

INSPECTION REPORT

CANN HALL NURSERY AND PRIMARY SCHOOL

Leytonstone, London

LEA area: Waltham Forest

Unique reference number: 103080

Headteacher: Mr R Chalcraft

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 31st January - 4th February 2000

Inspection number: 66803

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery and Primary

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Cann Hall Road
Leytonstone
London

Postcode: E11 3NN

Telephone number: 0181 534 3563

Fax number: 0181 534 2641

Appropriate authority: The Governing Body

Name of chair of governors: Mr R Bennett

Date of previous inspection: July 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|--------------------------|----------------------|---|--|
| Mr D J Curtis | Registered inspector | Information technology Physical education Under-fives | What sort of school is it? How high are standards? (The school's results and achievements) What should the school do to improve further? |
| Mr B Jones | Lay inspector | | How high are standards? (Pupils' attitudes, values and personal development) How well does the school care for its pupils? How well does the school work in partnership with its parents? |
| Mr R Battey | Team inspector | Design and technology History English as an additional language | |
| Mrs B Darley | Team inspector | English | How well are pupils taught? |
| Mr K Hobday | Team inspector | Mathematics Geography | How well is the school led and managed? |
| Mr J Howard | Team inspector | Science Religious education | How good are the curricular and other opportunities offered to pupils? |
| Mrs J Mitchell | Team inspector | Art Music Equal opportunities | |
| Mrs A Wilkinson-Tilbrook | Team inspector | Special educational needs The hearing-impaired unit | |

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cann Hall Nursery and Primary School is situated in Leytonstone in the London Borough of Waltham Forest and takes pupils between the ages of three and eleven. It is a larger than average primary school. There are 549 pupils on roll in 20 classes, with 296 boys and 253 girls. In addition the equivalent of 40 full-time children attend the nursery. There are 268 bilingual pupils, representing 33 different languages. There are 233 pupils from a very wide range of ethnic groups who receive specific support from the present employed support staff, teachers and other staff throughout the school. There are 161 pupils on the school's register of special educational needs, including 13 pupils who have statements of special educational need. Children enter school with levels of attainment which are well below the average for the local education authority.

HOW GOOD THE SCHOOL IS

Taking into consideration the well-below-average attainment on entry, and the high percentage of pupils with special educational needs and of those with English as an additional language, Cann Hall Nursery and Primary School is an effective school. Pupils' attitudes and behaviour are the strength of the school. The good quality of teaching and the high quality of relationships between staff and pupils contribute to this particular strength. In addition, good-quality teaching enables pupils to be very positive in their learning and allows them to make good progress as they move up through the school. The school provides good value for money.

What the school does well

- Standards in physical education and art are good.
- Standards in the nursery are very good.
- The provision for pupils with special educational needs is good.
- The provision for pupils with English as an additional language is good.
- The quality of pupils' learning is good; they achieve well in lessons.
- The attitudes and behaviour of pupils are good.
- The quality of teaching is good.
- The provision for extra-curricular activities is excellent.

What could be improved

- Standards in English and mathematics in Key Stage 2.
- The quality of teaching in Key Stage 1, where 11 per cent is unsatisfactory or poor.
- The monitoring and evaluation of procedures and standards.
- The strategic role of the governing body.
- The assessment of pupils' performance.
- Procedures for monitoring attendance.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in July 1996. Standards in information technology have been improved and pupils' attainment now meets national expectations. The introduction of the Literacy Hour has strengthened provision in English and is contributing to the raising of standards. Policies and schemes of work are now in place for all subjects and they set out clear plans for the development of knowledge, skills and understanding as pupils move up through the school. The school has been less successful in the monitoring of the teaching and learning policy. Although the quality of teaching has improved overall, there is still inconsistency, particularly within Key Stage 1.

STANDARDS

The table shows the standards achieved by 11-year-olds, based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| English | D | E | E | C |
| mathematics | C | E | E | D |
| science | B | D | D | B |

Key

well above average A
 above average B
 average C
 below average D
 well below average E

This table shows the average points score achieved by pupils and includes those who achieved the expected Level 4 or above in the National Curriculum assessments and those achieving the higher Level 5. In addition, it also includes those who achieved Level 3 or below.

Standards in Key Stage 2 are affected significantly by high pupil turnover, the number of refugee pupils joining the school, and the high percentage of pupils with special educational needs and of those for whom English is an additional language. In a detailed analysis of its 1999 results, the school showed that pupils in Year 6 who had spent all of their time in the key stage achieved standards which met the national average in English, mathematics and science.

Inspection findings are that, by the end of Key Stage 1, standards are above average in reading and average in writing and mathematics. By the end of Key Stage 2, standards are below average in English and mathematics and average in science.

By the end of both key stages, standards in information technology meet national expectations and those in religious education meet the expectations of the locally agreed syllabus. Standards in physical education are good and exceed expectations for pupils of this age. In art, design and technology, geography, history and music standards meet expectations for pupils of the age.

The school has set suitably challenging targets for raising standards.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Good; pupils are positive and enthusiastic and enjoy learning. |
| Behaviour, in and out of classrooms | Good; pupils behave well in lessons, particularly when teaching is good or better and they are suitably challenged. Behaviour when moving around the school and at break and lunchtime is good. |
| Personal development and relationships | A strong feature of the school. Pupils in this multi-ethnic school relate very well to each other and the quality of relationships is good. |
| Attendance | Below average for authorised absence. There is little unauthorised absence. |

The significant strength is the quality of relationships within the school between pupils and between pupils and adults.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Very good | Good | Good |

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall, and a strength of the school. Ninety-three per cent of teaching is satisfactory or better, 73 per cent of lessons are good, and 27 per cent are very good or excellent. These proportions are much better than the average for primary schools and represent a considerable improvement since the last inspection. During the last inspection, teaching was satisfactory or better in 80 per cent of lessons. There has been a significant reduction in the amount of unsatisfactory teaching, which is now at seven per cent across the school.

The teaching of pupils with special educational needs and those for whom English is an additional language is good.

The quality of the teaching of literacy and mathematics is good overall and related to an improvement in the quality and consistency of planning, particularly in English, where the co-ordinator has been enabled to monitor planning. In English and mathematics, pupils are taught in groups determined by their ability, and teachers' planning is thorough and clear, ensuring a good match of work to pupils' abilities.

Where teaching is excellent, teachers share their expectations of what pupils will learn in the lesson at the start, and review this with them at the end of the lessons. In these lessons, teachers' interest and enthusiasm for the subject linked to high expectations of work and behaviour ensure that a quick pace to the lessons promotes effective learning for all.

Eleven per cent of teaching in Key Stage 1 is unsatisfactory or poor and is located in one Year 1 class. The quality of relationships, discipline and pace in these lessons are unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is broad and balanced and supported by an excellent range of extra-curricular activities. The under-fives in reception have no regular opportunities for outdoor play as part of their physical development. |
| Provision for pupils with special educational needs | The provision for pupils with special educational needs is very good and is a strength of the school. These pupils receive good support from the special educational needs co-ordinator, teachers and special educational needs support staff. |
| Provision for pupils with English as an additional language | Curriculum provision for these pupils is good overall. This provision ensures that all pupils have equal access to all areas of the curriculum, with good opportunities to succeed. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for social and cultural development is very good. It is good for moral development and satisfactory for spiritual development. |
| How well the school cares for its pupils | The school places a strong emphasis on its care for its pupils. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher's effective management has enabled the creation of a welcoming, caring, happy atmosphere in which all pupils and staff are included and valued. The school has a clear management structure which is mostly effective. All members of the senior management team, consisting of the headteacher, deputy headteacher and year co-ordinators, have clear roles and responsibilities, as have the subject co-ordinators. |
| How well the governors fulfil their responsibilities | The governing body is very supportive of the school. Overall, however, the governors play only a minor role in shaping the direction of the school. Their input into decision-making is very limited. |
| The school's evaluation of its performance | When making purchases, the school applies 'best value' principles, ensuring that it receives high-quality goods and services. The governing body has recognised its need for training in this area and is arranging for members to attend relevant courses when they are available |
| The strategic use of resources | Resources for learning are mostly used very well and teachers are skilled in developing their own resources. |

The accommodation is inadequate for the number of pupils on roll. There is an inadequate number of support staff for the under-fives in reception. Resources are adequate for the teaching of the under-fives and the National Curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Teaching is good. • Their children like school. • Their children make good progress at school. • They are comfortable with questions or problems about their child's education. • They are well informed about their child's progress. | <ul style="list-style-type: none"> • Children do not get the right amount of homework • The range of extra-curricular activities. |

Six parents, of whom three were parent governors, attended the meeting with the registered inspector prior to the inspection and 70 parents returned questionnaires. Their views may not necessarily reflect the views of the parents as a whole.

Inspection findings confirm the positive views of parents. The inspection team judged the quality of extra-curricular provision to be excellent. In relation to homework, the views expressed reflect the national picture in which some parents feel there is too much homework and others too little. Inspection findings are that the provision of homework makes a positive contribution to pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the nursery with well below average levels of attainment, particularly in the key skills of language and literacy. Children achieve well in the nursery and in reception and, by the age of five, the majority meet the expectations of the Desirable Learning Outcomes¹.
2. The results of the 1999 National Curriculum assessments for pupils in Year 2 were well below the national average in reading, writing and mathematics for the proportion achieving the expected Level 2² or above. The proportion achieving the higher Level 3 was above average in writing, but below average in reading and mathematics. In comparison with the situation in similar schools³ nationally, the proportion achieving Level 2 and above was average in reading, writing and mathematics. The proportion achieving the higher Level 3 was well above average in writing, above average in reading and average in mathematics. In the 1999 teacher assessments for science, the proportion achieving the expected Level 2 or above was well below average, but average for those achieving the higher Level 3. In comparison with those in similar schools, the results were average at Level 2 and above, but above average for those achieving Level 3.
3. Taking the four years 1996 to 1999 together, the trend in Key Stage 1 shows standards to be close to the national average in reading and writing and below the national average in mathematics. Variations in standards in the school are explained by variations within each year group in the number of pupils with special educational needs or with English as an additional language. Inspection findings are that for the current group of pupils in Year 2, standards are above average in reading and average in writing, mathematics and science. Improvement over the 1999 results is linked to good teaching and the successful implementation of the Literacy and Numeracy Hours.
4. In literacy, pupils understand terms such as 'author' and 'illustrator', but have few library skills. Pupils read their reading books confidently, accurately and with increasing fluency. In writing, they use full stops and capital letters accurately. They spell regular and common words such as 'said' and 'went' correctly. In numeracy, most pupils know their addition and subtraction facts up to 10 and many know them up to 20. They have a developing understanding of tens and units, enabling them to add or subtract 10 to any number below 100. These pupils have a good knowledge of three-dimensional shapes and use vocabulary such as 'faces', 'edges' and 'vertices' correctly.
5. By the end of Key Stage 1, standards in information technology meet national expectations and those in religious education meet the expectations of the locally agreed syllabus. Standards in physical education and art are good and exceed expectations for pupils of this age. In design and technology, geography, history and music standards are satisfactory and meet expectations for pupils of this age.

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

² The national expectation is that at the end of Key Stage 1 pupils should achieve Level 2.

³ Schools with up to more than 35 and up to 50 per cent of pupils entitled to free school meals.

6. The results of the 1999 National Curriculum assessments for pupils in Year 6 were well below average in English and mathematics for the proportion achieving the expected Level 4⁴ and above. In science, the results were close to the national average. The proportion achieving the higher Level 5 was below average in English and science and well below average in mathematics. In comparison to similar schools nationally, the results were well above average in science for the proportion achieving Level 4 and above. In mathematics, the results were average, and in English they were below average. In science, the proportion achieving the higher Level 5 was above average. In English and mathematics, results were average.
7. Taking the four years 1996 to 1999 together, the trend shows standards to be close to the national average in science, but well below average in English and mathematics. Standards in Key Stage 2 are affected significantly by high pupil turnover, the number of refugee pupils joining the school and the high percentage of pupils with special educational needs and of those for whom English is an additional language. In a detailed analysis of its 1999 results, the school showed that pupils in Year 6 who had spent all of their time in the key stage achieved standards which met the national average in English, mathematics and science.
8. Inspection findings are that for the current group of Year 6 pupils, standards are below average in English and mathematics and average in science. Standards in science have been maintained. In English and mathematics, standards have improved from well below to below average. As in previous years, there is a high percentage of pupils in Year 6 who joined Key Stage 2 later than at the start of Year 3. In addition many have special educational needs or have English as additional language. The improvement is linked to good teaching and the successful implementation of the Literacy and Numeracy Hours, including the grouping of pupils in Year 6 into 'sets' based on their prior attainment.
9. In literacy, pupils read with growing understanding, have different strategies for reading new words and good library skills. Older pupils know how to scan text for information and are confident with the use of contents and index pages and glossaries. There are many opportunities outside the Literacy Hour for pupils to read and there is a clear enjoyment of books and reading. Pupils write using paragraphs and speech marks and begin to introduce plot and character development with the use of writing strategies such as flashbacks. However, there is only limited use of extended vocabulary and description, and the quality of their handwriting is joined but often lacking fluency and consistency of style.
10. In numeracy, most pupils know their multiplication tables, calculate averages and use inverse operations as a check. They know how to work out the decimal equivalents of fractions. Work on shape and measures is well advanced with, for example, pupils able to construct triangles accurately using rulers and protractors. Pupils understand basic concepts relating to probability, successfully placing events on a probability scale from zero to one.
11. In information technology, standards meet national expectations and in religious education standards meet the expectations of the locally agreed syllabus. Standards in physical education and art exceed expectations for pupils of this age. In design and technology, geography, history and music, standards meet expectations for pupils of this age.
12. Across the school, ethnic-minority pupils and those who have English as an additional language make good progress, both in classroom answers and in their written work.

