

# INSPECTION REPORT

**St Ursula's RC Junior School**

Romford/Essex

LEA area: Havering

Unique reference number: 102332

Headteacher: Mrs Ursula Murphy

Lead inspector: David Speakman

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

Inspection number: 267962

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	237
School address:	Straight Road Romford Essex
Postcode:	RM3 7JS
Telephone number:	01708 343170
Fax number:	01708 379590
Appropriate authority:	Governing body
Name of chair of governors:	Sister Clare Kane
Date of previous inspection:	7 <sup>th</sup> June 1999

## **CHARACTERISTICS OF THE SCHOOL**

This average sized voluntary aided Roman Catholic junior school is situated in Harold Hill near to Romford. It serves the local area, which experiences an above average level of social disadvantage. A below average proportion of pupils joins or leaves during the school year. Pupils come from a wide range of ethnic backgrounds, with most of the pupils classed as white British. Very few pupils have English as an additional language, with none at the early stages of learning the English language. The proportion of pupils with special educational needs is below average and two pupils have a statement of special educational need. Special educational needs are typical and include social, emotional and behavioural problems, speech or communication difficulties and learning difficulties in literacy and numeracy. Attainment on entry to Year 3 is average. The school is situated in an area which is part of an EiC EAZ (Excellence in Cities Education Action Zone).

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20086	David Speakman	Lead inspector	Science Art and design Design and technology
32698	Steven Barker	Lay inspector	
32142	Beryl Richmond	Team inspector	Mathematics Geography History Personal, social and health education and citizenship Special educational needs
15023	Ali Haouas	Team inspector	English Information and communication technology Music Physical education English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school with some very good features. It provides a good quality of education. As a result of good teaching, pupils achieve well and, starting from an average attainment on entry into Year 3, attain above average standards overall. The school gives good value for money.

#### The school's main strengths and weaknesses are:

- The very good leadership and vision of the headteacher promote close and effective teamwork in the school.
- The school's caring ethos, good levels of inclusion and very good opportunities for pupils' views to be taken into account promote their good attitudes towards school and learning.
- Because of good teaching and learning, pupils at all levels of attainment achieve well. However, there is some inconsistency in the quality of teaching and learning in different year groups and in different subjects.
- Very good levels of enrichment make the curriculum rich and interesting.
- Although the subject leaders for the core subjects<sup>1</sup> and information and communication technology (ICT) have a significant impact on school development, leaders in other subjects have not yet had the opportunity to monitor standards and provision directly in their subjects.
- The impact of the work of teaching assistants is very good and they make a significant contribution to the good achievement of all pupils and the good provision for pupils with special educational needs.
- Assessment is good, but the marking of pupils' work does not consistently inform pupils how they can improve.

There has been a good improvement since the previous inspection in 1999. The school has done well to maintain the overall good standards identified in the previous inspection and to maintain the other reported strengths. The school has made good progress in meeting the issues identified at that time.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2 compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	A	C	E
Mathematics	A	A	A	C
Science	B	A	B	D

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

Achievement is **good**. Soon after starting in Year 3, the school tests pupils' attainment in English, mathematics and science. Data shows that attainment on entry into Year 3 is average in mathematics and science, but that there is a weakness in writing and standards

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<sup>1</sup> Core subjects include English, mathematics and science

are below average. Pupils achieve well and, by Year 6, standards are average in English and above average in mathematics and science. Pupils' achievement in ICT is good. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**. Their spiritual, moral and cultural development is good and their social development very good. Pupils' attitudes towards school and learning and their behaviour are good. Attendance is very good and punctuality good.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. The quality of teaching and learning is **good** overall, although there are some inconsistencies in the quality between year groups and subjects. Teachers show very good levels of encouragement for their pupils to succeed and give them confidence to be effective learners and develop positive attitudes to learning. Teachers manage their pupils well and this helps create an environment in which pupils can learn effectively. Teaching methods and planned activities match the pupils' learning needs well and independent learning is encouraged effectively, particularly for the older pupils. Teaching assistants provide valuable support and are effective in what they do. Assessment is used effectively to track pupils' achievement but the marking of pupils' work does not consistently advise them how they could improve.

The curriculum is good. There is a very good range of extra-curricular activities and curriculum enrichment. Accommodation and resources are very good. The school shows very good levels of care for pupils. Links with parents and with other schools and the community are very good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall. The leadership of the headteacher is very good, she has a very clear vision for school improvement and has established a very good level of teamwork to include staff, pupils, parents and governors. The headteacher is supported well in this work by other staff with leadership responsibility. Governance is good. The governors provide good levels of challenge and support and contribute well to the work of the school. Management systems are effective in identifying the school's needs. Plans for school improvement are very well thought out and based securely in a very good level of school self-evaluation of the core curriculum. Subject leaders of non-core subjects<sup>2</sup> (excluding ICT) have yet to have a further impact on monitoring of provision and standards. Statutory requirements are fully met.

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

Parents are very happy with the school. All parents who responded to the parents' questionnaire indicated a high level of satisfaction, with no question attracting less a satisfactory level of agreement. Pupils are very happy in school. They speak highly of the teachers and the friendliness of other people.

## **IMPROVEMENTS NEEDED**

To further improve the quality of education provided the school should:

- Extend opportunities for subject leaders to have further impact on provision in their subjects, including addressing any inconsistencies in teaching.
- Improve consistency in the marking of pupils' work to provide greater information on how they can improve.

