

# INSPECTION REPORT

## **YARDLEY PRIMARY SCHOOL**

Chingford

LEA area: Waltham Forest

Unique reference number: 103037

Headteacher: Mr Norman Clear

Lead inspector: Tom Shine

Dates of inspection: 16<sup>th</sup> - 18<sup>th</sup> May 2005

Inspection number: 268324

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Community  
Age range of pupils: 3 -11  
Gender of pupils: Mixed  
Number on roll: 452  
School address: Hawkwood Crescent  
Chingford  
London  
Postcode: E4 7PH  
  
Telephone number: 020 8529 3671  
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Appropriate authority: The governing body  
Name of chair of governors: Mr M Callaghan

Date of previous inspection: 14/06/1999

## **CHARACTERISTICS OF THE SCHOOL**

With 452 pupils currently on roll, aged three to 11, Yardley is a two-form-entry primary school situated between a built-up area and Epping Forest in North East London, and is much larger than most other primary schools. The proportions of boys and girls are broadly similar and the number of pupils eligible for free school meals is broadly in line with the national average. The percentage of pupils from minority ethnic heritages is about 15 per cent, with origins from as diverse as the Caribbean, Africa and the Indian sub-continent, but there are very few pupils who are in the early stages of learning English as a second language. The proportion of pupils with special educational needs, including those with statements, is above the national average. These pupils have a broad range of special educational needs. Pupils enter the school with levels of attainment that, while varied, are broadly below those normally found. The school is involved in a number of initiatives and is part of a local Education Action Zone, and has received a number of awards including Beacon Status, Investors in People and a School Achievement Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24254	Tom Shine	Lead inspector	Religious education
14347	Joan Lindsay	Lay inspector	
18703	Christine Canniff	Team inspector	Mathematics Art and design Design and technology Music
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15011	Marion Wallace	Team inspector	The Foundation Stage Science Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school** that provides a good standard of education. Teaching is good in most of the school and as a result pupils learn well. In Year 6, pupils are achieving well. The school supports pupils with various learning needs very effectively and there are very high levels of care. The school gives good value for money.

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

- The very clear vision of the headteacher who leads the school very well and, supported well by his senior staff, manages the school effectively.
- Pupils' very good achievement in mathematics and science in Year 6.
- Pupils are not given enough opportunities to use their literacy skills in other subjects.
- Very good teaching in the Nursery that enables children to make very good progress and achieve well; in the rest of the school teaching is good but some teachers' marking is inconsistent.
- A very good range of additional activities that enhance the curriculum very effectively.
- Pupils' good personal development and their very good attitudes and behaviour.
- Very good provision for pupils with special educational needs enables pupils to learn very effectively.
- Very high levels of care, and good links with parents that are valued by the school.

The school has made good progress since it was last inspected in June 1999. Standards in science have improved and improvements have been made to the interior of the building to make it a more stimulating learning environment. Pupils' behaviour is also better. Improvements have also been made to pupils' spiritual development and to the monitoring of academic progress and personal development. However, teachers' marking and their expectations of pupils' standards of presentation remain inconsistent.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those whose pupils have attained similarly at the end of Year 6.*

**Pupils achieve well** when compared to their standards when they enter the school. In the Foundation Stage children are learning well and are making good progress and are on course to achieve the goals they are expected to reach by the end of the Reception. In Year 2, standards in reading and writing are broadly in line with those expected for pupils of this age, and are above those expected in mathematics. In Year 2, pupils are achieving well in reading, writing, mathematics and science. In Year 6, pupils' standards are similar to those in the table above when compared to the national picture. In English, pupils are attaining standards broadly in line with those expected for their age and although pupils are achieving well, they are not doing as well as in mathematics and science, where standards

are above those expected and pupils are achieving very well. In information and communication technology (ICT), standards are broadly in line with those expected and pupils are achieving well. In religious education pupils are achieving satisfactorily; they have sound knowledge but do not commit it enough to writing. Pupils with special educational needs are very well supported and achieve very well. The few pupils learning English as a second language are making good progress and achieve well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils have very good attitudes to learning and behave very well. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is good overall** and enables pupils to learn well. Teaching is very good in the Nursery and is good in the Reception classes. It is also good in English in Years 3 to 6, and in mathematics and science throughout the school, and is very good in ICT. Teachers' marking is very inconsistent and they do not pay enough attention to how pupils present their work. The curriculum is satisfactory and there is a very good range of additional activities, both during and outside the school day. There are very good levels of care; support staff help pupils with special educational needs very effectively, enabling these pupils to learn very well. There are good links with parents and the community. Parents make an effective contribution to their children's learning by helping in school, with visits and homework tasks.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The headteacher leads the school very well and his senior staff and subject co-ordinators support him effectively. He manages the school well and has a good grasp of the school's strengths and weaknesses. Governance is good. Except for some minor omissions, the governing body ensures the school meets its statutory requirements well.

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

Parents think very highly of the school and believe it is very well run. Pupils like being at the school and are very trusting of adults.

## **IMPROVEMENTS NEEDED**

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

- Raise standards and pupils' achievement in English and provide more opportunities for pupils to use their literacy skills in other subjects.
- Ensure consistency in teachers' marking and pupils' standards of presentation.

**And, to meet statutory requirements:**

- Ensure that the prospectus and the governors' annual report contain the full range of information required.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children are **achieving well** throughout the school. By Year 6, pupils are attaining standards in English broadly **in line** with those expected for their age. In mathematics and science standards are **above those normally expected**.

#### Main strengths and weaknesses

- Children achieve well in the Foundation Stage overall, and very well in the Nursery.
- Standards in Year 6 in mathematics and science are above average, representing very good achievement.
- Pupils with special educational needs achieve very well.
- Standards of presentation have not kept pace with the general standards of pupils' work.

#### Commentary

1. Children enter the Nursery class with levels of attainment that, although variable, are generally below those normally found in children of this age. As a result of the stimulating learning environment and very good teaching and also the good support from the Nursery nurses, all children achieve very well and make very good progress in all areas of learning. In the Reception classes, although progress is less consistent, it is still good overall, and most children are on course to attain the goals they are expected to reach in all areas of learning. Children achieve particularly well in mathematical development. During the inspection the majority of children were already working on National Curriculum levels in all areas of learning. Children with special educational needs and those learning English as a second language receive very good support and make good progress.
2. The table below shows that pupils in Year 2 in 2004 attained standards in reading, writing and mathematics in the teacher assessment trial that are above those reached in most schools. Compared to their attainment when they enter the school these pupils are achieving very well. What the table does not show is that the results in reading and writing are above those in similar schools (*that is, schools within the same percentage band of pupils eligible for free school meals*) and are well above in mathematics. The inspection finds that standards in reading and writing are broadly in line with those expected for pupils in Year 2, with a good proportion of pupils attaining at the higher levels. In mathematics, standards are above those expected for pupils in Year 2. In science, standards are in line with those expected nationally and are similar to those identified by the teacher assessments in 2004. In Year 2 pupils are achieving well in reading, writing, mathematics and science.