⁴ The national expectation is that, at the end of Key Stage 2, pupils should achieve Level 4.

There are no significant differences in standards achieved between pupils in the school and from different ethnic backgrounds.

13. In literacy and numeracy lessons pupils with special educational needs are placed in ability sets, and group educational plans are in place for pupils with similar difficulties. This results in work well matched to pupils' needs and in very good learning. For example, in one literacy lesson the very good planning and teaching ensured that all pupils were challenged very successfully and learnt well. The quality of teaching is good and occasionally very good. Very good teaching occurs when planning ensures that work is targeted to pupils' specific needs, and teachers have high but appropriate expectations and build on pupils' own knowledge and understanding.
14. The school has set suitably-challenging targets for the future raising of standards. Inspection evidence is consistent with the school having the quality of teaching and management systems in place that will allow it to make good progress in achieving those targets.

Pupils' attitudes, values and personal development

15. The school has maintained the strengths in attitudes, values and personal development seen at the time of the previous inspection. Pupils like their school and are keen to come in each morning. They are very enthusiastic about their lessons and the extra-curricular activities. The improvement in the quality of teaching reported by the present inspection has led to an increase in pupils' involvement in lessons. They work hard and remain well on task in the great majority of lessons. They welcome visitors courteously and treat each other with respect and friendship. They make effective use of the many opportunities for personal development that the school provides.
16. The level of attendance is unsatisfactory. Attendance at the time of the previous report matched the national average precisely. The 1998/99 rate of attendance is well below the national average and this reduces the pupils' opportunities to learn. Some absence is due to families taking extended holidays overseas. The school, with the approval of the governing body, authorises parents to apply for holidays of up to four weeks. However, this is not the main reason for absence. In the school year up to the time of the present inspection only seven families have applied for extended absence. The school has over 500 pupils of statutory attendance age on its roll and absence rates are two full percentage points below the national average.
17. Pupils' punctuality is good, having improved in response to a drive by the school at the start of the year. Very few pupils arrive late. Lessons start promptly and this has a positive effect on pupils' learning.
18. Pupils show enthusiasm for their learning. Their response is good or better in three-quarters of the lessons. They answer quickly and eagerly, and are especially keen to give speedy answers in numeracy lessons. Pupils taking part in the booster classes arrive early and work keenly before the start of the school day. Pupils are proud of the high quality of their paintings and other artwork displayed around the school. Most year groups, including the nursery, have fine 'art galleries' on display in their classrooms.
19. Pupils participate very well in the wide range of activities at school. Pupils in all year groups present music or drama every year, and they work hard in rehearsals and backstage. At the top level, they win national awards for choral and instrumental music. They take part in many sports, including soccer, cricket, hockey, netball, rounders and tennis. They give keen support to choir, recorders, art, drama and French clubs.

20. The inspection findings confirm the parents' view that behaviour is good. Pupils behave well and sometimes very well in the large majority of lessons. In the few lessons where teaching is weaker, pupils' behaviour falls below the usual high standard. Pupils with behaviour difficulties respond well to good management by teaching and other staff. Behaviour in the hall, in the playgrounds and around the school is consistently good. The school is an orderly and tidy community. Pupils respect the school environment and take care not to drop litter and to clear up at the end of lessons. The school made no exclusions in the past year; it made two exclusions in the year before the previous inspection.
21. The behaviour of pupils with special educational needs in class is good and, overall, pupils relate very well to their peers. The effective integration of pupils with a sensory impairment and the focus on disability awareness has had a significant impact on pupils' social development and enabled all pupils to become more sensitive towards and considerate of others.
22. The school's strong ethos of caring for each child as an individual leads to freedom from harassment and oppressive behaviour. Boys and girls work and play together well, and there is very good racial harmony. Bullying incidents are rare and pupils feel they can talk to their teacher or an assistant if there is a problem.
23. Pupils have a very sensitive understanding of the effect their actions can have on others. They are very courteous and considerate to one another. They respond sympathetically when any other pupils have a special difficulty. They give magnificent support and friendship to the pupils with impaired hearing and other pupils with special needs. They welcome children from refugee families and other newcomers to their class.
24. The school has pupils from many different faiths, languages and cultures, and its pupils' respect for other people's feelings, values and beliefs is very strong. Children in the nursery respond very well as they learn the importance of respect for others. Older pupils build up their understanding of other people's beliefs through the study of world festivals and faiths in religious education, through experiences of multi-cultural arts and music and through the lives and customs of their friends. In one term of each year from Year 2 to Year 6, pupils study how to express and value their own and others' feelings.
25. Pupils develop their personal responsibility well. In Key Stage 1, pupils take turns to be class monitors and line leaders. Pupils in Key Stage 2 accept a growing number of responsibilities in the school and the wider community. Pupils in Year 6 take responsibility for welcoming new pupils to the school. They participate in paired reading with Year 1. They act as tree wardens, keeping a record of their own tree in Epping Forest. Pupils succeed in a wide range of competitive sports. They win places in county and district soccer and cricket teams. The girls' football team won the district cup. The school has a thriving lunchtime soccer league, run and recorded by the pupils themselves. All through the school, pupils take responsibility for presenting their musical and dramatic productions to parents. Each year a residential visit to venues such as Dorset and Harrogate extends older pupils' understanding of their responsibility within the community.
26. Relationships are good. Pupils follow the good model of teamwork shown by the teaching and support staff. They build good friendships and co-operate very well with one another in lessons and outside activities. They appreciate the very large quantity of time and effort that the teachers put into the sports, music, drama, art and other extra-curricular activities. Pupils relate well to the adults at school.

HOW WELL ARE PUPILS TAUGHT?

27. The quality of teaching is good overall and a strength of the school. Ninety-three per cent of teaching is satisfactory or better, 73 per cent of lessons are good, and 27 per cent are very good or excellent. These proportions are much better than the average for primary schools and represent a considerable improvement since the last inspection. During the last inspection, teaching was satisfactory or better in 80 per cent of lessons. There has been a significant reduction in the amount of unsatisfactory teaching and it is now at seven per cent across the school. This includes some poor teaching in two lessons in Year 1 and Year 6 and some unsatisfactory teaching in Year 1 and Year 4. In Key Stage 2, the amount of unsatisfactory and poor teaching is very small and amounts to three lessons out of 60. However, there is a greater proportion of unsatisfactory or poor teaching in Key Stage 1. Eleven per cent of teaching in Key Stage 1 is unsatisfactory or poor and is located in one Year 1 class. The quality of relationships, discipline and pace in these lessons is unsatisfactory. This large amount of unsatisfactory teaching represents a significant weakness in this key stage.
28. In Years 2, 3 and 5 there is a high proportion of very good teaching and some excellent teaching. The quality of teaching in the nursery is never less than good, and very good overall. The last report raised a concern about variations in teachers' expectations and pace across subjects and key stages and this is still the case, but to a much lesser degree. The school has helped to raise teachers' expectations through training and some monitoring and feedback to teachers on their marking and the quality of their classroom environment. The introduction of the Literacy and Numeracy Hours, combined with a great deal of hard work on improving planning, is responsible for raising expectations which result in rising trends in attainment. Inspection findings show improvement in pupils' attainment now compared with previous test results. Teachers cope very well with the high number of pupils who join the school during the year. Where pupils remain in school throughout Key Stages 1 and 2, the high quality of teaching ensures that they make good progress. The high numbers of pupils joining mid-year has a considerable impact on test results in some year groups. For example, in the Key Stage 1 1999 end-of-year national tests pupils' results were well below those of the previous years. This was due to nearly a fifth of pupils changing and many new pupils entering with special educational needs, which lowered the overall average.
29. The high percentage of good and very good teaching makes a significant contribution to pupils' progress and to good standards of behaviour. Very good teaching is seen in all year groups. The quality of teaching is now wider than at the time of the previous report, ranging from excellent lessons in English, music, physical education and science to some poor lessons in English and physical education and some unsatisfactory lessons in English and mathematics. The quality of the teaching of literacy and mathematics is good overall and related to an improvement in the quality and consistency of planning, particularly in English, where the co-ordinator has been enabled to monitor planning. In English and mathematics, pupils are taught in groups determined by their ability and teachers' planning is thorough and clear, ensuring a good match of work to pupils' abilities. However, in English there is often insufficient attention given to the range of abilities within each group. There is less consistency in the quality of planning for mathematics.
30. Where teaching is excellent, teachers share their expectations of what pupils will learn in the lesson at the start and review this with them at the end of the lessons. In these lessons, teachers' interest and enthusiasm for the subject, linked to high expectations of

work and behaviour, ensure that a quick pace to the lessons promotes effective learning for all. For example, in an English lesson in Year 3 a particular feature was the constant extension and development of pupils' vocabulary by the teacher which aid their understanding of stories and of how characters' feelings and personalities can be understood by looking closely at the words used. Where teaching is very good, teachers use probing questions to revise work and extend pupils' knowledge and understanding; their planning clearly identifies what pupils are expected to learn in each lesson; they prepare their lessons and necessary resources meticulously; they provide good opportunities for pupils to discuss their ideas. Where the quality of teaching is poor or unsatisfactory, lessons lack pace and sufficient challenge, which results in a lack of attention by several pupils, due in part to a lack of understanding of what is being expected, and results in pupils making insufficient progress. For example, in a Year 6 English group pupils were unclear about the task and the time available, which resulted in insufficient effort to meet the objective of writing two paragraphs of a prepared story at a pace expected for the end-of-year national tests.

31. The work for pupils with special educational needs is well planned. Teachers and classroom assistants support these pupils well, ensuring that they have good access to the curriculum and make good progress in their learning. In literacy and numeracy lessons, pupils are placed in ability sets, and group educational plans are in place for pupils with similar difficulties. This results in work well matched to pupils' needs and very good learning. For example, in one literacy lesson the very good planning and teaching ensured that all pupils were challenged very successfully and learnt well. The quality of teaching is good and occasionally very good. Very good teaching occurs when planning ensures that work is targeted to pupils' specific needs, and teachers have high but appropriate expectations and build on pupils' own knowledge and understanding.
32. Pupils for whom English is an additional language are most effectively taught where there is high-quality additional support. Teachers, with the assistance of support staff, successfully modify teaching materials and develop methods which support the learning of ethnic pupils and pupils for whom English is an additional language. Specialist support teachers and a specialist support assistant provide very good levels of additional support, for example the additional literacy support, to meet pupils' individual needs well by withdrawal and in-class support. Targets are clearly defined in individual education plans for each pupil and these are fully reflected in planning for their individual needs by all staff.
33. Teachers provide clear explanations of the language they use to ensure that pupils understand what all the words mean. Where this is less of a focus some pupils' progress is hindered by their not understanding all the words they use. For example, when making compound words in Year 2 all pupils could read the words, but not all understood what some meant, such as "lawn", and this resulted in errors.
34. The high proportion of good teaching is based on secure knowledge of the subjects of the National Curriculum. Teachers plan all lessons carefully, but there is some lack of clarity in what pupils are expected to learn in some literacy plans and some inconsistency of quality in mathematics. Planning is most detailed in these subjects and there is a good mix of whole-class teaching, group and individual work in most lessons. Teachers' daily planning is satisfactory, but less well developed in most other subjects. How work is adapted, expectations varied, and extension work provided is always clear enough on teachers' daily planning. Day-to-day assessment is satisfactory but a weaker aspect of teaching and not assisting teachers to plan future work for the needs of all groups of pupils across the curriculum. Too little use is made of classroom assistants' time during some class sessions, for example, rarely do they carry out assessments of individual pupils' learning.. Where there is good involvement of classroom assistants, they sit with

particular pupils giving additional help and explanation to ensure they understand the class work.

35. Teachers mark pupils' books regularly and give encouragement and praise but there is insufficient marking for assessment and too few comments telling pupils what they must do to improve and how to do this. There is insufficient use of this information and that gathered through assessments of pupils' work to help teachers plan future lessons. For example, teachers' records of the attainment, progress and strategies used in reading sessions are unsatisfactory and provide insufficient information on how pupils' reading should be developed further.
36. Teachers' management of pupils is good overall and very good in Key Stage 2. Teachers maintain high standards of discipline in most lessons, manage their classes very well and expect the pupils to behave. This allows pupils to concentrate on their learning and enables them to progress at a good rate. Teachers reward success and effort appropriately with encouragement and praise. Relationships between pupils and teachers are very good and there is a high degree of mutual respect. There is a pleasant atmosphere in most lessons throughout the school, which creates an effective learning environment. Teachers establish and maintain good work habits and pupils respond well to this. A good focus on presentation in Years 3, 4 and 5 is raising expectations and standards.
37. Teachers regularly provide homework for pupils, usually reading, spellings or mathematics. Many teachers make good reference to how homework links to class work. Where teaching is very good or excellent, pupils receive feedback on the quality of the homework and go over common errors or difficulties. Most parents feel satisfied with the amount given and the content, but some feel they are left with too much responsibility to enforce it and it does not prepare pupils sufficiently for the demands of homework at secondary school. The quality, content and match of homework tasks to the class work are good and teachers do check if book bags are left behind. The attitudes of pupils in Year 6 to their homework are good and they respond well to the discipline of completing work in their homework books. However, there are insufficient strategies for pupils to record all the work given so that parents can check what their children have been given to do. Teachers mark the work but do not provide sufficient regular comments on its quality or how it can be improved. For example, there is significant variation in the quality and use of pupils' reading records by pupils, teachers and parents. On some, everyone makes a clear comment which helps all to know what has been learnt or achieved. Where the quality of the records is very good, there are targets for improvement.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

38. The curriculum is broad and balanced and fully meets the requirements for the teaching of the Desirable Learning Outcomes for the under-fives, the National Curriculum and religious education. Some of the curriculum is taught through topics, particularly at Key Stage 1, but there is sufficient teaching of specific subjects to ensure that all subjects are covered in sufficient depth. The school is receptive to educational developments and has successfully introduced the national strategies for the teaching of literacy and numeracy.
39. Since the time of the last report, the requirements of the National Curriculum have altered quite radically. Nevertheless, the school has adapted well and has successfully built on the provision of four years ago. The curriculum in most subjects has been modified to allow for increased time to be allocated to the teaching of literacy and numeracy. The quality of planning has improved and teachers are supported in their work by policies and schemes of work in most subjects that clearly identify what should be taught at particular

stages in a pupil's time in the school. This ensures that knowledge is developed systematically. In design and technology and religious education revised schemes of work are currently being developed. The school is maintaining a curriculum of satisfactory breadth and continues to offer a range of experiences in a wide range of subjects. A particular strength of the curriculum are the links made between subjects, so that new learning in one subject consolidates previous learning in another. A Year 3 science lesson on 'sound', for example, was used to reinforce and develop pupils' understanding of how musical instruments produce and amplify sound.