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<sup>2</sup> Non core subjects include subjects other English, mathematics and science

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **above average** in speaking and listening, reading, mathematics and science at the end of Year 6 and **average** in writing and ICT. However, pupils' achievement is **good** in all these subjects and is judged to be good overall.

#### Main strengths and weaknesses

- Pupils achieve well and attain above average standards in mathematics and science and average in English.
- Achievement in information and communication technology (ICT) is good and skills are effectively developed and widely used to support learning in other subjects.
- All groups of pupils achieve equally well.

#### Commentary

1. Soon after pupils enter the school in Year 3, attainment in English, mathematics and science is tested. The results of these tests show that, at the beginning of Year 3, pupils overall attainment is average, but with a weakness in writing skills. Pupils achieve well, mainly because the quality of teaching is good. They do well in English, mathematics and science because the school has effectively focused on these subjects and identified and addressed areas in need of improvement.
2. Results of the National Curriculum attainment tests at the end of Year 6 show that above and well above average results have been maintained in mathematics and science. Results in English have varied from below average to well above average in the past four years, but the latest results are average. The school has identified that this is due to the relative weakness in pupils' writing, which is of an average standard and good achievement is due to the support given for pupils' identified learning needs in this subject.

#### Key Stage 2

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

Standards in:	School results	National results
English	27.3 (28.4)	26.9 (26.8)
mathematics	28.8 (29.2)	27.0 (26.8)
science	29.5 (30.0)	28.6 (28.6)

*There were 60 pupils in the year group. Figures in brackets are for the previous year.*

3. Overall attainment in English is average with good standards in speaking and listening and reading. Pupils achieve well overall. This is because the school places a great emphasis on developing these skills as a priority for improvement. By Year 6, most pupils are confident speakers and listen carefully. The majority of pupils show confidence when reading aloud or when tackling unfamiliar words. The school effectively develops pupils' research skills and, importantly, a love for reading. Pupils experience a wide range of opportunities to write as they move up the school, but there are not many examples of extended writing. Spelling strategies are regularly practised, although a good number of pupils are still not fully secure in this aspect of



their work.

4. In mathematics, pupils achieve well. Currently, in Year 6, most pupils are working at the nationally expected level, with a good proportion above. Inspection evidence indicates that achievement is better towards the end of the key stage. There is a strong emphasis on developing mathematical vocabulary and understanding, which supports pupils' good achievement. In science, standards are above average because pupils' knowledge and understanding are effectively developed through good use of their experimental and investigative skills, and therefore good provision for practical science. This is a strong area in standards in science.
5. There has been a significant development in resources and teachers' knowledge and understanding in ICT. Together with good leadership in the subject and very good resources to support teaching, this means that standards have risen and are now average. Standards in the use of ICT in other subjects are also average.
6. The standards of pupils with special educational needs are below average, but these pupils achieve well against their identified needs and targets. When work is planned well to meet pupils' needs and they have the support of well-trained teaching assistants, pupils achieve at least well and often very well. However, in some lessons, work is not sufficiently focused on their needs and their achievement is not as good.

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

Pupils' attitudes and behaviour are **good** and have a positive impact on their achievement. Provision for pupils' spiritual, moral, social and cultural development is **good**. Pupils' attendance is **very good** and punctuality is **good**.

### **Main strengths and weaknesses**

- Pupils are very interested in school life and the range of opportunities provided.
- Pupils are very willing to take on responsibility and be enterprising. They understand well the responsibilities of living in a community.
- The school is very effective in stimulating in pupils a desire to learn.
- Where their interest in learning is not captured effectively, pupils lose concentration.
- Attendance rates are well above national averages.

### **Commentary**

7. Pupils participate very well in all aspects of school life. In the majority of lessons, pupils show positive attitudes to their work by listening and responding well to questions, maintaining concentration and having good working habits. Where attitudes and behaviour are weaker, pupils' work has not always been matched well to their needs. Pupils move around the school very well and play harmoniously together in the playground. Relationships between all groups are good and encourage a good level of harmony throughout the school. Pupils from ethnic minority backgrounds are keen to participate fully in activities. Pupils with special educational needs have a positive attitude to their work. They are keen to make progress, enjoy succeeding and respond well to the encouragement they receive which helps to boost their confidence and enables them to take pride in their achievements. There were no exclusions in the year prior to the inspection.
8. Pupils are encouraged very well to take responsibility through a range of different activities, including the school council. School council members are proud of their work and take their responsibilities very seriously. Pupils are involved in a range of fund

raising activities, including supporting a community in Africa with which they have very strong links.

9. The school's provision for spiritual, moral, social and cultural development is good. There are good opportunities for spiritual development in the religious education curriculum. The school's strong ethos and strong emphasis on including everyone have an important impact on pupils' response to their work and their respect for each other. Pupils are given good opportunities to witness each other's achievements and celebrate their successes. The school monitors this aspect of its work very well.
10. By the time pupils are in Year 6, they are keen learners and participate very well in all the opportunities that are planned for them. This is because the school offers pupils a wide range of different experiences, including after-school clubs, special events and residential visits. These very good enrichment opportunities contribute well to pupils' cultural, social and personal development. The effective work of the home/school liaison workers is very important in focusing pupils and parents on learning, where necessary.
11. Pupils are happy to come to school and arrive punctually and enthusiastically. Punctuality has improved since the last inspection. The school effectively promotes regular attendance and punctuality at every opportunity and has very effective monitoring systems in place.