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

Standards in:	School results	National results
reading	16.5 (17.4)	15.8 (15.7)
writing	15.4 (15.9)	14.6 (14.6)



mathematics	17.2 (16.8)	16.2 (16.3)
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*There were 60 pupils in the year group. Figures in brackets are for the previous year.*

3. The table below shows that the results in the National Curriculum tests for pupils when they were in Year 6 in 2004 were in line with the national average in English and were well above the national average in mathematics and science. However, compared to the performance of pupils in similar schools (*that is, those schools that achieved similar average points scores in the national tests in 2000*), they were well below the average for these schools in English but were above in mathematics and science. The headteacher explains this relatively poor performance in English by pointing to the fact that fewer than the average proportion of pupils attained the higher Level 5, particularly in writing for purpose and persuasiveness. (The percentage of pupils reaching Level 5 was below the national average, whereas in mathematics and science it was well above the national average). There was no significant difference between the performance of boys and girls. Although the trend in the performance of pupils in Year 6 since 2000 has been below the national trend, the actual performance of pupils in these subjects is well above that of pupils nationally over the last three years.

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

Standards in:	School results	National results
English	26.6 (28.9)	26.9 (26.8)
mathematics	29.2 (29.9)	27.0 (26.8)
science	30.5 (31.1)	28.6 (28.6)

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

4. The inspection finds that standards of pupils in Year 6 in English are broadly as expected for their ages. Although fewer pupils than expected are achieving at the higher levels, most pupils are achieving well in relation to their attainment when they enter the school. However there has been a recent focus on improving English in general and writing in particular, and inspection evidence indicates that this focus is beginning to raise standards further. However, pupils are not given enough opportunities to use their literacy skills in other subjects such as history, geography and religious education. Currently the majority of pupils in Year 6 are attaining expected standards in speaking and listening, reading and writing. In mathematics and science pupils' standards are above those expected for their age and these pupils are achieving very well. In mathematics, pupils are given good opportunities to apply their well-developed number skills to situations that bring alive the relevance of mathematics to everyday life. In science, pupils have a very good understanding of scientific procedures and enjoy undertaking investigations. In most other subjects there was insufficient evidence to form judgements about standards. In information and communication technology (ICT), pupils are broadly meeting the expected standards in Years 2 and 6 and pupils are achieving well. In religious education, although pupils have satisfactory knowledge of the subject, their achievement is satisfactory overall, as pupils are given few opportunities to record what they have learned in writing.
5. The very good support pupils with special educational needs receive throughout the school, enables them to achieve very well in the different subjects and against their special needs targets. The school monitors their performance in standard assessment

tests to identify weaknesses and target support appropriately. As a result, many of them achieve the expected level in English, mathematics and science by the end of Year 6. There is good identification of the English language needs of pupils in the early stages of acquiring the language and targets for language development are shared with teachers and support staff. These pupils gain in fluency as they move through the school, so that by Year 6 they achieve as well as their classmates.

6. Insufficient attention is paid to how well pupils present their work, how they form their letters and how they pay attention to writing in a consistent style. These aspects of their work are much below the standards in subjects that pupils are actually working at and do not do justice to what is otherwise good achievement. In pupils' books, teachers' comments in their sparse marking make little reference to improving pupils' presentation. In this respect, teachers are not demanding enough.

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

Pupils have **very good** attitudes to school and they behave **very well**. Pupils' personal development, including their spiritual, moral, social and cultural development is **good**, overall. Attendance and punctuality are both **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Pupils are very interested in all aspects of school life.
- Relationships are very strong and bullying is very rare.
- Pupils' social and moral development is very well provided for.

### **Commentary**

7. Pupils of all ages very much enjoy coming to school and their attitudes to school have improved since the previous inspection. They approach their work with enthusiasm whether it is older pupils learning about search engines in an ICT lesson, or younger ones in a mathematics lesson, working hard to find three coins to make different amounts of money. Older pupils take a pride in the many responsible roles they are given and approach their tasks, such as monitoring in the corridors or helping in the library, maturely and with much enthusiasm. The lunchtime and before and after school clubs are also attended eagerly and enjoyed by pupils.
8. Relationships have improved and are now very good. This is because adults treat pupils with a great deal of respect and this is reciprocated. There is much emphasis on respecting others regardless of their colour, gender or ability, and pupils are very caring towards each other, for example if someone falls over in the playground. Older pupils are very good examples to younger ones in the way they support them with their reading and in ICT lessons. Those pupils trained as peer mediators have also been instrumental in resolving disputes and improving relationships. As a result, pupils work effectively in class whether in pairs or small groups and play together very well when outside. All of this has a positive impact on their learning.
9. Standards of behaviour have improved substantially since the last inspection. There is consistency in the way the school's discipline policy is used and pupils understand the consequences of poor behaviour. As a result, there is no disruption to lessons because of poor behaviour and this has a positive impact on how well pupils learn. A positive approach is taken with much praise used and good examples highlighted. This has an effect not only on behaviour but also on pupils' self-esteem. Pupils with behaviour issues are supported well by the school, given time to reflect on their behaviour and are closely monitored by the headteacher and other senior staff. Parents and pupils are very positive about the standards of behaviour and say that bullying and harassment such as racism are very uncommon. If such an issue does arise, the school deals with it well. As at the time of the previous inspection, there were no exclusions during the last reporting period.
10. Pupils' personal development is good. There has been an improvement in the provision for pupils' spiritual development that is now satisfactory, overall. Through initiatives such as the thinking skills work and the peer mediation training, pupils have many more opportunities to develop their self-knowledge. Some lessons give pupils the opportunity to appreciate the wonders of nature such as butterflies emerging from chrysalises or the colours in a soap bubble. However, assemblies are not strongly spiritual in their content. The provision for pupils' moral and social development has

now improved to very good levels. Pupils are very clear, from an early age about what is right and wrong and there are many opportunities to discuss moral issues through the personal, social and health education programme that includes emotional intelligence sessions. Pupils benefit socially from the very wide range of extra-curricular activities with the residential visit for pupils in Year 6 being a particular strength. The roles and responsibilities undertaken by pupils, such as serving on the school council and helping younger pupils with reading and computing skills serve to highlight the need to work together for the benefit of the larger school community. Pupils' cultural development has improved and is now good. Pupils have a wide range of opportunities to learn about other European countries through the Comenius project and to understand other religions such as Judaism. Visitors have extended pupils' understanding of African music and art, and visits such as to the Imperial War Museum, and the Science Museum, enhance pupils' learning and broaden their cultural development.

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

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.9
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.*

- The school has maintained the good levels of attendance and punctuality reported at the last inspection and this contributes to pupils' good achievement. The unauthorised absence rate is slightly higher than the national average because the school is rigorous in how it defines such absences. Parents make good efforts to ensure their children attend regularly and on time and the school promotes good attendance through the use of awards for full attendance. An education welfare officer makes regular visits to check registers and follow up the very few cases causing concern.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is **good**, overall. The quality of teaching is **good**, enabling pupils to learn well. The curriculum is broad and reasonably balanced and is **satisfactory**, overall. The support given to pupils with special educational needs is very good and these pupils achieve very well. The school's care for its pupils is **very good** and it has **good** links with parents, the community and other schools.