- 40. The curriculum is well focused on the requirements of the National Curriculum. Personal and social education is carefully planned and forms an important part of the school's curriculum. Health education, sex education and drugs awareness are appropriately and thoroughly taught.**
- 41. The strategies that the school has adopted for the teaching of literacy and numeracy are effective. Planning is good in these subjects and the quality of learning of pupils of all abilities is good.**
- 42. An excellent range of extra-curricular activities enrich the curriculum. These are enjoyed by pupils and valued by parents. The school achieves particularly well in sport. Teams won trophies for soccer and cricket last year and the cricket team has had the opportunity to play at a number of first-class venues. The teams that the school runs provide valuable opportunities for social development and their success raises the profile of the school in the local community. In addition to sporting activities there are also clubs for drama, recorders, art and a choir. Learning outside the school day is supported by 'booster' classes in mathematics and English for pupils in Year 6. Learning is further supported by a pattern of regular homework.**
- 43. The school offers all pupils equal access to the curriculum. Pupils with special educational needs and those for whom English is an additional language receive additional support and tuition so that they are increasingly able to derive full benefit from the curriculum provided.**
- 44. The provision for pupils with special educational needs is very good and is a strength of the school. Pupils at all stages of the Code of Practice⁵ are fully integrated into the life of the school. They make good and occasionally very good progress in lessons.**
- 45. Class teachers write the pupils' individual education plans and incorporate them effectively within their daily planning. Special educational needs assistants are closely involved in the preparation of pupils' individual programmes and work as part of a team with teachers and the co-ordinator for special educational needs. They work with individual pupils and small groups within the classroom and liaise closely with school staff to ensure that pupils' learning is continuous and that they make good progress. The emphasis of in-class support ensures that all pupils with special educational needs have full access to the curriculum. Where pupils are withdrawn for individual or small-group work, this is well planned and appropriately focused. For example, pupils with behaviour difficulties are given very effective support in social-inclusion groups and receive individual sessions**

⁵ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure [that](#) pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

from the school's counsellor.

46. Specialist teachers, for example speech therapists, work very effectively with small groups of pupils and use signing well to support pupils' language development. Additional individual education plans are in place and these ensure that pupils learn very well and make very good progress in developing vocabulary and sequencing words into phrases and sentences.
47. Ethnic-minority pupils and pupils for whom English is an additional language have full access to the curriculum. Curriculum provision for these pupils is good overall. Any withdrawal from class is used well to support pupils with their understanding and use of English. Here, they make good progress. This effectively enables them to quickly take part in the full curriculum across the school and ensures that all pupils have equal access to all areas of the curriculum, with good opportunities to succeed. The curriculum is well organised to meet pupils' identified needs. Their needs are well defined in clear, well-developed, individual education plans. These plans are available to all staff, who effectively access them when planning work for these pupils.
48. On arrival in the school, all pupils who have English as an additional language are suitably assessed. This ensures that their needs are being met. Individual education plans are drawn up for all these pupils. They are reviewed termly, with the involvement of parents, teachers and providers of support. Due to the limited funds for the provision of support staff, the school at present can only target for its special provision pupils who have little or no English. There are pupils who are acquiring a reasonable level of competence in English who could still benefit from specialist support if it was available.
49. The provision for pupils' personal development is good and remains a strength of the school, as it was at the time of the last inspection. All pupils are respected and valued, and an atmosphere of racial harmony exists in the school.
50. The provision for spiritual development is satisfactory. Spiritual awareness is satisfactorily developed through religious education lessons and assemblies. Acts of collective worship are satisfactory. Pupils are given time for reflection on beliefs and values, and stories from the major faiths are told. For example, before hearing the story of David and Goliath pupils were told that the story appears both in the Tora and the Bible. In a science lesson, pupils in Year 3 expressed wonder at the effect vibrations from a tuning fork had on a small piece of paper.
51. Provision for moral development is good. The behaviour policy is effective and pupils know the difference between right and wrong. All staff are consistent in their approach to pupils, and midday supervisors receive appropriate training in behaviour management.
52. Provision for pupils' social development is very good. Throughout the school, pupils are given opportunities to work co-operatively and collaboratively within the classroom and through the wide range of clubs. Younger pupils take responsibility to look after materials within the classroom while older pupils have the opportunity to contribute to taking care of the environment by being tree wardens. All adults in the school present good role models and there is mutual respect through the whole school.
53. The provision for pupils' cultural development is very good. The school is a multi-cultural community and it naturally draws on the cultures of its pupils. All major religious festivals are celebrated. The curriculum for both music and art includes a range of cultures and enriches pupils' development. Sport plays an important role in the life of the school and contributes significantly to pupils' cultural and social development.

54. The school has very good links with the community, which contribute to pupils' learning. Pupils have opportunities to visit places of interest such as the Suntrap Field Study Centre in Epping Forest to further their learning. A five-day residential trip is organised for older pupils. The school uses local expertise, including that of parents, to develop and enrich the curriculum. The school has recently been connected to the Internet. Whilst increasingly effective use is made of this valuable facility to extend pupils' research to support their learning, the school has not established links on a global scale that would extend pupils' knowledge and understanding of other cultures.
55. The school has developed good links with partner institutions. Partnership with parents is good and several regularly offer help in school. The school has effective links with playgroups, nurseries and outside agencies such as social services. The local educational visitor plays an important role in the life of the school. She visits children before they start school and runs a very popular weekly toy library in the school. Good links are established with local secondary schools to facilitate the transfer of pupils at 11.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

56. The very good procedures for taking care of pupils' welfare are a strength of the school. As at the time of the previous inspection, the school gives a high priority to establishing a stimulating, safe and comfortable environment, and achieves this aim successfully.
57. The headteacher has received appropriate training in child protection and is the designated teacher. He holds meetings at the start of the school year to inform and update all teaching and support staff on the current requirements. The lunchtime supervisors take part in these meetings. The school has children on the 'at risk' register, and works in close liaison with social services and other local agencies. A midday assistant with a first-aid certificate looks after bumps and grazes at lunchtime. She keeps a record of accidental injuries.
58. The school has very good procedures for health and safety. The headteacher and the staff representative check the premises frequently, and the local education authority also carries out regular checks. The site manager keeps the premises clean and very well cared for, checking every day and making minor repairs as needed. He does much to improve the safety of the environment. For example, he has fitted 'finger safe' covers to doors where pupils are likely to catch their fingers. Each summer he paints the steps to the mobile classrooms with gritted, slip-resistant paint. In lessons, teachers carefully ensure the safe handling of materials and equipment such as scissors. However, there is a weakness in some physical education lessons where a few pupils take part when wearing unsuitable clothing or footwear, or jewellery.
59. There are 13 pupils with a statement of special educational needs. The provision that is identified on each of the statements is in place and all pupils have programmes that reflect their particular need. For example, pupils with visual impairment have specific programmes that include mobility training.
60. There are clear and consistent procedures for placing pupils on the register of special educational needs. These are clearly outlined in the policy for special educational needs. Class teachers identify pupils appropriately through assessments made when they start school, reading tests and close observation.
61. Individual education plans are well written, set challenging targets and ensure that tasks set meet pupils' specific needs. The class teacher, special educational needs co-ordinator and special educational needs assistant review these each term. Parents are

invited to each review meeting and, in Years 5 and 6, all pupils are invited to attend and contribute.

62. Pupils' progress is regularly monitored at each termly review, and additional and specific assessment; for example, a diagnostic reading test may be used to provide additional information.
63. Annual reviews are in place for all pupils with statements of special educational needs, and regular termly reviews are held for all pupils on the register. Review meetings provide very good opportunities to involve parents and enable the pupils' own views to be heard. The school has devised simple and effective interview sheets for pupils to complete. All pupils in Years 5 and 6 are invited to attend their own review and respond in a mature and confident manner. Pupils' reports are comprehensive, well organised and presented in a helpful format. Clear and effective records are kept at each review meeting. These cover the progress made by the pupil, the pupil's view, the parent's view and future action to be taken.
64. Procedures for monitoring and promoting good attendance are unsatisfactory. In the previous report, the school's attendance matched the national primary average. It is now two percentage points below. The school is not making a strategic drive to improve attendance. Due partly to difficulties in the computer system, it does not monitor what is happening in the present year. However, day-to-day procedures are sound. Teachers call and mark the registers correctly. The school efficiently obtains absence notes from parents and keeps these and other records in accordance with the statutory requirements. An initiative by the school at the start of the year to encourage punctuality is working successfully. The number of pupils arriving late has halved and the very large majority of pupils come to school in good time to start morning lessons.
65. The school has very good procedures for monitoring and promoting good behaviour. It has an assertive discipline⁶ policy, giving praise, certificates and other rewards when pupils behave well. Sanctions can be as little as the loss of two minutes' playtime, and they work effectively. At break times teachers and assistants look after all playgrounds, including the soccer area. The school has 19 midday assistants who monitor the hall and playgrounds very effectively at lunchtimes. Some of the school's families come from troubled situations, including war zones. The school has members of staff who are very skilled in counselling and supporting pupils with severe emotional difficulties.
66. A key element in the school's very strong procedures for eliminating oppressive behaviour is its belief that all its children must feel happy, secure and valued. Its policies for equal opportunities and against racism are effective, and pupils from a very wide range of backgrounds work and play harmoniously together. The school has firm anti-bullying procedures, and teachers listen to pupils' concerns about any bullying incident. The school aims to work in partnership with the parents of any child who is causing concern.
67. The school has good procedures for pupils' personal development. The teachers know their pupils well and set good examples of working as a member of a team. The many opportunities for pupils to take responsibility in their classes extend to whole-school responsibilities as pupils get older. The extra-curricular clubs and activities have a very positive effect, and the residential visits for pupils in Years 5 and 6 have a particularly beneficial effect on their maturity. Individual education plans for pupils with special educational needs include targets for improvements in behaviour. However, the absence

⁶ Assertive discipline has three main parts: clear, unambiguous rules; continuous positive feedback when pupils are successfully keeping to these rules; and a recognised hierarchy of sanctions which are consistently applied when rules are broken.

of formal target setting for the other pupils restricts the school's potential to help them develop personally.

68. An impressive new policy statement has been prepared which links planning, assessment and record keeping. This has already been redrafted following suggestions from teachers. Its comprehensiveness illustrates the importance the school attaches to improving its practice in an area which it acknowledges has some weaknesses at present.
69. There are suitable arrangements to assess the academic development of individual pupils, although there are deficiencies in the assessment of reading. The school supplements the information it obtains from the national testing programme and from testing reception children when they enter the school by using optional standardised tests for pupils in Years 3, 4 and 5. This gives the school a good picture of pupils' attainment and progress from year to year. It enables pupils to be placed in sets of approximately equal attainment for English and mathematics lessons. It also enables targets to be set for particular groups of pupils and support to be given to those groups whose attainment is insufficiently high. An example of this is the provision of 'booster classes' operating before school for groups of pupils in Year 6. Results are also analysed to compare the attainment of pupils who have remained in the school for a substantial time with that of pupils who have been more mobile. However, there is less analysis of particular strengths and weaknesses within subjects, as revealed by national testing. As a result, little adjustment is made to the curriculum to give greater thought to weaker areas.
70. Teachers are sometimes not sufficiently aware of the level of understanding of individual pupils. The school is seeking to address this by introducing regular opportunities for teachers to compare samples of work and assign National Curriculum levels to them. There are too few opportunities in termly and weekly planning to assess the understanding of particular portions of the work. A direct consequence is that teachers are often unaware that some pupils within a set, in mathematics for example, are finding the work too easy and so are making less progress than they might. Only relatively rarely do teachers adjust their future plans as a result of such experience. One notable exception to this is in the nursery, where teachers have effective procedures for assessing the attainment in all areas of learning and so provide efficiently for the needs of individuals. The assessment of reading is inadequate. Teachers record the books pupils read but do not note specific problems which they encounter to enable action to be taken to eliminate weaknesses. Although children are assessed as they enter the school, the result of this assessment is not used effectively to vary the programme of activities for particular groups. However, there is good assessment of children with special educational needs or with English as an additional language, to whom additional support is allocated.
71. There are satisfactory procedures to monitor the academic progress of all pupils. Teachers mark pupils' work conscientiously, encouraging them by praising good work and genuine effort. In a few instances, teachers note progress that has been made so that pupils become more aware of their own learning. Only rarely, however, do they indicate the next stage so that pupils know what they need to do next. Samples of work in English, mathematics, science and information technology are collected into personal pupil portfolios each term and these provide a valuable record of the development of pupils' skills and understanding. Reports to parents give a good level of information.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

72. Parents have a high regard for the school. In response to the pre-inspection questionnaire, 97 per cent say the teaching is good and 96 per cent feel comfortable

about approaching the school with a problem. Parents say that the school effectively builds their children's self-confidence. Several parents draw particular attention to the improvement the school has made in information technology since the previous inspection. They appreciate the very wide range of sporting, musical, dramatic, art, and other extra-curricular activities the school provides. The previous report said that the majority of parents felt that the school welcomed them and valued their contributions. However, it added that a small minority did not agree. A parent interviewed during the present inspection expressed precisely the same concern.