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

Authorised absence		Unauthorised absence	
School data:	4.3	School data:	0.0
National data:	5.1	National data:	0.4

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

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided is **good**. Teaching and learning are **good** overall. The assessment of pupils' achievement is **good** and assessment information is used effectively to ensure good achievement. The curriculum is **good** and benefits from **very good** opportunities for enrichment. The school provides a **very good** level of care and **good** guidance and support for its pupils. Links with parents and the community and with other schools are **very good**.

#### **Teaching and learning**

Teaching and learning are **good** overall. Assessment procedures are **good** and used well in planning.

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

- Good overall teaching enables pupils to achieve well.
- There is some variation in the quality of teaching between year groups and subjects.
- Teaching assistants are deployed effectively and make a significant contribution to pupils' achievement.
- Teachers are committed to the inclusion of all pupils and are dedicated to ensuring that all pupils have the same chance to experience all learning opportunities.
- Teachers encourage pupils to take an active role in learning and pupils respond very well to opportunities to work collaboratively.

- Assessment procedures and their use in planning for effective teaching and learning are good, but the marking of pupils' work does not always sufficiently inform them how they can improve.

### Commentary

12. The quality of teaching and learning is good overall, but the teaching observed during the inspection showed some variation across subjects and across the year groups. Teaching observed in Years 5 and 6 was mostly good and very good, whilst in Years 3 and 4 teaching was mostly satisfactory or good. Additionally, the outcomes of lessons observed and scrutiny of pupils' work show that teaching and learning are better in English, mathematics, science and ICT than in other subjects. This is as a result of focused attention by the subject leaders and planned development in these subjects.

### Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (15%)	15 (45%)	12 (36%)	1 (3%)	0 (0%)	0 (0%)

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

13. In more effective lessons, teachers focus well on pupils' individual learning needs and there is more depth and challenge to learning than in less effective lessons, such as in history and geography where there was insufficient challenge for higher attaining pupils. Here tasks are not sufficiently matched to need and the main source of support is through extra adults in class being directed to support specific pupils, rather than in planning tasks to meet pupils' learning needs. The plenary sessions at the end of lessons when pupils come together to review their learning vary in their usefulness. This period of the lesson is sometimes used well to review pupils' achievement and effectively to revise difficulties they have encountered in lessons. When this time is used less effectively, pupils simply show their work to other pupils and there is too little exploration of how effective learning has been.
14. Teachers use a good range of teaching and learning strategies, including promoting collaborative group work, particularly in Years 5 and 6, which helps to make learning effective for all pupils because they value and make the most of the opportunities to work with other pupils. The best teaching focuses on pupils being active participants in their learning and on using first hand experience, such as using scientific investigation or visits and visitors, to add interest and engage pupils' enthusiasm for learning. This practice very effectively reflects the school's policy that all pupils should be fully included in all learning opportunities.
15. The teaching of pupils with special educational needs is good. Pupils have been accurately assessed, using outside agency support if necessary, and their individual education plans are usually targeted carefully to help them learn. Teachers use a wide range of successful strategies to motivate, involve and challenge pupils and regularly monitor the progress pupils are making towards achieving their targets. Pupils' targets are expressed in a meaningful way for them. The effectiveness of teaching assistants' work is consistently good. Teachers and teaching assistants work together very well as teams and consequently pupils benefit from knowledgeable teaching.

16. The use of assessment procedures to inform planning in order for effective learning and teaching to take place is good in English, mathematics and science and all teachers have a good knowledge and understanding of each individual pupil's achievement. The information is used effectively to plan for the learning needs of each pupil and providing support where needed. The marking of pupils' work is mainly supportive, but does not yet sufficiently or consistently indicate where they might improve. The school recognises this area for development and has plans to implement a new marking policy.

## **The curriculum**

The overall quality of the curriculum is **good** with **very good** opportunities for enrichment. The accommodation and resources are **very good**.

### **Main strengths and weaknesses**

- The curriculum is inclusive and provides good access for all pupils irrespective of their ability or background.
- Extensive links with the community enrich pupils' learning.

### **Commentary**

17. The curriculum meets all statutory requirements. Planning for pupils' personal, social and health education and citizenship is a strong feature, includes provision for sex education and effectively raises their drugs and alcohol awareness. Pupils' curricular experiences prepare them well for the next stage in their education.
18. All pupils have good access to the curriculum, including activities offered after school. The school has a high awareness of inclusion issues. Pupils from ethnic minority backgrounds are well included and are represented on the school council, for example. Boys and girls participate on an equal footing in most activities on offer. Gifted and talented pupils are well supported through schemes sponsored by the local authority and through clubs such as mathematical competitions. Opportunities are planned to develop pupils' insights into other cultures through visits and visitors and the use of positive images such as research focused on Nelson Mandela.
19. Teachers and teaching assistants address the needs of pupils identified as requiring additional help well. They usually plan appropriately challenging work and give effective support so that these pupils are fully involved in lessons, learn well and succeed. Teachers and well-trained support staff work together well in teams so that pupils have opportunities for both independent and supported work. Good systems ensure that these pupils are fully included in all aspects of school life.
20. Curricular enrichment is very good. Pupils and parents greatly appreciate this aspect of the school. Educational visits and visitors from a wide cross-section of the community make a sustained contribution to pupils' learning and personal development. Theatre groups, African dance, artists and local senior citizens, who visit the school to talk to pupils about their experiences as wartime evacuees, are some of the many examples of the school actively harnessing much of what the community can offer to enrich pupils' education. Out-of-school clubs are enthusiastically attended by many pupils. These include football, netball, cricket, rugby, badminton, athletics, computing, drama, music, art and chess.
21. The school's accommodation and resources are very good and enhance learning very well. Pupils benefit from the recent additional space added to the inside of the school and from the large and pleasant outdoor areas. Staff and governors have worked very

hard to improve the accommodation recently. All staff use displays well to make the school bright and attractive, which enhances the learning environment.