**TEACHING AND LEARNING**

Teaching is good, overall and has improved since the last inspection, enabling pupils to learn well. There are good systems to check on and track the progress of pupils, but not enough attention is paid to helping pupils improve their work through marking.

**MAIN STRENGTHS AND WEAKNESSES**

- Teaching is very good in the Nursery and good in the Reception classes.
- Teaching is good in most English lessons, and in mathematics and science, and is very good in ICT, but teachers' marking is very patchy.
- Procedures to check on and track pupils' progress are good, although formal targets are not focused enough.
- Teachers use the support staff very effectively to help pupils with learning needs to progress very well.

## Commentary

12. Teaching has improved since the last inspection. There is now more teaching of high quality since then, enabling pupils in these lessons to learn very well. Teaching is good in the Foundation Stage, overall. It is particularly good in the Nursery class, where a very experienced teacher works very effectively with her two Nursery nurses to provide a very stimulating learning environment. As a result, all children in this class are fully engaged in their learning and make very good progress in all areas of learning. Teaching is good in the Reception classes, but it is not as consistent as in the Nursery and there are differences in the experience of the two teachers. The guidelines for children, for example, are much firmer in one class compared to the other, and children are therefore clearer as to what the expectations are of them. However, they are supported well by experienced Nursery nurses and other support staff who together contribute effectively to children's good progress in both classes. In the Nursery and one of the Reception classes, teachers use very good procedures to check on children's progress and ensure work planned is appropriately matched to the needs of groups of children, while being challenging. In one Reception class the procedures are there, but they are not used enough in the teacher's planning.

### **Summary of teaching observed during the inspection in 46 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2.2%)	10 (21.7%)	19 (41.3%)	15 (32.6%)	1 (2.2%)	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 English, teaching is good in Years 3 to 6 and is satisfactory overall in the younger classes. One of the main features of the good English teaching is good questioning that assesses effectively what pupils have already learned, in order to ensure work is matched well to pupils' needs. A particularly strong feature of this good teaching is the very good class management that ensures there is an orderly productive environment in which good learning takes place. In the good lessons in mathematics, teachers make very clear to their pupils what they are to learn, and develop their confidence effectively as the teachers build up their pupils' skills. Teaching in Year 6 is particularly good as teachers provide very good opportunities for pupils to use their skills in number and apply them to real-life situations, and increase their understanding as a result. In science, teachers emphasise the development of pupils' investigative skills well and give good opportunities for pupils to hone their observational skills. The effect is that all pupils have good scientific knowledge and understanding. The very good teaching in ICT, particularly in Years 5 and 6, features very well organised and managed lessons, that move at a good pace and maintain the pupils' concentration and enthusiasm throughout. In these lessons, pupils' learning is very good. A good programme of lesson observations has been in place to monitor the quality of teaching that has had a positive effect on its quality.
14. Teachers' marking is very patchy, as many teachers do not tell pupils how they can improve their work. Although there is a clear marking policy that states that it is a necessity that pupils know what they do well, what needs improving and how they can go about achieving this, pupils' written work indicates that this advice is more honoured in the breach than the observance. Although teachers' planning identifies

clear learning objectives and the intended outcomes of lessons, their marking does not consistently refer to how these have been achieved. Not enough attention is given to how pupils should present their work and teachers, in their marking, do not emphasise this aspect of their work sufficiently, including the quality of pupils' handwriting. Despite the marking policy being generally good, a weakness is that there is no mention of the need to pay attention to the quality of pupils' presentation.

15. The school has good procedures to check on pupils' attainment and progress, including pupils with special educational needs and those learning English as a second language. Systems are in place to identify pupils' attainment and to check on their progress in English, mathematics and science in each year group on a year-on-year basis. A long established database contains individuals' standardised scores and attainment levels and is used to track progress and could be used to adjust teachers' planning diagnostically to meet the needs of individuals, groups or classes. Pupils have short-term targets based on their work in class. However, formal end-of-year targets are not set. The absence of longer-term targets makes it more difficult for teachers to assure themselves that their pupils are on track to achieve the appropriate level at the end of the key stages. This weakness is also reflected in the inspirational statutory targets for pupils in Year 6 in English and mathematics, because targets set do not relate to the variations in the abilities of different year groups.
16. Teachers work with the generous amount of support staff very effectively to help pupils with learning needs to progress very well. Teachers have a good awareness of the needs of all the pupils in their classes. They generally plan well to meet the needs of the different ability groups and the learning support assistants are well briefed and skilled in giving their support. Pupils with complex needs achieve well because of the very good support they receive. Classrooms are orderly and pupils are very well behaved which helps those pupils who have difficulty concentrating and need help to modify their behaviour. Pupils in the early stages of learning English as a second language are supported well, enabling them to participate fully in the curriculum.

## **The curriculum**

The overall quality of the curriculum is **satisfactory**. It is enriched through a **very good** range of additional activities. The accommodation is satisfactory and resources are **good**.

## **Main strengths and weaknesses**

- The good provision in the Foundation Stage ensures children experience a positive and enjoyable start to their school life.
- The match of support staff to the curriculum is very good, including provision for pupils with special educational needs.
- There are very good opportunities for enrichment and very good participation in sport and the arts.

## **Commentary**

17. The curriculum is reasonably broad and balanced, provides appropriate experiences for pupils and meets statutory requirements. Since the last inspection the overall quality of the curriculum has been maintained. The provision for religious education has improved and is now broadly satisfactory. But because this subject and many others (such as geography and history), are not taught every week but in blocks of

time there are planning difficulties caused as a result of the long gaps between the teaching of some of them. The use of literacy in many subject areas is less well developed across the curriculum. Attractive displays of pupils' work in all classrooms and corridors help to create a more stimulating learning environment.

18. Opportunities for participation in sport and the performing arts are a strength. There are very good links with a performing arts group, The Brat Pack, who visit the school three times a week. A significant number of pupils regularly attend these sessions and benefit from high quality dance. There are very good opportunities for pupils to experience a wide range of sporting activities and many pupils compete in competitions against local schools. Opportunities are enriched by very good links with the Sports Federation and Orian Harriers. Extra-curricular activities for a wide range of sporting and music activities are well attended. The provision for sport outside of the school day is very good, and a high proportion of pupils attend the clubs such as football, cricket, netball, cross-country and gymnastics, and take part in inter-school competitions.
19. The school places strong emphasis on developing pupils' thinking skills and emotional intelligence. In Year 6 pupils make good progress reflecting on the consequences of making decisions. There are good opportunities for pupils to enhance their learning through visits and visitors. As an extension to their science work, Year 6 pupils benefit from the excellent instruction from a visitor and are skilfully guided through initial first aid skills and eventually receive a certificate in first aid.
20. The school makes very good provision to ensure all pupils regardless of ability, gender or ethnicity have equal access to all opportunities. They are well prepared for moving onto the next phase of their education. There are good links with the local secondary school and transfer of children from the Foundation Stage to Year 1 is good. There are very good links with the local playgroups. The provision for pupils with special educational needs is very good because the co-ordinator understands their different needs well and support is managed well. Targets include those for the development of positive attitudes and behaviour as well as those for literacy and numeracy. Individual education plans are well written and well maintained. They provide good guidance to teachers, pupils and their parents. Pupils learning English as a second language and those from minority ethnic groups are fully included.
21. The accommodation is satisfactory. Space in some classrooms is cramped and storage space for teachers in classrooms is poor. The school is in the process of moving the library area. However, the school is very clean and well cared for, and this contributes to an improved environment. Good use is made of the school grounds. There is a spacious field and very good opportunities for the pupils to practise a range of physical skills on the adventure climbing apparatus. Resources are good overall. There is a good match of teachers to the curriculum and the match of support staff is very good; there is a wide range and they are very well trained. They help with the homework club and are fully involved in lunchtime activities and supervision.