73. Links with its parents are on balance satisfactory. Each term there are consultation meetings where parents discuss their children with the class teacher. A high percentage of parents come to these meetings. The school makes it easy for parents to meet the class teacher or headteacher informally at other times. It is very welcoming to new families. There are very high quality links with families whose children are joining the nursery. All receive a home visit and the children get the chance to meet their teacher. Links with parents of children with special educational needs and those with English as an additional language are good. The parents take an active part in the development and review of their children's individual education plans.
74. Parents' satisfactory support in lessons, homework and extra-curricular activities has a positive impact on their children's learning and development. The school introduced its home-school agreement at the start of the present school year and 70 per cent of parents have signed it. Parents play an important part in accompanying residential visits made each year by pupils in Years 5 and 6. However, the previous inspection reported an active parent-teacher association, with teachers giving good support at the events. The parent-teacher association is no longer in operation.
75. The school provides good information for parents. Families joining the nursery get a very helpful introductory booklet. The prospectus and the annual governors' report to parents are attractively written and clearly presented. The school has recently held meetings for parents on the Literacy Hour, information technology and the home-school agreement. Parents say they receive good-quality reports on their children. The reports strongly cover pupils' work in English and mathematics, and teachers take opportunities to set individual targets. However, teachers' comments on other subjects are very limited.
76. Parents make a satisfactory contribution to their children's learning at home and at school. The school makes good use of 30 parents who regularly come into the classes as volunteer helpers. In addition to hearing children read, parents with special skills help with mathematics and information technology. Parents also accompany visits to study geography or history in the local area. Many parents help with sports training and transport. Most parents of Key Stage 1 children hear their children read at home very often and encourage them well. However, arrangements for homework are inconsistent. All parents received the new homework policy at the start of this school year, and the home-school agreement helps to reinforce the school's expectations on homework. However, setting and marking of homework are not consistent in all classes. Several parents say they are not sure what homework their children should be doing.
77. Parents and carers are seen as partners in the education of pupils with special educational needs. They are invited to each termly review meeting and encouraged to contribute to their child's individual education plan. Home-school reading books provide links with parents on a daily basis.
78. The school involves itself very well with parents who have children with English as an additional language. It involves them in identifying their needs, providing appropriate support and advice, talking to them in their native languages, wherever possible, and

regularly reviewing and discussing their children's progress. Parents are able to contact teachers and support at any time they have concerns.

HOW WELL IS THE SCHOOL LED AND MANAGED?

79. The last inspection followed the difficult period of the merger of separate schools and the move to a new building. The report noted good management, a positive ethos and a sense of purpose for continuing improvement, but also identified minor weaknesses. Since then, the school has made significant improvements in respect of all the key issues that were identified.
80. The headteacher's effective management has enabled the creation of a welcoming, caring, happy atmosphere in which all pupils and staff are included and valued. The school is particularly adept at assimilating large numbers of new pupils from diverse backgrounds, a substantial proportion of whom arrive with few English language skills or none at all. The school strongly emphasises that all pupils should respect each other's qualities and beliefs and that high standards of behaviour should enable all to have an equal opportunity to learn in all parts of the curriculum. These aims are met well, and pupils feel at home in the school community. However, the aims of the school insufficiently emphasise the attainment of high academic standards and the pursuit of excellence. There is an emphasis on getting all pupils to a certain level of attainment, rather than encouraging individual pupils to aim at higher levels of attainment where they have the capacity to do so.
81. The school has a clear management structure which is mostly effective. All members of the senior management team, consisting of the headteacher, deputy headteacher and year co-ordinators, have clear roles and responsibilities, as have the subject co-ordinators. These are often linked to national initiatives and reflect the school's priorities well. For example, the co-ordinator for mathematics has been released from responsibility for teaching a class for the whole of this academic year in order to oversee the implementation of the National Numeracy Strategy. This has enabled her to monitor the teaching of mathematics and to provide good additional support for groups of pupils where appropriate. She has audited current practice and produced a useful report. In the previous academic year, the information technology co-ordinator had similar opportunities. There is currently little monitoring of teaching by other senior staff, however. As a result, there is less clarity about the action that needs to be taken to rectify weaknesses in the small number of instances of less effective teaching. Opportunities to spread the effect of the substantial amount of good and very good teaching are under-used.
82. Priorities in monitoring and providing support are not always well considered. The monitoring of literacy is not given enough emphasis. Although the National Literacy Strategy is comparatively new and the school was involved in it at an early stage, the English co-ordinator has almost no time to observe the teaching of this vital area of the curriculum, whilst substantial support is provided for some other subjects. Subject co-ordinators examine the planning of lessons and there are good arrangements to examine pupils' work on a regular basis. The identification of particular weaknesses leads only rarely to an adjustment in the emphasis of the programme of study. Co-ordinators manage resources for their subjects efficiently and there is suitable delegation of finances to enable them to make new purchases.
83. Currently, there is no formal system for the appraisal of teachers and the headteacher has not had his performance appraised for six years. However, there are good informal arrangements for teachers to discuss their work regularly with the headteacher. Work has begun on developing a professional development portfolio for each member of staff. The school values highly the contribution made by each member of staff.

84. The governing body is very supportive of the school. It fulfils its statutory duties well, apart from some omissions in the information it provides for parents in its annual report. Here, it fails to report on the success of the policy for special educational needs and on how resources are allocated to and amongst these pupils. The full governing body and its committees meet regularly and individual governors give generously of their time. Governors have initiated some important developments, such as the 'self-esteem pyramids' which seek to help pupils with social or emotional needs. They have begun to set targets for headteacher performance.
85. Overall, however, the governors play only a minor role in shaping the direction of the school. Their input into decision making is very limited. This is because their knowledge of the strengths and weaknesses of the school is over-dependent upon information provided by the school, particularly in matters relating to the curriculum. Although it is intended that each curriculum area should have a link governor, few such appointments have been made. Insufficient visits to classrooms are carried out to gain an understanding of everyday practices and problems. No criteria have been developed against which to measure the standards achieved by the pupils. This deficiency was noted in the previous inspection report.
86. The school's development plan covers the current academic year. It was written by the headteacher and staff and submitted to the governors for approval. No consultation with parents took place as the plan was drawn up. There is an outline plan for the following two years, but many of the elements within it represent a continuation of the current plan. The plan gives suitable priority to the implementation of literacy and numeracy initiatives. A lengthy appendix contains action plans drawn up by each subject co-ordinator. This ensures that no area is neglected, but many plans relate only to the maintenance rather than to the development of the subject. The development plan represents the headteacher's and staff's response to the short-term needs of the school. It fails to incorporate a longer-term strategic overview arrived at as a result of a dialogue between staff, governors and parents about the direction in which the school should be developing. As a result, there is no assurance that the well-written action plans address the most important issues.
87. The arrangements to monitor the implementation of the plan are insufficiently detailed. There is no indication of how the monitoring is to be carried out and by whom. Some of the success criteria to be applied are not specific enough. For example, the success criterion of 'improvement' does not provide any means by which to measure how successful the action has been.
88. The overall quality of the school's financial management is satisfactory and there are many strong features. The development plan clearly indicates the amount of finance to be allocated to each initiative. A large sum has been spent wisely and carefully on information technology, one of the main priorities of the plan, and extra funding has been allocated to mathematics to allow the National Numeracy Strategy to be implemented successfully. The school uses the specific grants it receives very effectively, often supplementing them from its own funds. Thus amounts allocated for pupils with special educational needs, the 'Ethnic Minorities Achievement Grant' and a grant to enhance social inclusion have all been used well.
89. The management of special educational needs is good. The co-ordinator for special educational needs is appropriately experienced and qualified. There is a shared commitment to improvement, and all the targets identified in the action plan are in place. Regular monthly meetings with class teachers ensure that pupils' individual education plans are regularly reviewed and pupils' progress monitored. The co-ordinator provides support and guidance for all staff and monitors and evaluates the quality of teaching for

pupils with special educational needs across the school. She liaises effectively with external agencies and local education authority support services. She leads an effective team of special support assistants who all have access to regular in-service training, for example courses on behaviour management; one member of staff has recently gained an external qualification in special educational needs support.

90. The school, through the good auspices of the teacher, who co-ordinates the work for pupils with English as an additional language, and the support assistant, very effectively manages provision for these pupils. There is a very good team approach amongst staff that supports the good levels of provision for identified pupils well. Specific grants from the 'Ethnic Minorities Achievement Grant' are prudently and well used. The school has appropriately identified a need for further support staff to meet the increasing number of pupils who have English as an additional language. To meet this need, it has proportioned extra funds to supplement the inadequate 'Ethnic Minorities Achievement Grant'.
91. Despite the very good efforts of the two specialist support staff, other support staff and teachers across the school to meet the needs of all pupils to acquire a competence in the use of spoken and written English, there are some pupils who have reasonable levels of English acquisition who could still benefit from further specialist support if it was available. This means that children in the nursery, due to the present over-commitment of the specialist support staff across the school, do not always receive the specialist support they need. The school has appropriately targeted provision with its present low levels of specialist support in the reception year across the school at Key Stages 1 and 2 and on below-average groups, providing some of its own funds to do so.
92. When making purchases, the school applies 'best value' principles, ensuring that it receives high-quality goods and services. The governing body has recognised its need for training in this area and is arranging for members to attend relevant courses when they are available. The school does not challenge itself sufficiently about the services it provides. For example, it does not assess how effectively it deploys staff or uses their time. The large reception classes have no full-time support assistant and this limits the progress pupils in these classes make in their learning. Staff with particular expertise have insufficient opportunities to benefit pupils beyond their own class.
93. Staffing and resources are satisfactory overall, but accommodation is unsatisfactory in relation to the amount of space for the numbers on roll. The school has a sufficient number of well-qualified and experienced teachers to meet the needs of the curriculum for all pupils, including those with special educational needs and those with English as an additional language. Co-ordinators have been appointed for all subjects, for special educational needs and for English as an additional language. Support staff give very good support to pupils with special educational needs and to those with English as an additional language. In the nursery, children under five receive excellent support from a well co-ordinated team of teachers and nursery nurses. However, there is insufficient support in the reception classes to deliver the full curriculum. Staff development is linked both to the needs of the curriculum and to personal development. The procedures for newly-qualified teachers are satisfactory.
94. Learning resources are sufficient in quantity and quality for mathematics, English, science, information technology, religious education, geography, and physical education, but some of the books in the library for pupils in Key Stage 2 are old and unattractive. Resources for history, design and technology, music and art are good. Art materials are of a high quality and have an impact on the standards pupils achieve. Resources for the under-fives are very good.

95. Although the quality of the accommodation is good, it is too small for the numbers of pupils on roll. Rooms and spaces designed for other purposes have to be used for teaching because there are not enough classrooms. The open-plan nature of the school can result in classes being disturbed or distracted by neighbouring classes. The nursery accommodation provides good provision for both indoor and outdoor activities, contributing to effective learning taking place.
96. Although accommodation is too limited for the number of pupils, the school makes good use of most of it. An exception is the library, which unfortunately has to act as a thoroughfare as well as a teaching space for small groups. It is insufficiently used by pupils for independent study or to practise information retrieval skills. Resources for learning are mostly used very well and teachers are skilled in developing their own resources.
97. Financial controls and administration are good. The office manager, supported by an assistant, uses new technologies as a normal part of her everyday work. As the first point of contact for most visitors, she presents an efficient image of the school. She carries out her tasks unobtrusively and supports the objectives of the school well. She works in an effective partnership with the headteacher, and there is a clear designation of responsibilities in areas such as the ordering and accounting procedures. There are suitable back-up systems in the event of computer failure. A recent audit report found overall controls and procedures to be entirely satisfactory, but noted that the headteacher continued to have full voting rights on the governors' finance committee. This is inappropriate as he is the person responsible for drawing up the spending plans of the school. This arrangement was also criticised in the 1996 audit report.
98. Although the levels of attainment in Cann Hall Primary School remain below the national average, pupils make very good progress through the school. The quality of teaching is good and pupils display positive attitudes. Unit costs per pupil are low for a school in the London area. Overall, therefore, this is an effective school that provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

99. In order to improve the quality of education and the standards achieved, the headteacher staff and governors should:
- (1) raise standards in English and mathematics by the end of Key Stage 2 by:
 - improving the quality of teaching in the small proportion of lessons where it is unsatisfactory;
 - the effective monitoring of teaching;
 - monitoring the progress made in achieving the school's stated targets;(paragraphs 8, 9, 117, 118, 127, 136)
 - (2) improve the quality of teaching at Key Stage 1 by:
 - ensuring that lessons proceed at a brisk pace;
 - ensuring that the quality of discipline is improved;
 - ensuring that the quality of relationships between pupils and teachers is improved;(paragraphs 27, 30, 33, 124, 136, 172)
 - (3) improve the monitoring and evaluation of school procedures and standards by:
 - more detailed analysis of results of evaluation of the monitoring of teaching and linking this information to clear target setting;(paragraphs 81, 82)
 - (4) develop the strategic role of the governing body by:
 - raising their awareness of matters relating to the curriculum;
 - involving them more in the decision-making process;
 - developing criteria against which the standards achieved by pupils can be measured;(paragraphs 85, 86, 87)
 - (5) improve the assessment of pupils' performance by:
 - more-detailed analysis of the National Curriculum assessments in relation to strengths and weaknesses in individual and year group performance;(paragraphs 35, 69, 70, 125)
 - (6) work with parents and pupils to improve levels of attendance.
(paragraphs 16, 64)