### Care, guidance and support

Procedures to ensure pupils' care, welfare and safety are **very good**. The school's provision of support, advice and guidance is **good** as are the **very good** steps taken to involve pupils in the life and development of the school.

### Main strengths and weaknesses

- Pupils' well-being is at the heart of the school.
- Very strong relationships between staff and pupils make a significant contribution to the ethos of care in the school.
- Home-school support workers make a very valuable contribution to the care of the most vulnerable members of the school community.
- Induction arrangements are very good.
- The school values pupils' views and seeks and acts upon them very well.

### Commentary

22. Pastoral care is a key strength of the school. This strength is built upon the very good relationships that exist between staff and pupils and between pupils. These lead to pupils feeling emotionally secure, happy, valued and individually well cared for. The school's policies and procedures for health and safety, risk assessment and child protection are highly effective and priority is given to staff training in these areas. Health and safety procedures are regularly discussed with pupils, for example in the context of Internet safety and the importance of following safety rules in physical education lessons. The induction procedures for new and temporary staff ensure that everyone immediately knows key school policies and procedures, which guarantee a consistent approach to pupils.
23. The school cares well for pupils with special educational needs. Their work is regularly monitored to ensure that they are making good progress towards the targets set for them. The school is proactive in identifying needs and works to put the necessary provision in place quickly.
24. Home-school support workers provide a variety of valuable support to some of the most vulnerable members of the school community. Pupils and families have open access to information, guidance and support on a diverse range of issues, all aimed at supporting pupils' learning and engaging parents and carers in the process. Whilst the school had effective informal systems for monitoring pupils' personal development in place, meticulous records maintained by the home-school support workers ensure that, for the children in their care, personal development is carefully tracked and that appropriate guidance and support are provided.
25. Most pupils join the school from the infant school on the same site and benefit from a broad range of activities and formal opportunities to become fully familiar with their new school before they start in Year 3.
26. The school has a range of formal and informal procedures in place to ask pupils for their views on a variety of issues and these are used to shape the life and future of the school. The school council has effectively demonstrated to all pupils that they do have a voice in their school. Membership of the school council ensures a broad and balanced representation of all pupils. The school council is instrumental in choosing

charities to focus on and supports the very strong work that the school does to ensure pupils have a very thorough appreciation of the responsibilities of being part of a community. Pupils feel valued and have a genuine appreciation that the school cares very well for them.

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

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

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

- Extensive links with community groups and organisations make a very valuable contribution to learning and personal development.
- The school has very effective procedures in place to seek out and act on the views of parents.
- Parents are actively encouraged to engage in their children's learning.
- Very strong links with other schools make a significant contribution to pupils' learning and personal development.

#### **Commentary**

27. The school's many and varied links with the community make a very significant contribution to the taught curriculum and to pupils' personal development. The school very successfully harnesses much that the local community offers and the extensive links with the parish, local senior citizens, police and fire services, local and national charities, musicians, artists and many other community members make a sustained and valuable contribution to the pupils' achievement. Pupils are in no doubt that they belong to a wide and diverse community in which all members have responsibilities.
28. Parents are encouraged to play a very active role in the school and in their children's learning. The school provides a parents' room and access to a range of very helpful material, which complement the school's open door policy. Parents receive regular newsletters and very detailed curriculum information, which suggest meaningful and realistic ways in which they can engage in their children's learning. The school's prospectus and governors' annual report to parents are both well written and contain a range of useful information for parents and carers. Progress reports to parents provide detailed information. They reflect the knowledge staff have of every pupil in the school well and focus on what pupils have done and can do.
29. Procedures to deal with concerns are highly effective. The school regularly consults with groups of parents on a broad range of issues and through the thriving Parent Teacher Association. These ensure that parents do have a voice in the school and one that is acted upon.
30. The school informs parents at an early stage in the process of planning work for pupils with special educational needs. Parents attend all reviews and are in regular contact with the school. Links between home and school are constructive so that pupils make good progress.
31. The school's links with other schools are many and varied and make a very significant contribution to smooth induction into the school and transfer on to secondary schools. The very strong partnerships with other schools, through a number of cluster arrangements, significantly enhance the curriculum and extend the learning

opportunities for pupils in this and other schools. The school participates in a diverse range of competitive events with other schools, which encourage good participation in sport and other activities.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is **good**. The leadership of the headteacher is **very good** and the support of other staff with leadership and management responsibility is **good**. Management and governance are **good**.

### **Main strengths and weaknesses**

- The headteacher provides very good leadership and guidance for the staff.
- The headteacher's very good management of staff deployment and staff development has had the effect of building strong teamwork.
- Governors have a good knowledge and understanding of the strengths and weaknesses of the school and are effectively involved in shaping its direction.
- The leadership and management of the school are united in a total commitment to inclusion.
- The role of some non-core subject leaders needs to be developed further in order to provide a greater rigour and consistency.