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

There are **very good** procedures to ensure pupils' care, welfare, health and safety. The provision of support, advice and guidance for pupils based on monitoring is **good**. The involvement of pupils through seeking, valuing and acting on their views is **very good**.

## **Main strengths and weaknesses**

- Child protection procedures are very strong.
- Adults throughout the school are very caring and pupils trust in them highly.

## **Commentary**

22. Child protection and health and safety are given very high priority by the school. There is a named co-ordinator for child protection and she ensures that any training she has is disseminated to all staff. The caretaker makes regular checks of the building, including fire and electrical equipment, and a specialist carries out an annual risk assessment. The school is aware of the very limited number of adult toilets on the premises in relation to the number of staff.
23. This is a very caring school where pupils feel safe and secure. Adults treat pupils with a high degree of respect and are concerned for their welfare. As a result, pupils are very trusting of adults and feel secure in the knowledge that they will resolve any issues. A welfare assistant cares for pupils who are injured or ill and many other adults have had first aid training. Pupils in Year 6 also have training in first aid. Pupils with specific medical needs are well looked after, with the nurse training staff in how to care for them. Pupils are supported and guided well in their academic and personal development. Short-term targets are used to monitor progress, for example, and the tracking of pupils' progress is good. End of year targets, however, are not set to enable realistic levels in National Curriculum tests to be set. The school is also about to implement a means to record and monitor the personal development of all pupils. Pupils are provided with good levels of support for their behaviour and their social interaction. Drop-in sessions in the 'Place to Be' provide further support for pupils who have any worries as the staff have been trained in counselling skills. There is early identification of pupils with special educational needs and their progress is regularly monitored. A number of outside agencies are involved to provide advice and guidance on the best forms of support to enable pupils to learn well.
24. Pupils have a strong voice in the school through the school council that has been successful in achieving many of its goals, such as having new activity equipment outside and music in the canteen at lunchtime. The induction arrangements when pupils start school are good and are very good for children joining the Nursery. There are meetings for parents, and pupils get the opportunity to spend time with their new teacher. Pupils who start at times other than at the beginning of term settle quickly and soon make friends. Parents feel very positive about this aspect.

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

There are **good** links with parents, the community and other schools.

## **Main strengths and weaknesses**

- Parents have very positive views of the school and support its work well.
- There are shortcomings in some of the information provided to parents.

## **Commentary**

25. Parents are generally very positive about the school. They are particularly happy with the way the school is led and managed, how well their children settle in and how much



their children like school. The inspection findings endorse all of these views. A small number of parents would like more information about their child's progress. However, in addition to the formal consultation meetings that are held, teachers make themselves readily available to parents should they have concerns at other times. The annual written report that parents receive is satisfactory overall.

26. Parents are very generous with the amount of time they spend in school on a voluntary basis, such as listening to reading or helping in the library. They also support their children well with homework tasks. The Parents' Association is actively involved in organising social events and raising funds to enhance the school environment. Parents also support the school by ensuring that their children attend regularly. All of this has a positive impact on pupils' learning and their attitudes to school.
27. The written information that parents receive is variable. There are regular newsletters and parents receive a class letter each half term that gives them information about the curriculum. However, the school prospectus is an unappealing document, which along with the governors' annual report to parents, does not include all the information it should to meet statutory requirements. This is an aspect that has declined since the previous inspection.
28. Community links remain good. Pupils benefit from sports coaching by local teams and much use is made of the local area, particularly Epping Forest, which pupils visit for day and residential trips. Traffic surveys and visits to premises such as a baker's, add to the pupils' appreciation of their area as well as enhancing learning. Community use is made of the school, with clubs using the premises such as a very popular dance and drama group that is well attended by pupils at the school.
29. Links with other schools, some of which were forged when the school had beacon status, are varied and well established. One of the strongest is a partnership of seven schools that has joint training events and exchanges of information. Transition projects and visits to secondary schools for pupils in Year 6 ensure they make the move to the next stage in their education as smoothly as possible.

## **LEADERSHIP AND MANAGEMENT**

The school is **well led** and **managed**. The headteacher leads the school **very well** and his senior staff supports him **effectively**. The management of the school is **good** with effective performance management procedures in place. The governance of the school is also **good** but governors do not fulfil the statutory requirements for their annual report and the prospectus.

### **Main strengths and weaknesses**

- The headteacher has a very clear vision and inspires his staff to share it.
- The senior managers are very committed to the promotion of equality and the needs of individuals.
- Teachers with management responsibilities lead their areas well.
- There is an absence of targets based on performance in statutory and other tests.
- The governing body plays a full part in leading the school.

## Commentary

30. In the parents' questionnaire and at the meeting with inspectors, parents reported that they were very happy with how the school is led and managed. Inspection supports this view. The school is very popular with parents and this confidence is reflected in its success in maintaining a full roll, while others in the area are falling. The headteacher manages the school well and uses a high degree of self-evaluation and good analytical skills to monitor how well the school is improving. The headteacher's very good leadership and very clear vision is focused on the academic, social, and physical learning of pupils. It includes a continuous drive for school improvement, the promotion of a culture of challenge and support, and a commitment to continuous professional development for all staff. This involves both in-house training and access to long-term degree and higher degree courses, to enhance teachers' and other staff's knowledge and ultimately their performance. Teachers and support staff are therefore focused on improving their own performance. Inspection finds that this commitment to the improvement of staff's skills is bearing fruit and is reflected in the good standard of teaching that enables all pupils to achieve well.
31. The headteacher and all his staff are fully committed to ensuring that all groups of pupils are given every opportunity to achieve their best and to ensure the school provides a happy, safe learning environment. To this end, a much larger group of learning support assistants than normally found are employed to give effective support, both of a general nature, and specific targeted support to pupils with special educational needs and to the much smaller proportion of pupils who are learning English as a second language. The school benefits from buying in the expertise of specialist support staff who are well-trained and experienced, to work alongside pupils with special educational needs. This support is very effective, enabling these pupils to achieve very well. Two part-time learning support assistants, who work under the direction of the co-ordinator, support pupils learning English as a second language effectively, and these pupils achieve well.
32. Although, until recently, most positive changes in the school have been initiated by the headteacher, the leadership and management of many subjects and aspects are good or better. In addition to the two assistant headteachers, who, together with the headteacher, form the leadership team, there is also a senior management team that consists of the co-ordinators for the Foundation Stage, Key Stage 1 and Key Stage 2 and English and mathematics. There was insufficient evidence to judge the effectiveness of this team. The two assistant headteachers give effective support to the headteacher and their skills complement each other. In addition they also have responsibilities for managing important aspects in the school, namely assessment and special educational needs, respectively. Although the school has good procedures to check on pupils' attainment and progress, and the school knows its pupils well, the absence of longer-term targets related to areas for development identified in statutory and non-statutory tests, is a weakness. The special educational needs co-ordinator is experienced and knowledgeable and provides very good leadership and manages support very well. The co-ordinator for pupils learning English as a second language manages support well. She is seeking to develop her expertise in the subject so that she can be a more effective leader. The leadership of the Foundation Stage is very good, and the leadership and management of ICT and personal, social and health education (PSHE) are very good. Subjects that are well managed include mathematics and science. Although there are variations in the quality of the leadership and management of the subjects and aspects, what all co-ordinators have