THE HEARING-IMPAIRED PROVISION

100. The provision for pupils with hearing impairment is very good and is a strength of the school.
101. The specialist-designated provision for hearing-impaired pupils is well managed. The co-ordinator for external services has overall management responsibilities for the unit. However, the day-to-day management of hearing-impaired pupils is the responsibility of the peripatetic teacher for hearing-impaired pupils within the school. His role is to co-ordinate the necessary specialist teaching and ensure that appropriate support is in place for each of the pupils. This is done very effectively through the close working arrangements with class teachers and support staff. There is a shared commitment to enable all pupils to have full access to the National Curriculum, and effective planning ensures that work in withdrawal sessions supports the curriculum where ever possible.
102. The co-ordinator works closely with staff to plan lessons. For example, clear guidance is given to teachers on integrating hearing-impaired pupils within the Literacy Hour. This ensures that they are fully included within the strategy and work qualitatively with the teacher in small groups. Specialist support teachers also provide training on hearing aids, and advice and information on hearing impairment for staff.
103. All of the teaching by the specialist support teachers is good with some very good features and this results in pupils making good and often very good progress. Teachers have a good knowledge and experience of teaching hearing-impaired pupils and pupils with language difficulties. They use signing sensitively and effectively to support pupils' aural language. Where teaching is very good, there is focused, advance planning to support mainstream lessons. Clear, measurable learning targets are used to plan teaching support and there is good teaching of the independent management of hearing aids. In class and in withdrawal sessions, there is a very good use of questioning to assess how much the pupil has learnt and understood, and work is well adapted to the exact level of the pupil's new learning. Useful notes are made in the class and these are given to pupils to support their homework. In science lessons, team teaching ensures that very good use is made of the expertise of the specialist support teacher when pupils learn about the senses.
104. Planning, assessment and record keeping are seen as a continuous process and are made possible through the close liaison between the specialist support teacher and class teacher. All children within the unit have a statement of special educational need that is reviewed annually with parents, carers and pupils. All the provision identified on the pupils' statements is in place. Detailed individual education plans identify clear targets and specify the necessary resources and strategies required. Plans are regularly reviewed and pupils' progress is monitored closely. Additional individual plans are prepared by the speech therapist. These target pupils' speech and language development and ensure that pupils make maximum gains in developing their expressive language skills.
105. The level of what pupils understand within the classroom in terms of their hearing and understanding of the language is carefully assessed. The specialist support staff, educational audiologist and speech and language therapist work closely together and pupils' progress reports reflect a clear assessment of what they know, understand and can do. Each lesson is monitored and recorded to ensure that pupils are making maximum progress. In addition to the pupils' annual report, parents and carers receive two additional progress reports. These contain information on hearing and the hearing aid worn, communication, social development and general comments on pupils' academic and personal progress.

106. There is good support for pupils with behaviour difficulties arising from frustrations of having a hearing impairment. Teachers and support assistants discuss appropriate strategies for supporting pupils' behaviour, and mainstream and specialists teachers work very effectively in class to support them. Pupils with hearing impairment have very positive relationships with their hearing peers. They work well in class and concentrate well on their tasks. They show enjoyment in lessons and readily ask and answer questions. They have good personal development and learn to be independent managers of their hearing aids. They are very effectively integrated throughout the school and show a mature attitude in lessons.
107. There are very strong links with parents and carers, and appropriate advice and support are provided through home visiting and regular meetings. Home-school books help families to understand their child's experiences at school and support effective communication between home and school. All parents and carers are encouraged to take an active role in implementing their child's individual education plan and invited to contribute to both regular termly reviews and annual review meetings.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|-----|
| Number of lessons observed | 108 |
| Number of discussions with staff, governors, other adults and pupils | 130 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 5 | 23 | 44 | 21 | 5 | 2 | 0 |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 40 | 549 |
| Number of full-time pupils eligible for free school meals | | 252 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 13 |
| Number of pupils on the school's special educational needs register | 25 | 161 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 258 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 78 |
| Pupils who left the school other than at the usual time of leaving | 38 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 7.7 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 1999 | 47 | 38 | 85 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC Level 2 and above | Boys | 27 | 29 | 34 |
| | Girls | 34 | 35 | 35 |
| | Total | 61 | 64 | 69 |
| Percentage of pupils at NC Level 2 or above | School | 72 (77) | 75 (81) | 81 (92) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 2 and above | Boys | 31 | 36 | 34 |
| | Girls | 35 | 36 | 33 |
| | Total | 66 | 72 | 67 |
| Percentage of pupils at NC Level 2 or above | School | 78 (85) | 85 (90) | 79 (88) |
| | National | 82 (81) | 86 (85) | 87 (86) |

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 1999 | 46 | 39 | 85 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 4 and above | Boys | 17 | 19 | 34 |
| | Girls | 27 | 25 | 35 |
| | Total | 44 | 44 | 69 |
| Percentage of pupils at NC Level 4 or above | School | 52 (55) | 52 (49) | 81 (69) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 4 and above | Boys | 16 | 18 | 32 |
| | Girls | 28 | 25 | 35 |
| | Total | 44 | 43 | 67 |
| Percentage of pupils at NC Level 4 or above | School | 52 (55) | 51 (49) | 79 (69) |
| | National | 68 (65) | 69 (65) | 75 (71) |

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 100 |
| Black – African heritage | 75 |
| Black – other | 53 |
| Indian | 42 |
| Pakistani | 69 |
| Bangladeshi | 36 |
| Chinese | 3 |
| White | 145 |
| Any other minority ethnic group | 49 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | | |
| Black – African heritage | | |
| Black – other | | |
| Indian | | |
| Pakistani | | |
| Bangladeshi | | |
| Chinese | | |
| White | | |
| Other minority ethnic groups | | |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 28 |
| Number of pupils per qualified teacher | 19.6 |
| Average class size | 29 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 10 |
| Total aggregate hours worked per week | 242 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 2 |
| Number of pupils per qualified teacher | 20 |

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 65 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 10 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|--------|
| Financial year | 1998/9 |
|----------------|--------|

| | £ |
|--|-----------|
| Total income | 1,205,300 |
| Total expenditure | 1,181,306 |
| Expenditure per pupil | 1,857 |
| Balance brought forward from previous year | 8,009 |
| Balance carried forward to next year | 32,003 |

Results of the survey of parents and carers

Questionnaire return rate 11.7%

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 589 |
| Number of questionnaires returned | 69 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 69 | 26 | 3 | 1 | 1 |
| My child is making good progress in school. | 60 | 34 | 1 | 1 | 4 |
| Behaviour in the school is good. | 49 | 41 | 6 | 1 | 3 |
| My child gets the right amount of work to do at home. | 47 | 30 | 19 | 0 | 4 |
| The teaching is good. | 64 | 32 | 1 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 55 | 38 | 7 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 68 | 29 | 1 | 1 | 1 |
| The school expects my child to work hard and achieve his or her best. | 54 | 36 | 3 | 0 | 7 |
| The school works closely with parents. | 57 | 34 | 6 | 0 | 3 |
| The school is well led and managed. | 66 | 26 | 3 | 1 | 4 |
| The school is helping my child become mature and responsible. | 49 | 35 | 9 | 0 | 7 |
| The school provides an interesting range of activities outside lessons. | 47 | 30 | 12 | 1 | 10 |

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

108. Children enter the nursery at the age of three with well below average levels of attainment, especially in the key area of language and literacy. Many are placed on the school's register of special educational needs, with others entering the nursery with English as an additional language. Children succeed in the nursery, make very good progress in their learning and are on target to meet the expectations of the Desirable Learning Outcomes by the time they transfer to reception. On transfer, children are joined by others from another local nursery school. Very good progress is maintained and by the age of five the majority of children achieve in line with the expectations of the Desirable Learning Outcomes.
109. Children make very good progress in their learning in the area of personal and social development. They adapt quickly to the day-to-day life of the nursery and show great confidence. Each morning they come in happily and readily settle to activities with an adult or other children or by themselves, for example looking at books or completing jigsaws. Children relate well to each other and good friendships are formed. Teachers, nursery nurses and all support staff relate exceptionally well to the children and this has a significant impact on children's sense of security and the quality of their learning in the nursery. On transfer to reception, children adapt to their new classes well and take part in the life of the main school, including attending assemblies. They are secure, confident and happy and continue to make very good progress in their learning.
110. In language and literacy, children achieve well and make very good progress. By the time they leave the nursery, many write their name unaided and are accurate in copying sentences written for them by adults. In work linked to 'The Three Little Pigs', children dictate sentences for their teachers to write, for example "The straw house fell down because it was not strong enough". In reading, they know about authors and illustrators, and how pictures can help them tell the story. Many are confident in predicting what will happen next in a story. Children know that books are read from left to right and that print conveys meaning. Children are given many opportunities to develop their speaking and listening skills. In reception, children build well on their language and literacy skills. Most are on the early stages of the school's commercial reading scheme and they take great pride in reading their key words, which they learn as homework. Many are confident in attempting to write sentences unaided. Speaking and listening skills develop well through effective question-and-answer sessions.
111. Mathematics skills develop well and children make very good progress in their learning. By the time they leave the nursery, children read, write and order numbers to 10. Higher-attaining children know that $2+3=5$. They identify common two-dimensional shapes, including 'square', 'rectangle' and 'circle'. They match shapes and colours successfully. Children develop a good understanding of comparative measures including 'long' and 'short'. In reception, children read, write and order numbers to 20. They understand how to find 'one more than' and 'one less than'. In registration periods, many work out accurately that if there are 30 children in the class and two are away, then 28 are present; this develops their mental arithmetic skills well. They recognise and match three-dimensional shapes including, 'cube', 'cone' and 'sphere'. Their understanding of comparative measures develops well and they understand 'full', 'half full' and 'empty'.
112. Children develop a good knowledge and understanding of the world. In science, through the study of 'The Three Little Pigs', they compare materials and explain confidently why bricks are the best material to use. They understand that materials change when they

are cooked and they explore with enthusiasm floating and sinking, magnets and magnifiers. Design and technology skills develop well through the use of construction kits and recycled materials to build models of houses in straw, wood and bricks. Children are confident in using the computer, especially in using the mouse to 'click' and 'drag' in a program where they have to 'dress a teddy'. Through discussion and looking at books they develop a good understanding of farms and farm animals and they know, for example, that baby pigs are 'piglets'. In reception, children label accurately the key parts of the body including 'neck', 'arm', 'leg', 'hand' and 'foot'. They know about the skeleton and they sort accurately foods which are healthy and unhealthy. In geography they identify key features of the locality including the park, shops and the church. Historical skills develop well and children's understanding of chronology is developed through the sequencing of events in stories. Information technology skills are further developed when pupils use a program into which they enter commands to make a character 'hop', 'run' and 'jump'.

113. Creative development is good and children enjoying the learning activities provided. In the nursery they make realistic 'pig faces' from card, paint and tissue paper. They use clay creatively to make very good three-dimensional models of pigs, complete with curly tails. They use commercially-produced bricks in printing imaginative patterns and they enjoy blow painting. Paint is used well and colourfully in portraits and in their paintings in the style of illustrations from the book 'The Lord of the Dance' (African folk tale). Creative skills are developed well in reception, with pupils painting bright, colourful pictures of daffodils.
114. Physical development is good in the nursery, but only satisfactory in reception, as the under-fives have no opportunities for regular outdoor play. In the nursery, children benefit from the opportunity each day to play outdoors on wheeled toys and to climb and tunnel. In reception, children join their classmates for physical education lessons in the hall and they develop good skills in gymnastics, including using space well and developing curling and stretching sequences.
115. The quality of teaching is very good in the nursery and good in reception. In the nursery, teachers, nursery nurses and support staff plan a very effective curriculum which contributes to the high quality of learning and the very good progress children make. The needs of young children are clearly understood, particularly of those with very low levels of language acquisition. Teachers have a very good understanding and knowledge of teaching the key skills of language and literacy, including the use of phonics and reading skills. Great emphasis is placed on developing children's speaking and listening skills through effective story times and high-quality questioning in group and individual sessions. There is a very good range of well-planned activities and activities which the children choose for themselves. Nursery nurses and support staff make a significant contribution to children's learning. In reception, children are taught key literacy and numeracy skills well, which contributes to the success with which they progress on the reading scheme.

ENGLISH

116. In the 1999 national tests at the end of Key Stage 1 in reading, the proportion of pupils reaching the expected Level 2 and the higher Level 3 was well below the national average. In writing, the proportion reaching Level 2 was well below the national average, but that of those reaching the higher Level 3 was above the national average. The school's 1999 results were significantly below those of the previous two years and were the result of significant numbers of pupils entering the year group during Year 1 with special educational needs and attainment below expectations. Trends over time have shown an improvement in results greater than the national level. Inspection evidence

shows that these pupils now attain at levels in line with national expectations in lessons, which represents good progress due to consistently good teaching. Even with results lower than those previously achieved in comparison with schools with pupils from a similar background, based upon the proportion of pupils eligible for free school meals, the overall attainment is in line with the national average in reading and above in writing. Inspection evidence shows that, at the end of Key Stage 1, attainment levels in reading are above average, and in writing are average.