### **Commentary**

32. The headteacher has a strong vision for the future of the school, which is shared by staff and governors. She sets a clear agenda for school development in terms of delivery of the curriculum and high expectations of pupils' learning. She has developed a very efficient and clear structure for leadership and management. She receives strong support from the deputy headteacher and the senior management team, who take responsibility for implementing curriculum quality issues. The headteacher has worked hard to establish leadership and management of the school which operate on an open culture where communication is fluid and productive and in which teachers at all levels of experience are encouraged to take on responsibility. Subject leaders for English, mathematics, science, ICT and special educational needs are given good opportunities to develop their subject, monitor standards and plan for improvement. This effectively contributes to a very good level of professional development. Other subject leaders also have the opportunity to undertake some monitoring in order to maintain and improve standards of learning, but this aspect of their role is not yet sufficiently developed to give rise to efficient implementation of policy.
33. The special educational needs coordinator provides good leadership and management. She is new to the role, but has already achieved a great deal. She ensures that all pupils have been accurately assessed, using outside agencies when necessary, and that pupils have relevant, achievable targets. She works very closely with all colleagues and regularly monitors the use made of individual education plans. She has initiated performance management procedures for the teaching assistants, giving them both written and oral feedback to help them improve further, and holds regular meetings to ensure that they are kept up to date, receive the training they need and are effective in their role. Good links are established with the governor responsible for special educational needs, who supports this provision well.
34. The school's development plan gives clear guidance for school improvement and is effectively linked to self-evaluation and staff performance management. It is clearly indicative of a shared view of well thought out strategies for the improvement of standards and pupil achievement. The school has developed good management

systems. It reviews its performance and sets clear statements of targets for pupils' achievement. A tracking system for pupils' progress in English, mathematics and science is used to indicate where pupils have areas for improvement. This provides a very valuable monitoring document to indicate the focus for future intervention strategies.

35. The governing body influences the work of the school through its challenging yet supportive approach. The governors work well as a group and are effectively organised within committees. They are active in the development and work of the school and take their responsibility very seriously, taking advantage of training to increase their own knowledge and understanding of their role. The school recognises the professional expertise of governors in the fields of finance and management and uses this to good effect as governors play a significantly strategic role in leading school development. Governors are involved in monitoring, keeping in close touch with the school. There is a clear focus on maintaining standards and improving provision. The governing body improves its own performance through an increasing involvement with and knowledge of the school at all levels. Very good financial management helps the school to achieve its priorities. The school resources are managed very well, using all funds to ensure that staffing, learning resources and premises are used to improve educational provision.

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

Income and expenditure (£)		Balances (£)	
Total income	711,070	Balance from previous year	25,539
Total expenditure	699,244	Balance carried forward	37,365
Expenditure per pupil	2,976		



## PART C: THE QUALITY OF EDUCATION IN SUBJECTS

### SUBJECTS IN KEY STAGE 2

#### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Leadership and management of the subject are very good and are having a positive impact on pupils' achievement.
- Good teaching and learning ensure all pupils' achievement is good in all aspects of the subject.
- The teaching and management of guided reading are effective and are leading to good reading habits in a wide range of contexts.
- Marking is not sufficiently focused on guiding pupils to improve their work.<sup>3</sup>

#### Commentary

36. The school has evidence to show that attainment on entry in Year 3 is average but there are weaknesses in the quality of pupils' writing. By the end of Year 6, standards in speaking and listening and reading are above average and in writing average. This means that achievement in English is good. This is confirmed by observations in lessons and the analysis of pupils' work. This is due to the effective monitoring of standards to identify those in need of support strategies to improve attainment.
37. Overall standards in speaking and listening are good in Year 6. Pupils achieve well because in a number of instances they are encouraged and given valuable opportunities to confer with others and answer open ended questions. Speaking is well promoted, although this is not consistent across all classes and subjects. Where it works well, this is often due to good modelling and prompting by teachers. In Year 6, pupils understand a good range of vocabulary and have developed good skills in explaining unfamiliar words because there is a constant emphasis on this skill in the teaching.
38. Standards in reading are good and pupils achieve well. Reading is promoted well in the school with innovative methods used to widen the range of what is read but, more importantly, to develop research skills and a love of reading. This is reflected in the way guided reading is organised and managed, with pupils having clear group assignments ranging from the use of ICT to research for information to follow-up work focused on the use of non-fiction. Pupils have numerous opportunities to use the very good range of new books in the library to promote effectively their independent research skills. The support provided by the teaching assistants helps this work well. Although a number of pupils sometimes read hesitantly, the majority show confidence when reading aloud or when tackling unfamiliar words. Guided reading is used well and is assessed regularly against objectives with clear targets used for improvement.
39. Writing is taught well and is a focus in the school improvement plan. Good use is made of demonstrations in the first part of lessons to enable pupils to practise and use the teachers' model as the basis for their writing. This is clearly reflected in the wide range of writing pupils experience as they move up the school. Spelling strategies are

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<sup>3</sup> This weakness has been identified by the school and is being dealt with through the school's actions in developing the quality of marking.

regularly practised, although a good number of pupils are still not fully secure in this aspect of their work.