in common is a commitment to running an equitable and inclusive school, where each individual matters.

33. The governance of the school is good. Most of the governors are very experienced, while a few have been appointed within the last year or so. All have reasonably good knowledge of the school's strengths and weaknesses. The chair of governors is very experienced and is committed to the success of the school; his leadership is good. The governing body has appropriate committees to share their main areas of responsibility and meets twice a term to monitor the school's progress and to meet its statutory responsibilities. This it does well, with the exception of the missing items in some documentation mentioned above. The governing body is appropriately involved in shaping the direction and vision of the school, through its contribution to the development of the school improvement plan. However the document does not contain the annual targets for the statutory assessment tests for pupils in Year 6, as no account is taken of the different abilities and progress of pupils in this year group.

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

Income and expenditure (£)	
Total income	1,424,314
Total expenditure	1,566,786
Expenditure per pupil	3,466

Balances (£)	
Balance from previous year	249,001
Balance carried forward to the next year	106,529

34. The governors' strong commitment to the inclusion of all groups of pupils and to raising their achievement is reflected in the significant sums of money it approves to fund generous levels of staffing, both teaching and support staff, and particularly the support given to pupils with special educational needs and those learning English as a second language. The very large carry-forward from 2003/04 has several causes, including an unexpected award of £76,000 to fund a new staffroom when the school had budgeted to fund it from its own reserves, and a large amount for ICT development. In total these two items totalled over £120,000. The chair of the finance committee is aware that delegated funding should be used for the benefit of pupils currently on roll and there are clear plans to spend on essential items in the current year, and reduce the underspend.

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

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

The good provision for children in the Foundation Stage has been maintained since the last inspection. Children enter the Nursery with levels of skills that are lower than those normally found, but a rich learning environment and very good teaching ensure children make very good progress in all areas of learning. Children continue to make good progress in the Reception and the majority are on course to achieve the expected goals in all areas of learning by the time they enter Year 1. Most children are already working on National Curriculum levels in their final term of Reception. Four children have been identified with special educational needs and there are three children who speak English as a second language. These children receive very good support and make the same rate of progress as their peers. There are qualified teachers in all three classes and four Nursery nurses.

The quality of teaching is good overall. It is very good in the Nursery and on occasion excellent. In the Reception classes teaching is good overall and ranges from satisfactory to very good. Although teachers plan together well to identify what children are to learn, both Reception teachers do not plan daily morning activities closely enough to ensure consistency in the quality of teaching and learning across both classes. The support staff is experienced and makes a valuable contribution to teaching and learning.

There are very good arrangements when children start school and close links with the local play groups. Transition to Year 1 is good. Procedures to check on children's progress are very good and information is used well to ensure all children are consistently challenged in all areas of learning. Parental support is very good; parents make a valuable contribution to the quality of learning because guidelines and activities are well planned. Accommodation is satisfactory and resources are good. The leadership of the Foundation Stage is very good and management is good. The co-ordinator is an excellent role model and is experienced and inspires staff.

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

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

#### **MAIN STRENGTHS AND WEAKNESSES**

- Children achieve well and they make good progress.
- Children form very good relationships with adults that enable them to feel secure.

#### **Commentary**

35. All children are on course to achieve the goals they are expected to reach by the end of the Reception. Children make very good progress in the Nursery and good progress in Reception. The stimulating learning environment in the Nursery encourages children to develop their concentration, and to learn to play alongside and with others. Children continue to enjoy school and activities in both Reception classes. In one Reception class children receive firm guidelines and respond well, developing independence, awareness of the needs of others and a very positive attitude to

school. When leaving at the end of the day one child said *'I love school and everything we do'*. In the other Reception class children are interested and enjoy the activities but guidelines are not always as clear, and as a result some children do not consistently listen to others. All adults establish a very good relationship with children and their parents and provide firm foundations to their school life.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Well-planned opportunities enable children to develop confident speaking skills.
- Children make good progress learning to read and write.

### **Commentary**

36. Very good teaching in the Nursery ensures children develop their confidence and they are constantly challenged to respond to questions, to communicate with others and to suggest their own ideas. More able children explain why the bulbs are planted in the soil and how the butterfly develops from a cocoon and a caterpillar. All children enjoy the role-play areas and this encourages them to develop their conversational ability. Very good teaching in one Reception class ensures children learn to explain their ideas to a partner. In some other lessons, children are given opportunities to make up stories and to talk about them to others but sometimes they are left too long on the same task without sufficient adult intervention and further challenge. Children develop a positive attitude to stories and books and as a result they make good progress learning to read. The majority of children in Reception are confident when reading and parent helpers make a valuable contribution visiting the school to help children with this. There are many well-planned opportunities for children to attempt writing for different purposes enabling them to make good progress. Children in the Nursery proudly show their teacher their writing, while older Reception children are encouraged to write about their books to develop their skills.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children achieve well and make very good progress in their learning.

### **COMMENTARY**

37. There is strong emphasis on this area of learning. Very good and, on occasion, excellent teaching in the Nursery ensures all children make very good progress learning to recognise basic shapes and numbers. Well-organised activities such as painting a symmetrical butterfly and number recognition games contribute well to their learning. Children in the Nursery are continually encouraged to recognise and use numbers and shapes in their games. Very good teaching in one Reception class ensured children could identify a broad range of three-dimensional shapes and talk

accurately about their different properties. Activities are fun and children enjoy measuring the dinosaurs and identifying the longest, longer and shortest one. In a good lesson the majority of Reception children were able to add and take away simple numbers.

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

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

### **MAIN STRENGTHS AND WEAKNESSES**

- Children achieve well and make good progress learning about the wider world.
- Children make good progress learning to design and make objects.

