some passion. Particular emphasis is placed on ensuring a harmonious integration of the wide range of cultures the school embraces. Such activities as 'Black History Week' promote pupils' self-esteem and confidence well and help them appreciate their cultural heritage within the context of the community in which they live. Pupils regularly contribute to charities and, through their efforts, the school is currently sponsoring the education of a child in Uganda. Pupils enjoy being given extra responsibilities and they conscientiously carry out a variety of important jobs around the school, including gathering litter to keep the school surroundings clean and tidy. Health issues, including drug awareness, are taught in specific lessons in this area and in other areas of the curriculum, particularly science. The school promotes an interest in healthy eating through its participation in the fruit scheme and keeping fit through the provision of a range of sporting opportunities. Aspects of citizenship are discussed regularly in order for pupils to understand the importance of living as part of a community that is mindful of the needs of others. The recent General Election provided pupils with an interesting opportunity to consider how decisions are made and how individuals can influence the way things happen in their society. The school works very hard to integrate a wide range of minority ethnic groups and pupils with physical disabilities and this enables pupils to gain a good understanding of valuing differences and responding to these in a mature and caring manner. As a result of the school's provision, pupils form good relationships and most are sensible and mature young adults by the time they leave the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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