40. Teaching and learning are good overall. In the best teaching, lessons are very thoroughly planned and effectively structured to enable pupils to practise and develop specific skills which are effectively rehearsed and demonstrated. Very good methods are carefully thought through to impact on learning, for instance when pupils apply skills they have seen the teacher demonstrate in the first part of the lesson. Another area of teaching, which is less effective, is the occasional lack of match of work to different abilities, especially in challenging the higher attaining pupils. The use of ICT is good and sometimes very good when planned in the suite, but some of its use in class lessons is divorced from the literacy lesson and prevents pupils from taking part in more interesting activities.
41. Leadership and management of the subject are very good. The subject leader has very good knowledge of the subject and is very enthusiastic. This is reflected in her innovative approach, bringing good ideas from training and disseminating it to colleagues. Developments in the subject are clearly based on monitoring and highly focused on raising pupils' achievement. However, some aspects of assessment like marking are still inconsistent, with insufficient emphasis on providing pupils with a clear indication of their strengths and weaknesses or how they might improve. The subject leader has identified this as one of the next areas for improvement. The contribution of the subject leader to the overall improvement in provision has been very good in the short time she has been in post.

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

42. The use of literacy in other subjects has a satisfactory impact on the development of literacy skills and on standards in other subjects. Teachers plan a satisfactory range of activities to enable pupils to apply literacy skills in other subjects, with good examples in history and geography. There are also good examples of using discussion and ICT to develop research skills. Learning in mathematics focuses well on pupils' clear understanding of a wide range of mathematical vocabulary.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils' achievement is good overall, but particularly in Years 5 and 6.
- Teaching and learning is good overall, but there are inconsistencies in their quality.
- Leadership and management are good and the subject leader has detailed plans to provide further support for individual and groups of pupils.
- ICT is used well to support learning in lessons.
- Pupils in Year 3 have too few opportunities to record their work in mathematics independently.
- Assessment is good overall, but marking does not always indicate clearly to pupils how they can improve.<sup>4</sup>

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<sup>4</sup> See footnote 3 in English paragraphs.

## **Commentary**

43. In 2004, test results for Year 6 were well above average when compared with the national average and when compared with similar schools. These standards have been maintained for a number of years and are similar to those found at the time of the last inspection. Current standards in Year 6 are above average. There is a larger proportion of pupils with special educational needs this year and there has been greater mobility than usual. This means that the school has done well to achieve above average standards. These pupils are achieving well and higher attaining pupils are being suitably challenged. Year 5 pupils are on track to attain well above average standards in Year 6.
44. The school has data from assessments completed in the first six weeks of the autumn term to show that pupils' attainment on entry is average. Taking this data into account, evidence on pupils' attainment from lesson observations and the scrutiny of pupils' work indicates that pupils achieve well during their time in school. Inspection evidence indicates that achievement is better in Years 5 and 6. All pupils, including those with special educational needs and higher attaining pupils, are achieving well overall because work is usually well planned to cater for their needs and well-trained teaching assistants support pupils very well.
45. Teaching and learning is good overall, and consistently good or better in Years 5 and 6. In Years 3 and 4, teaching seen during the inspection was mostly satisfactory. In the most effective lessons, teachers planned well to challenge and support all pupils so that they learned well. Good use was made of ICT to support learning and there was a strong emphasis on the development of mathematical vocabulary. Teachers' questioning was very good and used well to assess pupils' knowledge and understanding. Pupils' presentation of work is good in Year 6. In the less effective lessons, pupils' needs addressed less well and teachers' subject knowledge was satisfactory. The management of pupils' behaviour is generally good. In Year 3, there are too few opportunities for pupils to record their mathematical calculations and think independently because too many worksheets are used. Assessment is good overall and the school is actively encouraging pupils' involvement in assessing their own learning. The school is trialling an online self-assessment system for pupils. Most teachers assess pupils well during lessons, including making good use of the opportunity to revise work at the end of lessons. However, in some lessons, this time was too brief and an opportunity was lost for effective assessment of pupils' learning.
46. Leadership and management are good. The subject leader has good subject knowledge and is enthusiastic in maintaining the high profile of mathematics in the school through many activities, including participation in borough and national mathematics competitions and events. There is a strong emphasis on self-evaluation and this has been done well. There has been a good emphasis on the analysis of test results and other data and the sharing of relevant information with teachers to allow for focused and effective intervention. The school has set up good tracking systems to ensure that all pupils' needs are fully met and their progress monitored. There has been a good improvement since the time of the last inspection as above average standards have been maintained consistently.

## **Mathematics across the curriculum**

47. Pupils are given good opportunities to use their mathematical skills in other subjects. They use skills like data handling, measuring and calculating well in science and there are good opportunities in ICT to develop mathematical skills. This effectively develops and consolidates pupils' mathematical skills, knowledge and understanding. There are

satisfactory opportunities to use and develop mathematical skills in other subjects, such as history, geography and design and technology.

## **SCIENCE**

The provision for science is **good**.

### **Main strengths and weaknesses**

- Scientific enquiry and learning through investigation are planned for well and pupils learn to set up and carry out experiments effectively.
- Lessons are practical, interesting and fun so pupils are enthusiastic and learn well.
- Although assessment is good and used effectively to identify strengths and weaknesses in standards, it is not yet fully used for tracking pupils' achievement through the school.
- The subject is well led and managed and there is consistency of approach throughout the school that encourages good achievement.