### **Commentary**

38. Consistently good teaching, with good opportunities to develop knowledge and understanding of the wider world, ensure all children make good progress in this area of learning. Children in the Nursery enjoy planting seeds and watching them grow. They learn that ingredients such as flour, butter, cheese and eggs change when they are mixed together and cooked in the oven to make cheese caterpillars. Very good teaching in one Reception class ensures children observe and describe how real butterflies emerge from their cocoons. Children develop a positive attitude and gain confidence in their use of information and communication technology (ICT) as computers are easily accessible and adults ensure they are used frequently. All children make good progress using readily available resources to design and make a wide range of objects.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Good teaching ensures children achieve well.

### **Commentary**

39. Very good teaching in the Nursery ensures all children make very good progress and achieve well. In both the Nursery and Reception classes, children develop confidence riding bikes and climbing on the climbing frame. Good teaching in the Reception classes helps children continue to develop their skills in movement. In response to questioning, children show a good understanding of the effect of exercise on the body. They are aware of space and confidently develop their ability to balance on different body parts. All children throughout the Foundation Stage experience an appropriate range of opportunities to increase their skills in using small tools such as pencils, scissors and brushes and are encouraged to shape and join materials.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children are encouraged to develop their imagination in the role-play areas.

## **COMMENTARY**

40. In all classes there are good opportunities for children to use their imagination and explore a range of media and materials. Paint is available and children create simple pictures mixing and using paint. Artwork on display shows that children have experience of making simple collages and of printing. In both the Nursery and Reception, children are encouraged to use their imagination in the role-play areas. Musical instruments are easily accessible and children learn a range of songs. Teaching is consistently good and the Nursery nurses make a very good contribution to this area of learning enabling all children to achieve well.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **English**

Provision in English is **satisfactory**.

#### **MAIN STRENGTHS AND WEAKNESSES**

- By the end of Year 6, not enough pupils are achieving at higher levels.
- Teaching in Years 3 to 6 is good, but teachers' marking is inconsistent.
- Effective support for pupils with special educational needs enables them to achieve well.
- Not enough opportunities are given for pupils to practise their literacy skills in other subjects.

#### **Commentary**

41. By the end of Year 6, pupils achieve standards that are broadly as expected for pupils of their age and similar to those found in the previous inspection. Because there are very good procedures to check on the progress of pupils with learning difficulties that ensure they receive very good, appropriate support, these pupils achieve well. However, in Year 6, not enough pupils are achieving at the higher levels. Standards by the end of Year 2 are at the expected levels, with a good proportion of pupils achieving at the higher level.
42. The school has done much to identify where improvements are needed. Writing is identified as an area of focus and there is good evidence that this is beginning to have a positive impact on teaching and learning. Planning for literacy now places an equal emphasis on using reading material as a model for writing, so that pupils have a clear idea of how to structure their work. This approach ensures there is a good focus on understanding reading material and addresses the need to ensure that pupils in Years 1 and 2 read for meaning. The need to address different styles of learning has

resulted in the greater use of visual stimuli. This is enhanced where the interactive whiteboards are used to focus pupils' attention and provide visual evidence. Early identification of pupils with special educational needs leads to very good provision being made for their needs, with the special educational needs coordinator and learning support assistants providing very good support.

43. Another initiative that is bearing fruit is an emphasis on providing more opportunities for pupils to talk together and share ideas with partners and in groups. In lessons where this is encouraged, pupils show a good ability to express their ideas and use correct terminology. One very good example of this is where pupils in Year 6 interview those in Year 1 to find out what kind of books they like to read. They approach the interviews with sensitivity and have clearly thought about the information they need and how best to phrase their questions. However, there is still some way to go to establish a consistent approach. Opportunities are lost for pupils to practise their literacy skills in other subjects, for example, to record information from the research into their geography or history topics. The quality of pupils' presentation of their work in Years 3 to 6 is variable, with handwriting not always consistently well formed. Throughout the school, the quality of marking is also variable and does not consistently provide good guidance on how pupils can improve their accuracy. Targets for what pupils need to do to improve their work are not used enough nor are they specific enough about the skills needed to improve.
44. Most pupils have good attitudes to their learning. They have satisfactory speaking and listening skills. They listen well in lessons and are interested in the views and opinions of others. In most lessons there are good opportunities for them to share their ideas with each other and the teacher. Older pupils enjoy reading and read a range of books. By the end of Year 6, pupils are reading at the expected level for their age, with some pupils reading at the higher level. They are confident readers. Pupils in Year 2 are encouraged to respond to questions on texts so that they develop their understanding well. Pupils of lower ability and those with special educational needs are given effective additional support to help them develop their reading skills.
45. By the end of Year 6 pupils' writing is at the expected level. Greater time spent on looking at examples of good writing is helping pupils to improve the structure and content of their own work. Older pupils show that they are aware of the audience they are writing for and the purpose of different kinds of writing. In Year 2, pupils are able to write simple stories and accounts. Most are using basic punctuation effectively and are beginning to use adjectives appropriately to make their work more interesting.
46. Teaching in Years 3 to 6 is generally good. Teachers' good questioning is effective in assessing what pupils' have already learned and provides well for pupils to express their ideas. The management of pupils is very good, so that classes are orderly learning environments and pupils do their best to learn. This enables those pupils who find it difficult to concentrate to achieve well. Learning support assistants are briefed well and give very effective help to those pupils of lower ability, those in the early stages of learning English and pupils with special educational needs. In Years 1 and 2 teaching is satisfactory, overall, but in the good lessons, expectations are very clear of what each ability group is expected to achieve and work is adapted to meet different needs. Teachers in Year 2 use good strategies to ensure their pupils concentrate well. The work in the books of pupils in Year 2 and in some lessons indicates pupils of higher ability are not provided with enough challenge.



47. Leadership and management are satisfactory. New approaches are beginning to have a positive impact on teaching and learning. However, not enough has yet been done to refine them to ensure there is greater consistency across the school, with more focused monitoring of teaching and learning to identify areas where more guidance is needed.

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

48. Pupils are given good opportunities to talk about different topics in other subjects, and to use new vocabulary. However, there are insufficient opportunities for pupils to practise their literacy skills in other subjects. In subjects such as history, geography and religious education, there is very little evidence of pupils recording their work in writing and consolidating their learning. But in ICT pupils' literacy skills are developed and used well to present information.

### **MODERN FOREIGN LANGUAGES**

#### **GERMAN**

49. German is taught in Years 5 and 6. All four classes have an hour lesson each week taught by a specialist teacher from the local secondary school. No lessons were seen and insufficient evidence was available to make an overall judgment on provision. In discussion with pupils it is clear they enjoy learning the language and particularly like learning songs that help them remember some of the vocabulary for different activities, such as "springen". Work in their exercise books shows that pupils are introduced to an appropriate range of vocabulary relating to everyday life. Some were able to respond in German to questions, such as "Wie geht's?" and "Hast du eine Schwester?" However, their hesitancy in recalling what they have learned indicates that there are not enough opportunities for pupils to practise their speaking skills.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **MAIN STRENGTHS AND WEAKNESSES**

- The quality of teaching is good enabling pupils to achieve higher than expected standards by the end of Year 6.
- Procedures to check on pupils' progress are thorough and enable work to be matched well to pupils' needs.
- Teachers' marking and their expectations for the quality of presentation of pupils' written work are too variable.
- The leadership and management of the subject are good.