117. In the 1999 national tests at the end of Key Stage 2 in English, the proportion of pupils reaching the expected Level 4 was well below the national average, and for those reaching the higher Level 5 it was below average. The school's 1999 results were similar to those of previous years. The progress of pupils who leave and join the school at points during the key stage is adversely affected, as is the school's overall average. Often, pupils join the school with limited English, as it is an additional language for them, and many have special educational needs. The school monitors very carefully the overall impact of pupil mobility on standards and this shows that pupils remaining in the school for both key stages make good progress and attain higher standards. The school manages this flow of pupils very well. The pupils currently in Year 6 achieved standards below national averages in reading and well below in writing at Key Stage 1 in national tests. Inspection evidence shows that these pupils now attain at levels above national expectations in reading, but below in writing and in lessons, which represents improvement over time from being well below at Key Stage 1. In comparison with pupils in schools with a similar background, based upon the proportion of pupils eligible for free school meals, pupils' overall attainment was in line with the national average.
118. Inspection evidence shows that across the school standards of reading are above average. At the end of Year 6 and over the key stage standards in English are below average, but progress in lessons is good due to consistently good-quality teaching. Standards of writing, spelling and handwriting are also below average, but are improving over time, particularly earlier in the key stage, due to greater focus on the teaching of handwriting, presentation and finishing work. This represents an improvement since the time of the last inspection, where there was a lack of systematic teaching of handwriting and spelling.
119. The effective teaching of the National Literacy Strategy is having a positive impact on the consistency of teaching and planning, raising expectations and ensuring good progress in lessons. There are variations between year groups, but girls achieve higher results than boys in both key stages, which is the national trend. This is also seen in some lessons where girls have better attention spans, concentrate for longer and listen more carefully to the teacher. Pupils with special educational needs and those learning English as an additional language achieve in line with their abilities. By the time they leave the school, pupils speaking English as an additional language achieve standards in line with national expectations. Pupils with special educational needs, and those for whom English is an additional language, make good progress. Instances of good progress for pupils with special educational needs were seen during the inspection, where the quality of teaching in the Literacy Hour was excellent. A particular feature was the natural but constant reinforcement of understanding through explanation, development and the use of a wide range of vocabulary to ensure that all pupils understood the topic of discussion and learnt that an idea can be phrased in many different ways. Pupils receive very good support from classroom assistants within lessons and this enables them to achieve very well alongside their peers.
120. Pupils make sound progress in speaking and listening, and develop their confidence and skill, but standards remain below expectations at the end of Key Stage 1. They make good progress during Key Stage 2, with most pupils articulate and clearly able to express

their opinions in a range of contexts, especially when talking about their preferences in reading. Progress in speaking is good because, in most lessons, pupils have many opportunities to speak at length when answering questions or volunteering opinions. They respond with sensible and relevant contributions. Excellent teaching promotes pupils' understanding and discussion. A very strong feature is the natural extension of the words they use through further amplification and explanation to ensure that all understand what is being discussed. For example, in Year 3 when discussing their opinions of characters in a modern fairy tale, pupils draw comparisons with characters usually portrayed in traditional fairy tales. Standards and progress in listening skills are good throughout the school. Most pupils listen to their teacher and their peers politely and often intently during text work. Most teachers have high expectations that pupils will listen. However, where there was too little concentration on this in a Year 6 lesson, pupils failed to understand the task fully and the time they had to complete it and this resulted in insufficient progress in the lesson.

121. At the end of both key stages pupils' reading is above the national average. At Key Stage 1 pupils learn, through their Literacy Hour reading sessions, to identify vocabulary which gives them a clue to how the character is feeling. For example, in a Year 2 lesson pupils discover that Goldilocks' behaviour is described as stomping, swatting and kicking, and they rightly conclude that she is in a bad mood and through skilful questioning go on beyond this to describe her as angry, selfish and naughty. They understand terms such as 'author' and 'illustrator' but have few library skills. Pupils read their reading books confidently, accurately and with increasing fluency. By the end of Key Stage 2, pupils read with growing understanding, have different strategies for reading new words and good library skills. Older pupils know how to scan text for information and are confident with the use of contents and index pages, and glossaries. There are many opportunities outside the Literacy Hour for pupils to read and there is a clear enjoyment of books and reading. Pupils make good progress in reading throughout the school. They practise reading aloud and regularly take books home to read. Teachers listen to pupils read and keep a record of what they have read. However, the quality of what is recorded is very variable and better in Key Stage 1, where specific comments about strategies used and the quality of reading are included. In the best practice, teachers record how well pupils are doing on their home records and give targets for improvement.
122. Standards in writing at Key Stage 1 are average, but few pupils are achieving above average levels as there is insufficient use of vocabulary to provide interest and variety. Pupils complete the tasks given during the Literacy Hour, but there are insufficient opportunities for creative writing to allow them to apply their knowledge and skills. They use full stops and capital letters accurately. They spell correctly regular and common words such as 'said' and 'went'. Their handwriting becomes appropriately proportioned and they are developing a joined style of writing. The quality of pupils' writing by the end of Key Stage 2 is below expectations. Pupils in Year 6 write using paragraphs and speech marks and are beginning to introduce plot and character development with the use of writing strategies such as flashbacks. However, there is only limited use of extended vocabulary and description, and the quality of their handwriting is joined but often lacking fluency and consistency of style. A strong focus earlier in the key stage is ensuring that standards of presentation are rising. There are good opportunities, particularly in Key Stage 2, to write for a variety of purposes and writing is being developed well through other subjects, particularly history and science.
123. Pupils' attitudes to work are good throughout the school. They enjoy the Literacy Hour and are interested in the texts they read. They behave very well throughout most lessons. They listen attentively and work quietly, with good levels of concentration and diligence. Most pupils take care with the presentation of their work. They show initiative and ask sensible questions to gain information and improve their work, but work well on

independent tasks for most of the sessions.

124. The quality of teaching of the Literacy Hour is consistently good, with examples of very good teaching at both key stages and some excellent teaching in Key Stage 2. Both excellent lessons were seen in Year 3 and a particular feature of the teaching is the teachers' enthusiasm, which generates a keen interest in the work and an excellent working ethos. Extensive use of vocabulary and discussion aids pupils' understanding of the text they are reading and very good use is made of the plenary session to reinforce the teaching points of the lesson. Where the quality of teaching is good and often very good, teachers' subject knowledge is good. They have high expectations of pupils' behaviour and attitudes to work, and manage their classes very well. Five per cent of teaching in Key Stage 2 is poor, represented by one lesson in Year 6. However, 18 per cent of lessons in Key Stage 1 are unsatisfactory, representing two lessons in Year 1. Where teaching is poor a lack of clarity in explanations leaves the pupils unsure of what they are expected to do, and a lack of time restriction means the objective of writing two paragraphs at the speed required for this age group is not met. Pupils are unaware of the teachers' expectations and too much inattention is tolerated. The lesson presents insufficient challenge to most pupils and consequently they make little progress in the lesson. Where teaching is unsatisfactory there is some insecurity of knowledge and an over-reliance on the plan, resulting in a slow pace to the lesson. There is too much time spent on explanations to pupils sitting on the carpet, which leads to inattention and too little time for pupils to achieve any written work of substance. The tasks do not challenge pupils' abilities and, together with the slow pace, result in insufficient progress being made in the lesson.
125. Teachers are well prepared and plan thoroughly. In some plans, the clarity of recording what pupils are expected to learn is limited and insufficiently linked to assessments of what pupils learn from the lesson and can demonstrate. Effective monitoring of planning by the co-ordinator has led to greater consistency. There has been a very positive response to the Literacy Strategy and it is working well. The co-ordinator is very knowledgeable, keen to develop the subject area and well aware of current weaknesses. These include: a lack of sufficient detailed analysis of data; a lack of adjustment to the targets to reflect pupil mobility; insufficient marking for improvement and regular assessment; and inconsistencies in planning and record keeping. The literacy governor is relatively new, but is keen and enthusiastic. There has been insufficient monitoring of teaching and learning in this initiative and no time given to the co-ordinator to watch and work alongside others in an area of the school's work where there is clear underachievement in writing. The use of the skills of the co-ordinator is underdeveloped.

MATHEMATICS

126. In the 1999 national tests for seven-year-olds, about four pupils in every five reached the expected Level 2. About one in eight pupils reached the higher Level 3. These results represent a decline from the very good results obtained in 1998, but are close to those of similar schools. From 1996 onwards, results have steadily improved compared to national averages. The group of pupils tested in 1999 was a weaker cohort with a higher number of pupils with special educational needs. The present Year 2 group, on the evidence of the inspection, is expected to reach levels broadly in line with the national average. Although there are a large number with special educational needs or with English as an additional language, good standards of teaching using the National Numeracy Strategy, particularly in Year 2, are having a significant effect in promoting better learning.
127. National Curriculum assessment results at the end of Key Stage 2 in 1999 indicated that just over a half of the pupils achieved the expected Level 4, with about one in eight

reaching the higher Level 5. This was well below the national average, although, in absolute terms, the results were higher than in 1998. It was also below the results of similar schools. The group tested in 1999 included more than 10 pupils with statements of special educational need relating to learning difficulties. This summer the present group of pupils in Year 6 is expected, on the evidence of the inspection, to perform slightly better, although still below national average levels.

128. The school experiences a considerable challenge as it seeks to raise further the level of attainment in mathematics. A comparison with schools having the same proportion of pupils receiving free school meals does not give a complete picture. There is a high percentage of pupils speaking English as an additional language. Many pupils arrive and depart during the course of each year and a significant proportion of these are refugees. Comparatively few pupils spend the whole of their primary school life at Cann Hall. As progress in mathematics is more dependent than in most subjects on a carefully structured and progressive programme of study, all these factors depress the level of attainment. The hardworking teaching and support staff, using the structure provided by the Numeracy Strategy, are having a considerable impact upon the pupils' learning, enabling very good progress to be made from the low levels of attainment at entry to the school.
129. In the reception classes, pupils make very good progress as they learn numbers to 10 and beyond. Most of them recognise written numerals up to five and know what circles, squares, rectangles and triangles look like. The quality of teaching in these classes results in good learning by the pupils. A variety of methods, including singing number rhymes and songs, contribute to a steadily increasing knowledge of numbers. Teachers provide individually tailored tasks for pupils in their workbooks. They build pupils' confidence well in plenary sessions as pupils show the work they have completed. Pupils with special educational needs also make good progress with the assistance of the support staff provided in this subject.
130. Pupils from Year 1 to Year 6 are arranged in ability groups to learn mathematics. In the Year 1 classes, progress is satisfactory. Most pupils recognise numerals up to 20 and answer questions such as 'What is three more than nine?' correctly. They begin to understand that the weight of objects can be compared using a balance. More-able pupils are learning effective strategies to add small amounts of money. However, in some groups teachers are insufficiently aware of the level of each pupil's understanding. They provide work that is too easy or fail to provide more challenging tasks when pupils have already demonstrated that they have achieved the learning that was originally intended.
131. By the end of Key Stage 1, most pupils know their addition and subtraction facts up to 10 and many know them up to 20. They have a developing understanding of tens and units, enabling them to add or subtract 10 to any number below a hundred. These pupils have a good knowledge of three-dimensional shapes and use vocabulary such as 'faces', 'edges' and 'vertices' correctly. They identify right angles and measure in centimetres with increasing accuracy. Teachers of pupils in Year 2 use a wide variety of teaching methods. Their use of whole-class teaching is particularly good, but they also support individuals well. They use praise and encouragement to celebrate effort as well as success. This leads pupils to take a pride in their work, evident in the high standards of presentation most of them achieve. Occasionally, however, learning is limited by a slightly slow pace or by the failure to recognise quickly enough that all or most pupils are ready to move on to new work. Pupils throughout the key stage have positive attitudes to the subject and almost all behave very well.

132. Younger pupils in Key Stage 2 continue to make good progress in their learning. By Year 4, pupils have developed ways to add together a set of numbers, such as starting with the largest number, using their knowledge of doubles and finding numbers which add up to 10. They understand the inverse nature of addition and subtraction and of multiplication and division. They use both analogue and digital recording of time and measure in centimetres and millimetres. Pupils use and apply much of their growing knowledge in simple investigations, such as finding the frequency of dice totals. They handle data well, constructing and interpreting block and line graphs. The pace and effectiveness of learning show some variations within the classes in these two age groups. Most teachers adopt a lively approach to maintain pupils' interest. They promote learning effectively by helping pupils to formulate their own strategies and to record findings clearly. As a result, pupils work eagerly, like the subject and know the ways in which they have improved. In a few classes, pupils make less rapid strides in learning. Teachers spend too much time with a small group, so that other pupils lose interest in the task. Some work given to more-able pupils fails to move their learning on at a rapid enough pace. This happens when the task is too easy or too much time is given in which to complete it. An example of this was an exercise given to more-able pupils to find as many totals as possible by adding four adjacent single-digit numbers on a grid. The activity took a long time and the numbers used were too small to extend pupils' use of strategies for adding.
133. By the end of Key Stage 2, most pupils know their multiplication tables, calculate averages and use inverse operations as a check. They know how to work out the decimal equivalents of fractions. Work on shape and measures is well advanced with, for example, pupils able to construct triangles accurately using rulers and protractors. They understand basic concepts relating to probability, successfully placing events on a probability scale from zero to one. Higher-attaining pupils use co-ordinates in all four quadrants and understand scale. Those with lower levels of attainment, most of whom have special educational needs in the subject, multiply by 10 competently and work out the perimeters of simple shapes, but their definitions of two-dimensional shapes lack sophistication. Some pupils with very low levels of attainment count on or back in tens from any two-digit number and are beginning to use the correct notation when writing amounts of money.
134. In most classes, older pupils in Key Stage 2 make good progress in their learning. This is notably true in the Year 5 groups. For example, in a lesson on equivalent fractions, the teacher gave a very clear and progressive explanation using a previously prepared display. This was combined with very good class management, including some focused teaching of smaller groups. As a result, pupils responded with high levels of concentration and enthusiasm, making significant gains in understanding. The learning of lower-attaining pupils in Year 6 is enhanced by dividing the group into two sets taught by teachers, including the co-ordinator for special educational needs, with a high level of expertise in teaching such pupils. On some days the subject co-ordinator also teaches a group taken from the average-attaining pupils. All these teachers are particularly adept at increasing the self-esteem of their pupils, encouraging them to attempt instead of giving up and to evaluate their own success in completing the task. This has a very positive effect on the pupils' motivation and leads to more-successful learning.
135. Most pupils in this key stage like mathematics. They enjoy the challenge of competing against the clock and show good levels of concentration and persistence. Their ability to work in co-operation with others is good. Challenging behaviour is rare except in a few instances where there are insufficiently high expectations of good behaviour.
136. The overall quality of teaching in both key stages is good. About two thirds of lessons observed were judged to be good or very good, with most of the very good lessons occurring in Key Stage 2. Most of the remaining lessons were satisfactory, but there

were three unsatisfactory lessons. A common feature of the best lessons was effective planning which included opportunities to assess gains in learning, tasks to extend and challenge all pupils, and relevant homework tasks. Other features included a calm approach, good management of pupils and good subject knowledge, which enabled teachers to be confident and clear in their delivery of information. In the unsatisfactory lessons, teaching often lacked logical structure or clarity. Planning failed to indicate exactly which activities were to be undertaken or why. Control of the class was occasionally weak so that pupils failed to attend, or was maintained with unnecessarily severe discipline.