### **Commentary**

48. Pupils achieve well in science to reach above average standards at the end of Year 6. The school tests pupils when they first enter the school at the beginning of Year 3 and the results of these tests show that attainment on entry to the school is average overall. The results of the tests taken at the end of Year 6 have been consistently above average and well above average for the last four years. Good standards are being maintained as the curriculum offers a good balance between the learning of scientific facts and the application of scientific skills, the latter often being used to develop pupils' knowledge and understanding across the full science curriculum. Pupils develop good skills in observing changes and drawing conclusions from what they see and find out, alongside learning how to plan experiments. Pupils clearly understand the need for fair testing as early as in Year 3 and they apply this knowledge confidently when working through the set up of an experiment and before making predictions about results. Work is recorded accurately and appropriately. Scientific vocabulary is developed in an effective way and pupils show an increasing ability to talk about their work. The development of scientific skills is planned very effectively and significantly enhances pupils' attainment.
49. Teaching and learning in science are good. In sessions seen during the inspection, teaching and learning were all good. Lessons are interesting and motivating in the level of interest, delivered in a lively way and organised efficiently. Year 5's work on the effect of cold and heat on water was effectively consolidated through the teacher asking meaningful questions and making pupils think for themselves, rather than giving them the answers. Pupils were interested in the activities, used key vocabulary well in drawing conclusions and recording results and supported each other in reaching the same level of understanding at the end of the lesson. All pupils consolidated their learning well through discussion with each other and with the teacher and teaching assistant, who made a significant contribution to targeted pupils' achievement. Support for pupils with special educational needs is also good. There is a consistency of approach throughout the school which encourages the steady development and improvement of scientific skills.
50. Leadership and management of science are good. The subject leader has evaluated the provision and standards very effectively and in a highly organised way, which clearly shows the way forward and identifies areas for development. This includes assessing pupils' standards at all stages of the school and using the information to identify strengths and weaknesses. The subject leader has plans to develop the use of

assessment further to track the achievement of pupils through the school. Improvement since the previous inspection has been good as above average standards have been maintained. Resources for the subject are good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Resources, including software programs, have improved significantly.
- The quality of teaching and learning is good and there is a good balance of teaching skills and using ICT to enhance learning in other subjects.
- Leadership and management of the subject are good and are having a positive impact on pupils' achievement.
- The school acknowledges that more training is needed to ensure that aspects of control technology are taught effectively.

### **Commentary**

51. By Year 6, standards in ICT are average. Achievement is good. This is an improvement on the last inspection.
52. By the end of Year 3 use the Internet confidently and are guided effectively to find information and import text and pictures, which they competently cut and paste into their own documents. They understand technical language like search engine and use the forward and back buttons to navigate to different pages. Similarly, in Year 4, pupils use ICT to research information, for example on Islam, drawing on skills they developed previously, and begin to appreciate the limitations of the Internet and some of the problems they might encounter. Some higher attaining pupils are able to write instructions for the rest of the class to show how they can use a search engine and access specific information. In Year 6, this is extended to enable pupils to do their own research and visit sites they have used before.
53. The quality of teaching and learning is good and results in pupils achieving well. In the direct teaching seen, most of which was good and occasionally very good, teachers used demonstrations effectively and provided written instructions during independent work. This enabled pupils to be fully involved and attentive throughout the lesson. There was very good support by the teaching assistants who are very knowledgeable and positive interventions were used effectively to move pupils forward and to support the less able. Very good use of the suite is made to enhance pupils' learning in other subjects and these lessons are often well planned, enabling pupils to experience instantaneously the direct application of skills across a range of subjects. In some lessons, good use is made of the end of the lesson to revisit the key points practised and to enable pupils to assess their own learning. In all lessons, pupils show a keen interest in the subject and pride in their work.
54. Resources and accommodation in the subject are very good and are having a positive impact on pupils' learning and attitudes to the subject. All pupils have good access to the suite and some attend an ICT extra-curricular activity. Training provided for teachers and support staff is having a positive impact on pupils' learning and most teachers feel confident in covering most aspects of the subject, with the exception of control technology where plans are in place for further staff development.
55. The subject is well led and managed and the subject leader has good subject

knowledge, which she uses well to support her colleagues. The school has chosen a good scheme of work with assessment opportunities within every unit. This enables pupils to evaluate their own learning against the key objectives and is being supplemented by an online assessment scheme, which is being developed. However, assessment is not referenced to levels of attainment, although this is being piloted in some classes. The school has introduced a self-evaluation form and this is helping the subject leader to form an overview of the subject and to identify targets for improvement.

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

56. There are effective planned opportunities for pupils to apply the knowledge, understanding and skills developed in ICT lessons to other subjects. There is a good balance of providing for the development of ICT skills and applications in subjects with good examples in literacy and mathematics, where lessons start with an introduction in the classroom and are continued in the suite. Other good examples seen during the inspection were in history, where pupils used a piece of British Museum software to do research, in design and technology, with the use of graphics as part of designing a pop out book for a younger audience and, in mathematics, where pupils used a weather chart to record and interpret results.