### **Commentary**

50. Pupils in Years 2 and 6 do well to achieve above expected standards, and learn well because of the quality of teaching. Standards are similar to those reported at the time of the last inspection. The school has done well to maintain these good standards given pupils' below average attainment when they start at the school. Pupils across

the school make good progress in lessons, enabling them to achieve very well by the time they leave the school.

51. Teachers use their good subject knowledge to promote effective learning. Lessons are purposeful and designed to advance pupils' learning in small, manageable steps. Teachers make clear to pupils what they are to learn, giving clear explanations and demonstrations so that pupils are confident in using an increasing range of more demanding skills. In the Year 6 lessons, taken by the mathematics co-ordinator, teaching was very good. The very well planned project of pricing and calculating profits from selling pizzas generated real interest and motivation. It provided pupils with very good opportunities to apply their well-developed number skills in a real-life situation, giving them good insight into the relevance of mathematics in everyday life. In a good lesson in Year 2, the teacher built on pupils' previous learning well and focused on ensuring her pupils understood their strategies when adding and multiplying. As a result the pupils were confident in explaining how they undertook their calculations and were able to record them accurately. However, teachers do not place enough emphasis on integrating the exploration of numbers and patterns as a regular part of learning, in order to enhance pupils' understanding. Throughout the school pupils work hard and behave very well because they understand their teachers' expectations and what they need to do to succeed. They respond well to the support and guidance they receive from adults and are confident enough to seek help when they are unsure about an issue. Teachers encourage pupils to explain their methods of calculation, but not enough use is made of the resources to involve all pupils in the mental and oral part of lessons, particularly those hesitant to answer questions.
52. Teachers ensure that pupils understand what they are to learn and regularly check what pupils can do and what they find difficult. The school thoroughly analyses the outcomes of both statutory and non-statutory tests and teachers use the information effectively to identify groups and individual pupils who need to be moved on in their learning more quickly or need help in specific areas. The deployment of support teachers is good, because it is flexible, and ensures that the needs of different groups and individuals are met. For the most part, teachers tailor the work successfully to meet the differing needs of pupils in mixed ability classes. Teachers and learning support assistants give very good support to pupils with special educational needs and the pupils in the early stages of learning English, and as a result, these pupils achieve very well. The quality of teachers' marking is variable; some of it does not show pupils what they have to do to improve. Their work also shows that there are inconsistent expectations about the quality of pupils' presentation of their written work.
53. The knowledgeable subject co-ordinator is strongly committed to maintaining and improving upon the standards achieved. He has a very clear understanding of what is taking place in mathematics because he regularly monitors both teaching and learning. As a result of his good understanding of the strengths and weaknesses in the subject, the school takes prompt action to support or challenge both pupils and teachers further.

### **Mathematics across the curriculum**

54. The school provides satisfactory opportunities for pupils to use their mathematical skills in other areas of the curriculum. It is particularly good in science, where pupils use their measuring skills and make very good use of their knowledge of data handling to present and interpret their findings. These skills contribute well to their progress in

this subject. Some use is made of the interactive whiteboards to support learning, by presenting information in a more visually stimulating way, but pupils do not make enough use of computers in lessons as a tool to develop their learning, although appropriate use is made of their mathematical skills as part of the ICT curriculum.

## **SCIENCE**

Provision in science is **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Pupils achieve very well in Year 6.
- The overall quality of teaching and learning is good.
- The quality of presentation of pupils' written work is not high enough.
- Leadership and management are good.

### **Commentary**

55. Pupils in Years 1 and 2 make good progress and attain expected standards by the end of Year 2. They continue to make good gains in their learning, and by the end of Year 6 standards are above those expected. Pupils with special educational needs and those with English as a second language make the same progress as their peers. No difference was identified between the achievement of boys and girls. Since the last inspection standards have been maintained and the quality of teaching has improved in the classes for older pupils. The school has improved the quality of investigative work and has a focus on emphasising scientific vocabulary.
56. By the time pupils leave the school at the end of Year 6 their achievement is very good. These pupils enjoy science and have a very good understanding of scientific procedures. They talk confidently about all aspects of science using scientific vocabulary well when explaining the investigations they have carried out. Visits to the science museum, competitions and scientific challenges foster their enthusiasm. Pupils in Year 2 have a sound understanding of what plants need to grow, they are able to plan a healthy meal and have a good understanding of the effect of exercise on the body.
57. The quality of teaching and learning is good overall, with some instances of very good teaching. However, it was not possible to observe teaching in Years 2 and 6 during the inspection. Very good teaching was observed in Year 1 and enabled these children to attain standards above those expected for their age in their knowledge of forces and how objects move. Good teaching was observed in Years 4 and 5. Practical investigations are used well to sharpen observational skills to develop their scientific knowledge and understanding. The quality of the presentation of pupils' written work is not as good as it should be and this is a weakness. Procedures to check on pupils' progress and use the information to ensure all abilities are challenged within a class are well developed.
58. The use of literacy and numeracy to enhance learning is consistent throughout the school. Pupils are encouraged to record their own observations. Group and partner discussion is used well to reinforce learning. Graphs are used to show changes and measurements are recorded and used to guide conclusions. The use of ICT is less well developed. Leadership and management are good. The co-ordinator is

enthusiastic and has identified strengths and weaknesses and areas for improvement. Science has a strong focus around the school with many attractive displays.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The coordinator has been very successful in developing the subject.
- Laptop computers are generally used effectively.
- Pupils are confident, independent and enthusiastic.

### **COMMENTARY**

59. By Year 6, pupils are attaining the standards expected for their age. Lessons in which pupils work on individual laptops are generally successful. The scheme of work is very effective in ensuring pupils cover the required aspects and there is a good build up of knowledge and skills from Year 1 to Year 6. It allows pupils to work independently very effectively, to assess what they achieve and to move on to further challenges.
60. Pupils are confident in using the laptops. Older pupils are quick to access the program and their files. In discussion, pupils in Year 6 explained very clearly the different work they had done and how they had achieved the different effects, using appropriate technical language. They benefit from the independence the scheme of work gives them and enjoy meeting further challenges. Younger pupils in Year 2 use the touchpad with confidence and show good control. They successfully edit their work using the 'enter' key and the keyboard.
61. Teaching in the upper part of the school is very good and enables pupils to learn very well. Teachers have very secure subject knowledge and are confident when using the interactive whiteboards very effectively to demonstrate tasks. In a very good lesson in Year 5, the teacher used very clear explanations, was well organised and used time very effectively. In an equally high quality lesson in Year 6, the teacher had very good class management, showed very good subject knowledge and was very enthusiastic. In these lessons pupils were achieving very well. Pupils behave responsibly and because they can work at their own rate, much is achieved as the teacher is released to assist those pupils who need more help. Younger pupils need greater support to cope with technical difficulties. Here, the use of pupils from Year 6 to assist is helpful, but they cannot always solve the problems. This imposes a greater strain on the teachers' time and reduces the room for learning. Additionally, less able pupils who are not able to read instructions so well would benefit from more frequent teacher intervention to clarify their tasks.
62. Leadership and management are very good. The co-ordinator has led improvements in the subject very ably. The new laptops enable all pupils to have access to a computer to work on during lessons. The scheme of work not only helps pupils to progress well, but also incorporates effective procedures to check on pupils' progress. The very good resources have been updated and added to and all machines are networked.