137. For this school year, the co-ordinator for mathematics, an able and experienced teacher, has been released from the responsibility of teaching a class in order to oversee the implementation of the National Numeracy Strategy. This represents a considerable commitment by the school to ensuring the success of this new initiative. Before the year began, she conducted an audit of current practice and produced a useful report detailing her findings. Since September she has monitored the teaching of the subject and directed specific support, including her own work with a small group of Year 6 pupils, where she feels that the impact will be greatest. Also in Year 6, 'booster classes' have commenced to enable a group of pupils to attain Level 4. These pupils are taught effectively by two of the Year 6 class teachers before morning school begins.
138. The co-ordinator also monitors the planning carried out by teachers. She has noted that assessment procedures remain inadequate and is working to ensure that they improve. This is planned to ensure that all tasks are matched more precisely to the needs of individual pupils. There is a need for teachers experiencing difficulty in implementing the Numeracy Strategy to be given further advice and assistance and for the effect of the considerable amount of good teaching to be better disseminated throughout the school. An appropriate amount of additional finance has been allocated to allow resources to be improved. In addition, many teachers, especially in Key Stage 1, have produced their own good-quality resources. However, the library contains insufficient books of good quality to act as a stimulus to pupils to pursue their interests in the subject.

SCIENCE

139. **The results of the 1999 tests at the end of Key Stage 2 showed that the proportion of pupils achieving the expected level for their age was close to the national average. The percentage of pupils reaching higher standards was below the national average. However, when compared with the situation in similar schools, the number reaching the expectation of Level 4 is well above average and the proportion reaching the higher Level 5 is above average. An analysis of test results over a four-year period reveals that standards are close to the national average for all schools. Standards over this time have broadly followed the national trend, but the improvement in the 1999 results when compared with the 1998 results was less than that achieved nationally. Close analysis of the test results shows that the performance of girls is better than that of boys. This is at variance with the national picture. This is attributable to the attitudes to their work of a minority of boys. Whilst girls' concentration and effort are consistently good, some boys pay less attention, particularly during whole-class teaching sessions. The consequence of this is that they make slower progress and, ultimately, attain lower standards.**
140. **The evidence of inspection confirms that by the time they leave the school most pupils are achieving the standard expected for their age. However, a less than average number are achieving higher standards. Overall standards have improved slightly since the time of the last inspection, when no pupils had attained above**

average results in the most recent tests.

141. From an early age, pupils are encouraged to observe carefully. Throughout the school, work on experimental and investigative science is good. Pupils understand the principle of a 'fair test', and talk about the precautions necessary to ensure that their experiment remains valid. There is an appropriate emphasis placed on careful observation and recording and on using existing knowledge to predict what might happen. Teachers encourage pupils to think scientifically and allow them sufficient freedom to devise and conduct their own experiments to solve problems. By the time they leave the school, pupils have a thorough grounding in scientific knowledge and a firm platform of knowledge on which to build. They attain satisfactory standards in all the areas of science that they study. They have a good scientific vocabulary, which they use to clearly describe what they know. For example, when describing how sound is produced they use specific vocabulary, such as 'cochlea'. They understand the workings of the human body, and the importance of exercise and diet to maintain health. They understand that materials can be changed and that some changes are irreversible. They make and control electrical circuits and understand the principle of forces.
142. Pupils of all abilities make good progress as a result of the good-quality teaching they receive. Pupils with special educational needs, and those for whom English is an additional language, make good progress as a result of the good level of support they receive. Pupils make good use of their literacy skills to describe and explain what they are doing. In describing work on materials, pupils were able to draw on appropriate vocabulary, such as 'evaporation' and 'filtration'. Similarly, they both develop and use their mathematical skills in their science work. They learn the importance of accurate measurement using a range of equipment including thermometers and force-meters. They present their findings clearly, often in the form of charts and graphs. An appropriate emphasis is placed on developing the principles of scientific method and accurately recording findings. This is developed as pupils progress through the school. The youngest pupils record what they do and see through pictures; this leads on to completing a simple work sheet. Older pupils in Key Stage 2 record their investigations in a systematic way, drawing conclusions from the results.
143. Pupils display good attitudes towards their work. They work particularly well together in small groups during investigations, readily listening to each other's views and discussing sensibly. They handle equipment with care and show good levels of concentration and perseverance. Some pupils make very good use of their drawing skills to illustrate their work. The quality of written work is good and pupils take pride in the work they produce. A minority of boys occasionally misbehave. This impedes their progress.
144. The quality of teaching is good overall. However, there are variations and inconsistencies between individual teachers. The quality of teaching ranges from excellent to satisfactory and there are no mechanisms in place that allow the very good practice to be shared across the whole school. The monitoring and evaluation of the subject are good up to the planning stage, but there is insufficient regular monitoring of the quality of teaching to ensure that it is consistent. All lessons contain some effective direct teaching. Teachers often make particularly good use of questioning to guide pupils and to probe and deepen understanding. Teachers' planning is good and includes activities designed to aid pupils' learning in other subjects. In Year 3, for example, as part of their work on sound, pupils make drums, developing their knowledge and understanding of both music and design and technology. The specific expertise of teachers is used well. In a Year 3 lesson on how sound is perceived the hearing-impaired support teacher gave a clear explanation

and demonstration, making a valuable contribution to the pupils' understanding. Lessons are planned to allow pupils to use their knowledge in practical situations, for example by considering the insulating properties of materials to ensure that the teacher's coffee did not become cold. Work is pitched to the range of attainment of the pupils, including those with special educational needs, and has a clear purpose. This ensures that knowledge builds systematically on what pupils already know, understand and can do. Teachers set high expectations of behaviour and the effort they expect from pupils. Most lessons have a brisk and lively pace. Lessons have an appropriate mix of direct teaching and practical activity. Teachers make effective and safe use of available resources and encourage pupils to develop the skills of careful measurement and observation. They assess pupils' work thoroughly and use this information in planning future lessons. However, marking offers insufficient guidance to pupils on how to improve the quality of their work.

ART

145. The school has maintained the standards in art that were present at the last inspection, attainment being above that expected for pupils of similar age at the end of both key stages. Although the total time spent on art has been reduced, teachers use the available lessons well, teaching art in blocks and developing skills within a focused area at a time. The comprehensive scheme of work provides teachers with good support and this results in good teaching.
146. No lessons were observed in Key Stage 1 and therefore no judgement on teaching is made. Evidence is taken from a scrutiny of work on display and planning documents. In Key Stage 1, pupils start to learn the skills of observational drawing by studying flowers and recording their observations in pastels. Paint is used effectively in self-portraits. Through the key stage, pupils successfully express their ideas and record observations using a range of media, including clay. From the earliest age, pupils mix their own paint and blend colours. They know that a colour is lightened by the addition of white and darkened by adding black. Skills in colour mixing continue to be developed throughout the school. By studying an abstract painting entitled 'Woman in a Purple Robe', pupils develop their own pictures in a similar style, showing good detail and imaginative use of colour. Pupils use drawing skills effectively to support their work in other subjects; for example, a visit from a blind girl is recorded in detail through pencil and crayon drawings. Pupils are provided with good-quality materials with which to work and these have an impact on the standards achieved.
147. In Key Stage 2, pupils continue to develop their skills successfully through good teaching and an enthusiasm to learn. Pupils in Year 4 use line and tone through several media to effectively produce accurate drawings of vegetables. When drawing from observation, pupils are very well supported by critical guidance from teachers who skilfully praise and also give guidance to bring detail to pupils' attention. In a Year 6 lesson, pupils were drawing from life models covered in stockinette to create the effect of Henry Moore sculptures. As the teacher circulated, work was praised and then developed further by comments such as, "That is a good shape. Now use some tone or look where the fabric is being pulled." In Year 5, a series of well-planned lessons progressively build pupils' understanding of landscape painting. Pupils study the composition of watercolour landscape paintings and the skills that the artists have used. They then have the knowledge to plan their own compositions using a collage of tissue paper instead of paint.
148. In each series of lessons the detailed scheme of work supports teachers and ensures that all pupils acquire the knowledge and skills they need to produce work of a high standard. Teachers often effectively use a circle formation to introduce techniques, develop ideas or promote discussion at the start or end of a lesson. In one lesson, a plenary session was effectively used when pupils offered a critical analysis of each other's work. The support given by the curriculum co-ordinator in the form of team teaching is effective in supporting

teachers and promoting high expectations from all pupils, including those with special educational needs and those for whom English is an additional language. Pupils are provided with good quality materials and they respond to the expectation that they will produce high quality work. All pupils, including those with special educational needs and those for who English is an additional language, enjoy art.

149. Pupils respond well to teachers' acceptance of their ideas and efforts and they try hard to improve their skills. Pupils talk confidently about their work. For example, pupils making clay tiles talked knowledgeably about their designs and the techniques they were using to transfer designs on to the tiles. The quality of clay work is enhanced by the school having its own kiln so that work can be glazed and fired. Work in the art club continues to be of a high standard and is regularly displayed as an inspiration to others. The large murals, in the style of famous artists, decorating the hall and corridors are impressive and a good example of pupils working collaboratively in year groups.

DESIGN AND TECHNOLOGY

150. Few lessons were seen during the inspection at both Key Stages 1 and 2. Evidence was gained from samples of pupils' work, discussions with pupils, teachers and subject co-ordinators, photographs and displays. In both key stages, standards are in line with expectations for this age group. For example, in Year 3 lessons, pupils successfully learnt how to evaluate the use and design of a range of everyday articles, such as a hair dryer, a grater and car keys. In Year 5, they learn how to evaluate the ingredients needed to make a healthy drink and the ways it can be made. Pupils give a good range of opinions for their likes and dislikes, but find difficulty in saying how the drinks could be improved. Samples of work across the school provide satisfactory evidence of the subject being represented as a foundation subject. Past work showed pupils using pneumatics to design and make a face with a moving top and designing, making and evaluating a range of healthy drinks and a rocket. Joints and ways of fixing and moving things have been explored.
151. Pupils display good attitudes towards their work. From the samples of work seen, standards have been maintained at Key Stage 1 since the last inspection and have improved at Key Stage 2, where they have now risen to be satisfactory. A new effective scheme of work has recently been put into place which well addresses the requirements of the new National Curriculum, to be implemented with effect from September 2000. Resources are now good and have been considerably improved since the last inspection. The new scheme is being complemented by an extensive series of notes for teachers which, when completed, will well support their delivery of the subject.
152. No teaching was observed at Key Stage 1. The quality of teaching at Key Stage 2 is good overall and never falls below satisfactory. Teachers are developing their knowledge of the subject. They plan and prepare lessons well. They have high expectations and provide, as pupils progress in their work, many supportive opportunities for pupils to evaluate and develop their work.
153. The subject is being effectively managed by the present co-ordinator. However, teaching is not monitored and evaluated in order to discern more clearly when teachers will need support to improve standards further. **This need applies particularly at Key Stage 1.** The assessment of the pupils' competencies to guide curricular planning is underdeveloped at both key stages.

GEOGRAPHY

154. Standards in geography throughout the school are in line with what is expected of pupils in this age group. All pupils, including those with special educational needs, make appropriate progress in their acquisition of skills and knowledge. These findings are similar to those of the last inspection.
155. Lessons were observed in all age groups except reception and Year 3. In addition, discussions were held with the co-ordinator and with a group of Year 6 pupils and previous work in the subject was examined.
156. There is a steady progression in the learning of mapwork skills through the school. In Year 1, pupils are introduced to globes and maps of the world and know that most of the Earth's surface is covered by seas. Through questioning and discussions, pupils learn to find their own country on the globe and to name some other countries. Some of the pupils' learning in this age group, however, is limited by learning intentions which are too narrow. This results in a lot of time and energy being expended in comparatively low level tasks such as colouring in maps to show land and sea areas, although pupils carry out these tasks skilfully. In Year 2, pupils are introduced to plans and map references. They make very good progress and successfully identify grid references on a plan of the classroom. This is as a result of a clear, logical and progressive way of teaching these skills, involving pupils of all abilities in each activity and providing good resources.
157. The overall quality of both teaching and learning in Key Stage 1 is satisfactory, but includes some very good elements. One feature is the good support given to pupils with special educational needs. For example, a pupil with hearing impairment who missed the first part of a lesson whilst receiving specialist help had been previously prepared by her teacher so that she was able to take a full part from the moment she returned to the classroom. Other very good practice includes the very clear introduction of new vocabulary and the provision of tasks to extend the learning of pupils who complete the main activity. This ensures that pupils access new information rapidly and are able to progress at a faster rate where they have the capacity to do so. As a result, pupils enjoy these suitable tasks, work hard and behave well.
158. In Year 4, pupils examine their local environment. They understand how change can be positive or negative, for example in relation to a pond they have visited. They develop their own qualities of citizenship as they discover how they can be instruments of positive change. In Year 5, pupils compare their own locality with a contrasting rural one. They are somewhat hampered in this by an insufficient knowledge of their own local area. In Year 6, pupils study rivers and learn about St. Lucia. This provides them with a positive image of a distant land and considerably enhances their understanding of other cultures. It also provides them with very good opportunities to use a range of geographical and literacy skills and to work collaboratively as they study varying sources of information. By the end of the key stage, pupils have attained satisfactory mapwork skills, identifying many features on Ordnance Survey maps using four-figure grid references and estimating distances using the scale with reasonable accuracy. These skills are developed through a good programme of visits, such as regular journeys to the Suntrap Field Study Centre in Epping Forest. Pupils name many rivers, in Britain and worldwide, but have an inadequate understanding of their features. They compare and contrast specific places but have only a limited knowledge of their own city, London, and the part of it in which they live.
159. Limitations on pupils' attainment are principally a result of the reduced coverage of the subject currently in place, rather than any deficiency in the teaching and learning in Key Stage 2. Indeed, the overall quality of both teaching and learning is good. Teachers have good subject knowledge which enables them to adopt a confident and often lively

style of teaching. Sometimes, as in a lesson for Year 4 pupils, teachers use pupils' own suggestions very effectively and, as a result, pupils are enthusiastic to complete tasks.