### **HUMANITIES**

**Religious education** is the subject of a Section 23 inspection.

57. There was insufficient evidence to support overall judgements on provision in **history** and **geography**. Two lessons were seen in history and one lesson was seen in geography. Pupils' work was examined and discussions took place with staff. Planning is based on units from nationally recommended schemes of work. There are plans to develop assessment to ensure that the learning needs of all pupils are being met well. There is some good evidence of the use of mathematical, English and ICT skills in these subjects, and teachers plan for meaningful links with other subjects when appropriate, but there is no whole-school approach to developing these links yet. Indications are that standards are average throughout the school. Leadership and management of these subjects are satisfactory.
58. In **history**, no overall judgement can be made on the quality of teaching and learning. Two satisfactory lessons were seen in Years 3 and 4. Teachers questioned pupils well and pupils were able to demonstrate that they were learning satisfactorily. In one lesson, there was good use of a computer program by pupils researching for information on different sports in Ancient Greece. However, in both lessons, there was insufficient difference in challenge for different groups of pupils, particularly the higher attaining pupils. This subject is enriched very well with a good range of visits and visitors.
59. No overall judgement can be made about the quality of teaching and learning in **geography**. A lesson was seen in Year 5 in which the organisation and preparation of the lesson were good. ICT was used well to provide opportunity for pupils to use the Internet to find suitable websites for mapping information. There is a good range of learning opportunities, including good cross curricular links with other subjects. All pupils have the opportunity to participate in Travel Day, which is organised by Year 6 during the autumn term after they have carried extensive research into a range of different European countries. Trips to a local river enable pupils to develop both geographical and mathematical skills. Pupils take part in an environmental project, linked with science and ICT, in which they look into a range of issues such as the

destruction of rain forests, pollutions and endangered species, and their effect on the environment. These learning opportunities contribute very well to pupils' social and cultural development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient teaching was seen in **art and design**, **design and technology** and **music** to enable judgements to be made about provision. In **physical education** only a limited range of activities was observed. However, inspectors did look at other available evidence in these subjects.

60. Work seen in **art and design** indicates that, by the end of Year 6, standards are average. Through the use of sketch books from Year 3, pupils develop good skills in observational drawing. Effective emphasis is placed on pupils having confidence to use their imagination and creativity. Techniques of colour mixing and blends, together with appreciating pattern, were brought together in Year 6 as pupils looked carefully at camouflage in the animal world and worked painstakingly at reproducing three-dimensional images. In the one lesson seen, the quality of teaching and learning was good. The teacher had good knowledge and guided pupils well, effectively encouraging them to take their time in achieving quality rather than finishing their work quickly. The subject leader has a clear view of the strengths and weaknesses of the subject and, in establishing these, has taken the views of pupils into account. However, she has not yet had the opportunity formally to monitor standards and provision in the subject to impact positively on pupils' achievement.
61. **Design and technology** work on display, for example moving monsters in a Year 3 classroom, story books in Year 4 and musical instruments in Year 5, together with photographic evidence of design and technology work completed, indicate that standards are average. In the two lessons seen during the inspection, standards were consistent with this judgement. Lessons seen also showed that the school fully meets the requirements of the National Curriculum, with pupils being seen working in the design stage in Year 4 and pupils in Year 5 evaluating their finished musical instruments. The quality of teaching and learning in the lessons seen was satisfactory, although one lesson in Year 5 was taught well. The strongest feature of teaching was the level to which teachers encouraged independence and involvement as pupils planned and evaluated their work. Pupils are given good opportunities to design, although they are not always encouraged to keep the final result in mind whilst planning their work.
62. Only one lesson was seen in **music**, which was very good, with very effective links made to the geography topic and to literacy. Very good use was made of a 'big book' about the rainforest to identify the atmosphere and the different sounds that can be heard. Using this, the pupils experimented with instruments to compose a piece reflecting these noises. The result was pleasing and pupils evaluated their work very effectively. Provision is strengthened by a choir and an orchestra and by instrumental tuition for the flute and violin taught by peripatetic teachers. The school has also established positive links with a specialist college for creative arts.
63. The school has a good record of success in **physical education** and competitive sports with other schools, indicating good standards. The curriculum is enhanced very well with a good range of additional sports activities for badminton, athletics, rounders and kwick cricket with regular opportunities for pupils to take part in competitions in conjunction with other schools. Swimming is provided for pupils in Years 5 and 6 with a high proportion achieving good standards. As with other non core subjects, focussed development is planned in the next phase of the school improvement plan and the

subject leader is well prepared to take this lead through the school's links with a cluster of other schools linking with a secondary school under the Havering School Sports programme. The subject leader acts as the primary link teacher and has embarked on training which he plans to disseminate to colleagues as a means of improving their knowledge and understanding of teaching of physical education. The current programme of training the school is participating in has the potential to have a positive impact on provision in the subject.

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

68. The school places a strong emphasis on pupils' personal development. Although only one lesson was seen in this area of the school's work and it is not possible to make an overall judgement about provision, it is evident that the school provides good opportunities for pupils to learn. In addition to an effectively planned curriculum of personal, social and health education, many good opportunities are embedded in the other work of the school for pupils to develop into confident, healthy and motivated individuals who want to learn and succeed.
  
69. Pupils benefit from a very well enriched curriculum that gives them a range of opportunities for learning outside the school day from clubs, visits and visitors. The provision for pupils' spiritual, moral, social and cultural development is good. The very good opportunities that pupils have to participate in, for example, special events, sports teams and drama, help their social development significantly as well as developing their skills, knowledge and understanding in a particular area. The results of this provision are seen throughout the school. Most pupils are polite, responsible and friendly and work and play together in harmony. The programmes for sex and relationships education and drugs education are in place. The school council is working very well and all pupils have an opportunity through their representatives to voice their views and influence change in the school. The school has taken action well to ensure pupils from all ethnic backgrounds have an opportunity to take part in the school council. Older members of the council chair the meetings and take the minutes well. School council members are very proud of their work in this regard.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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