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

63. Information and communication technology is used well to reinforce skills and knowledge learned in other subjects. Pupils use their literacy skills to record information and to edit and present text, and for research purposes. Mathematical knowledge is developed well in producing graphs and in using spreadsheets for calculations. Good examples were available of the use of appropriate images to present work in history and geography.

## **HUMANITIES**

In **geography** and **history**, there was insufficient evidence to make an overall judgement on provision. Two lessons were seen in **religious education**. In addition, a limited amount of pupils' previous work was available for analysis; the agreed syllabus was examined and meetings took place with the subject co-ordinator and a selection of pupils from Year 6, when they spoke about what they had learned in religious education.

64. In **geography** and **history** only one lesson was seen in each subject. Teachers' planning and the scheme of work indicate that the subjects are satisfactorily broad and balanced and meet statutory requirements. Work in pupils' folders provides an unreliable record of what has been taught or what standards pupils are achieving. It is not well presented and consists mainly of worksheets. The quality of work is better in Years 1 and 2, but there is little evidence of literacy skills being used well. In the lessons seen, there were some good opportunities for pupils to discuss topics and in one case to investigate and feedback to the class.

65. Leadership and management are broadly satisfactory. There has been a greater emphasis on developing pupils' investigative skills, but there was insufficient evidence to assess the affect of this initiative. A new approach is being developed to incorporate pupils' literacy and numeracy skills more strongly in these subjects to develop them further and improve learning in geography and history.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils are given insufficient opportunities to record in writing what they have learned.
- Pupils' skills and knowledge are not systematically built up because of the way teaching is organised.

### **Commentary**

66. Standards are similar to those reported at the last inspection. All pupils, including those with special educational needs or English as an additional language, are achieving satisfactorily. The two lessons seen were both in Year 1. In a good lesson in one class, the teacher gave the pupils a variety of activities to engage and sustain their concentration that enabled them to learn well. Pupils showed they had appropriate knowledge of the Jewish faith for their age, especially of Moses confronted by the burning bush on the mountain. The teacher used music well to set the scene and used resources very effectively to accompany the range of activities. In a satisfactory lesson in the parallel class, most pupils showed sound knowledge and understanding of some of the concepts related to major festivals such as Easter and of the origins of the Jewish festival of Hanukkah and of places of worship such as a

Temple. The teacher used good questions to test her pupils' knowledge but the visual aids that were central in her teaching, were insufficiently interesting to sustain her pupils' attention for the whole of the lesson.

67. No lessons were seen in Year 6, but in discussion with some of the pupils, they showed satisfactory knowledge, including the subject's main themes, and are achieving satisfactorily. An examination of the books of pupils in both Years 2 and Years 6, reveals there is a minimal amount of written work, and pupils are given too few opportunities to record their work in writing. This is a weakness that was noted at the last inspection. Much of pupils' work is carelessly presented, indicating there is not enough emphasis placed on this aspect of their work.
68. The subject is satisfactorily managed. The co-ordinator is keen and knowledgeable and monitors teachers' planning on a regular basis and, although less frequently, the quality of pupils' work. However she has not yet made sufficient impact on raising standards. The subject is taught in blocks of time, and this does not enable pupils to develop their knowledge and skills in a systematic way – a weakness also noted at the last inspection. Pupils in Year 6, for example, said they had not had any lessons in the subject since half-term in the spring term.

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

**Art and design, design and technology, music and physical education** were sampled.

69. In **art and design** pupils enjoy an interesting range of projects because the curriculum is good and provides pupils with a broad range of experiences. They work with a variety of materials and develop an understanding of different styles and places through studying the works of well-known artists, European art, and the traditional art found in other world cultures. This makes a good contribution to pupils' cultural development. Opportunities for pupils to work with artists and visit galleries, such as Tate Britain, also enrich the curriculum. Pupils' artwork is celebrated around the school and the examples seen indicate satisfactory achievement, although this and work in sketchbooks show that teachers place insufficient emphasis on the systematic development of skills and techniques, particularly in drawing. One lesson was seen; in this, the quality of teaching and learning was satisfactory. The teacher provided a good range of visual resources to help generate and inform pupils' own ideas for designing hats for a Mad Hatter's Tea Party. Pupils produced a range of interesting and fun ideas, which they discussed with the teachers. This helped them to focus well on their fitness for purpose and the materials they might use.
70. Teachers' planning for **design and technology**, and the work on display shows that pupils have appropriate opportunities to work with a suitable variety of materials to design and make their own products. One lesson was seen, in which teaching and learning were satisfactory. Pupils in Year 5 made satisfactory progress when evaluating a range of biscuits in preparation for designing their own, although a number were confused when it came to rating the overall quality of the biscuits, because they were uncertain about the terminology.
71. In **music**, teachers ensure that pupils have opportunities to develop their skills across the expected range of musical activities, including singing and playing instruments and, exploring elements and composing their own pieces. Pupils take part in musical performances in school and join in musical events with other schools. They are able

extend their skills by joining the choir or learning a musical instrument, such as the guitar or trumpet. In singing sessions, pupils sing songs reflecting different musical styles. The teacher's enthusiasm motivates the pupils well and they greatly enjoy these sessions, joining in energetically. However, there is not enough emphasis on the development of vocal and instrumental playing techniques to improve the quality of pupils' work.

72. Lessons in **physical education** were seen in Years 1, 3 and 4. In these lessons, pupils achieved standards that were typical of those expected for their age, and the quality of teaching and learning was good. These lessons were well planned, and effectively managed and pupils listened and behaved well. In Year 1 in the hall, pupils were given good opportunities to use a variety of apparatus, including a rope ladder and climbing ropes and showed satisfactory skills when jumping, forward rolling, climbing and know why exercise is good for them. In Year 3, the pupils followed their teacher's instructions well and showed a good awareness of space as they moved around the playground, and had appropriate cricketing skills for their age. In Year 4, under the direction of an instructor from the Sports Federation, the pupils made good progress in improving their co-ordination and ball control skills as they learned to dribble with a basketball and showed an appropriate awareness of the use of different passing movements. Discussions with pupils in Year 6 indicate that the majority are able to swim 25 metres and more by the time they leave the school.

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

73. There is a very effective personal, social and health education programme that has a high profile within the school. Each class has several opportunities through the week to practise thinking skills and develop their emotional intelligence. The co-ordinator manages the subject very effectively by monitoring planning across the school and reviewing topics to ensure there is progression in the development of pupils' skills. The school, for example, has recently implemented a new drugs education policy that begins with younger pupils learning about medicines and continues through to appropriate topics for pupils in Year 6. The school council also plays its part through its emphasis on caring about and improving the school as a community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
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</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<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).*