160. The better lessons proceed at a good pace and pupils know that the time available to complete a task is limited. The resources and tasks are varied according to the ability of the pupils and this encourages all, including those with special educational needs, to undertake work successfully. Just occasionally, however, the pace of the lesson is rather slow and this leads to restlessness causing some interruptions to the flow of the lesson and less enthusiasm to complete the task. In Year 6, the school has problems with its own geography. One class has to use the dining room, which also acts as a thoroughfare for other adults and pupils. The furniture does not lend itself to quiet working. Nevertheless, pupils cope extremely well and give their full attention to the teacher. There is scope for pupils to develop their independent use of information technology to access further information about the subject.
161. The last inspection indicated the need to complete and implement schemes of work in all subjects including geography. There is now a good scheme of work for the autumn and spring terms, but not yet for the summer term, although this is in preparation. At present the incomplete scheme of work leads to some lack of continuity. For example, Year 3 pupils study the weather but do not build upon the mapwork skills introduced effectively in Year 2. The scheme reflects the reduced coverage of the National Curriculum programme of study and some of the time allocations are too low. In order to raise standards of attainment, particularly from September 2000 onwards, the school should consider enhancing the time allocation in some year groups to enable teachers to develop progressively all relevant geographical skills.

HISTORY

162. No taught lessons were seen at Key Stage 1, but evidence was gained from discussion with teachers, who illustrated with samples of pupils' work taught lessons over the term. This evidence was supported by samples of pupils' work, discussions with pupils and with the subject co-ordinator and displays. Pupils achieve standards in line with expectations at Key Stage 1 and they make satisfactory progress. Samples of work showed Year 2 pupils learning to research and write with good levels of understanding about the lives of people in the past, such as Thomas Edison and Mary Seacole. At Key Stage 2, from samples of work and lessons seen, pupils also achieve average standards and make satisfactory progress. A Year 4 class successfully learnt the similarities and differences between Ancient Greeks and their ways of life in ancient Athens and Sparta. They successfully learn how they governed themselves, how soldiers in the army dressed, their ways of life and the education of boys and girls at the time. Pupils have learnt to research facts and extract information from a good range of textbooks provided by the teacher. At the end of Key Stage 2, in Year 6, pupils investigate well the life of Elijah McCoy, a black inventor. They well use the available materials, books and photostats to gather relevant information, but found it difficult to sequence their information into chronological order. This is a common problem, shown by many pupils across both the key stages.
163. Pupils' attitudes to their work are good at both key stages. Since the last inspection, standards have been maintained and are now starting to rise in some classes. Due to the successful development of the subject by the present co-ordinator, there is now developing a scheme of work that successfully addresses the new National Curriculum to be implemented with effect from September 2000. This provides a good breadth and depth of study for pupils. Resources have improved since the last inspection and are suitably enhanced with an artefacts loan service.

164. The quality of teaching at both Key Stages 1 and 2 is good. Work is well prepared and supported with a good level of resources, development and evaluation across the lesson that well supports the pupils' understanding. Teachers have high expectations and well manage their pupils. They well assess the progress of pupils across the lesson, but do not always use their findings about the pupils' strengths and weaknesses to influence the planning and content of future work. Marking of pupils' work to support their further understanding is not sufficiently developed. There are, at present, insufficient opportunities for the subject co-ordinator to monitor the teaching of the subject. The subject is well resourced and this is well supported with the use of outside loans services and visits to local museums and places of historical interest.

INFORMATION TECHNOLOGY

165. By the end of both key stages, standards in information technology meet national expectations. The school has been successful in meeting one of the key issues from the previous inspection which was to raise standards in information. All pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactory standards. Pupils apply their literacy and numeracy skills well when using information technology.
166. By the end of Year 2, pupils use their literacy skills well when word-processing, for example factual information on the work of Thomas Edison. They show good understanding of the correct use of capital letters and full stops. Pupils write imaginative poems in the style of 'The Eel' by Ogden Nash in which they show good use of fonts and layout. Word-processing skills develop well in Key Stage 2. Pupils in Year 5 write imaginative stories, with correct use of paragraphs and speech marks. They use a wide range of fonts and successfully merge text and clip-art. In their 'Performance Poems', based on, for example, what people say in a supermarket, pupils make creative use of fonts, colour and clip-art in presenting their finished work. In Year 5, pupils add borders successfully to their layout when writing their 'Happy 2000 – Presents for the Earth' cards. In these, they express good social awareness, for example 'for everyone to have enough food to eat'.
167. By the end of Key Stage 1, pupils are secure in the use of the mouse and keyboard. They know how to load and save their work. By the end of Year 6, pupils are confident in accessing the Internet. Pupils use CD-ROMs well as a source of reference material; for example, pupils in Year 3 discover key facts to support their historical studies on Ancient Egypt. Pupils who attend the art club make good use of the Internet to research the work of ceramic artists, including Clarice Cliff and Susie Cooper.
168. Pupils use information technology well to support their numeracy work. By Year 6, pupils show a good understanding of data handling and use graphs and pie-charts successfully in presenting the results of their investigations into, for example, 'favourites'.
169. No whole-class or group teaching was observed during the inspection. Inspection evidence is consistent with the quality of teaching being satisfactory. In most lessons, teachers plan the use of information technology to support pupils' learning. Pupils clearly have been taught successfully as they work independently and with confidence on the tasks set. Teachers set high expectations that pupils should work in pairs to support each other and there are good examples of boys and girls working together well.
170. The subject co-ordinator has made a strong contribution to the raising of standards. A clear policy and detailed scheme of work is in place. He is developing a good portfolio of pupils' work which is linked to good-quality assessment sheets. In addition, samples of

pupils' work are kept which enables progress to be monitored. The co-ordinator recognises that further development is needed in the use of spreadsheets and sensors.

MUSIC

171. Pupils' attainment in music is in line with those expected for pupils of the same age at both seven and 11 years old. This is similar to the last inspection. However, the time spent on music has been reduced to three lessons a term. Lessons are effectively supplemented by weekly singing practices in key stage groups lead by the music co-ordinator. Teachers are confident in the classroom and are well supported by very clear medium-term planning and good resources for the three lessons each term. In addition to the singing practices, only two lessons were observed, one in each key stage. The variety of music reflects the multi-cultural community of the school. During the inspection, pupils listened to classical music, African and Chinese music as well as singing Caribbean and English songs. All pupils, including those with special educational needs and those for whom English is an additional language, enjoy music and make good progress throughout the school.
172. In Key Stage 1, pupils respond to excellent teaching during singing practice. They understand the purpose of breathing exercises and respond quickly to instructions, knowing the meaning of such musical terms as 'pianoforte' and 'crescendo'. As a result of enthusiastic teaching and high expectations, pupils achieve standards in singing that are above those expected for pupils of the same age. Pupils sing a range of songs including rounds and songs in two-part harmony. Their diction, pitch and rhythm are good. In lessons, pupils know the names of some percussion instruments and relate the sounds they make to events. Pupils use instruments creatively to illustrate stories. As part of a class assembly pupils successfully performed a rap based on 'Goldilocks and the Three Bears', keeping the beat, changing the rhythm and performing with confidence and enjoyment.
173. In Key Stage 2, pupils sing enthusiastically, warming up with breathing exercises and scales and responding quickly to musical terms such as 'legato' and 'staccato'. They sing back scales accurately and in tune and respond to lively teaching. Small groups of pupils take solo parts confidently when singing a Caribbean song and others keep the beat with drums. They hold their tunes when singing in five-part songs. In lessons, teachers have high expectations and work very well with their pupils. In the observed lesson, pupils worked collaboratively planning their own compositions, selecting percussion instruments including a tuned instrument. Very good support from the teacher resulted in pupils using three or four instruments successfully when performing their well-balanced compositions to the rest of the class.

PHYSICAL EDUCATION

174. By the end of both key stages, pupils, including those with special educational needs and for whom English is an additional language, achieve good standards which exceed expectations for their age. By the end of Year 6, 85 per cent of pupils meet the national expectation of being able to swim 25 metres unaided.
175. By the end of Year 2, pupils know the importance of a warm-up and cool-down at the start and end of lessons. They know the reasons why regular exercise is important in keeping fit and healthy. In gymnastics, they show a good awareness of space and can change direction in their floor sequences. In addition, they work at different levels using curled and stretched shapes well. They plan, perform and refine good sequences in which they transfer their weight from their hands to their feet by moving forwards, backwards and sideways. In games, they show satisfactory skills in throwing, catching and aiming at a target.

176. By the end of Year 6, pupils show high levels of skill in their games lessons. In soccer, basketball and 'uni-hoc', they practise and refine their skills well. Key skills of passing, control and dribbling are good. These skills are then applied well to small team games in which pupils play very competitively, but fairly. Pupils are given good opportunities to watch the performance of others and through commenting on these, develop their speaking and listening skills well.
177. The quality of teaching is good overall, although it varies between excellent and poor. However, the high percentage of teaching which is good or better (80 per cent) contributes significantly to the standards achieved and to the quality of pupils' learning. The strength of teaching is in the development of skills and in the support for individuals. There is a strong emphasis on activity and lessons proceed at a brisk pace. In the best lessons, after a rigorous warm-up, teachers concentrate on the development of skills and the improvement of performance. For example in a lesson on 'bunny hops', pupils were challenged with, "Now can you perform a 'bunny hop' sideways or backwards?" Pupils respond well to good teaching and work extremely hard in lessons to improve their own performance. Where teaching is poor, there are weaknesses in subject knowledge and in the management and organisation of pupils, including a lack of secure control.
178. In most lessons, pupils know the importance for their own safety of responding immediately to the teacher's 'stop' command. Pupils 'freeze' on the spot and in a space, ready to hear the next instruction. Pupils work quietly and with very good sustained concentration; this was a strong feature of the excellent lesson observed.
179. The subject is effectively managed and the co-ordinator has produced a good scheme of work for gymnastics and games which contributes well to the development of skills as pupils move up through the school. Pupils benefit from the specialist teaching of dance by a visiting teacher.
180. The provision of extra-curricular sporting activities is excellent and a strength of the school and contributes significantly to pupils' personal, social and sporting development. The sports co-ordinator works exceptionally hard and gives much of his time to providing pupils with a range of rich sporting opportunities outside of the classroom. Pupils receive specialist coaching in netball, soccer and cricket. School teams have been particularly successful at local, regional and national level, for example reaching the semi-final of the national 'Kwik Cricket' championship held at Trent Bridge.

RELIGIOUS EDUCATION

181. By the end of both key stages attainment meets the expectations of the local education authority agreed syllabus for religious education. Pupils learn about Christianity and other major world religions including Sikhism, Judaism and Hinduism. They not only learn about major Bible stories, but also learn the traditional stories from other faiths. Some pupils are able to draw parallels between stories from various traditions, for example "The Good Samaritan" and the Sikh story of "The Water Carrier". They study and produce work about major religious festivals such as Ramadan, Christmas, Diwali and Eid. Pupils' spiritual and moral education is promoted well through their work in religious education. Year 6 pupils studied the Bible story of Ruth and explored the concepts of trust and faithfulness. On another occasion good work on the importance of rules followed study of the story of Moses and the Ten Commandments.
182. The quality of learning is satisfactory at both key stages. A scheme of work is in the process of being updated to reflect the recent revisions in the locally agreed syllabus. Pupils of all abilities make satisfactory progress. Teachers make good use of the diversity of faiths within their classes and will frequently draw on pupils' personal

experiences to illustrate or develop a teaching point. This approach makes pupils feel more personally involved in lessons and is a further contributory factor in the progress they make.

183. Pupils' attitudes to learning are satisfactory. Most listen carefully to their teachers and to each other and are keen to answer questions and contribute to discussions. Written work is of a satisfactory standard and reinforces pupils' learning in literacy.
184. The quality of teaching is satisfactory overall. When the teacher is confident with the subject it is good. All teachers try to relate religious education to pupils' own experiences and there is a suitable balance between 'learning from religion' and 'learning about religion'. Some teachers plan carefully so that their lessons reinforce and extend learning in other subjects. In a Year 5 lesson focussing on Buddhist temples, pupils learnt about the geography of South East Asia. On another occasion, pupils developed their writing skills by preparing a list of instructions for making a chauri, a Sikh garment.
185. The co-ordinator is knowledgeable and committed to the further development of the subject. However, whilst she sees teachers' planning she has no opportunity to monitor the quality of teaching. The lack of systems to monitor standards or progress is a weakness.