

INSPECTION REPORT

ST JOACHIM'S RC PRIMARY SCHOOL

London E16

LEA area: Newham

Unique reference number: 102772

Headteacher: Mrs C Wilson

Reporting inspector: Miss M A Warner
17288

Dates of inspection: 6 - 9 May 2003

Inspection number: 246244

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Shipman Road
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London

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Appropriate authority: The governing body

Name of chair of governors: Sr Lucina Lillis

Date of previous inspection: 8 February 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17288	M A Warner	Registered inspector	Mathematics Information and communication technology Music English as an additional language	What sort of school is it? School's results and achievements? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9880	A Comer	Lay inspector	Education inclusion	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20877	D Pink	Team inspector	English Geography History Special educational needs	How good are the curricular and other opportunities offered to pupils?
14732	E Korn	Team inspector	Science Art and design Design and technology Physical education Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joachim's Catholic Primary School is situated in the London Borough of Newham. The area is one of regeneration in London's Docklands and an Educational Action Zone. The school is similar in size to most primary schools nationally, with 230 pupils on roll, aged 3 to 11, including 40 children who attend part time in the Nursery. A very high number of pupils, 90 per cent, come from families who either speak English as an additional language (65 per cent) or hear other languages spoken at home, such as Twi, Yoruba, other African dialects, French, Patois and Portuguese, although the children are brought up to speak English as their first language. Thirty-nine per cent of pupils are at the early stages of learning English. The majority of pupils are of African heritage backgrounds, mainly from Nigeria and Ghana, with a smaller number coming from Angola, Sierra Leone, Zaire, Dominique, Vietnam and the Philippines and 10 per cent from white heritage backgrounds, many of whom also have limited English language skills. The percentage of pupils entitled to free school meals, at the time of the inspection, was above the national average, at 35 per cent. The percentage of pupils identified as having special educational needs, mainly with speech, language, behavioural or emotional needs, is 19 per cent, which is below the national average. Less than one per cent has a formal statement of need, which is also below the national average. Very few pupils join or leave the school during the year. The school has gone through a time of considerable staff instability which has affected standards adversely. The staffing is now stable; parents, staff and governors have high expectations for the pupils, and standards are rising. Children start in the Nursery with their attainment below standards nationally found in most areas of learning, and well below national expectations in language and imaginative development. They leave in Year 6 with English close to the national average.

HOW GOOD THE SCHOOL IS

St Joachim's is an effective school. Pupils come to school wanting to learn, and are taught well. Their progress in English is very good and they make satisfactory progress in most other subjects. The excellent leadership of the headteacher has reversed the trend when the school was considered to be in need of special measures, and has established a positive climate for learning in a local context that often works against this. In order to reach these goals a considerable amount of money has been allocated to the school over the last few years. The school gives satisfactory value for the money.

What the school does well

- The explicit Catholic ethos creates a strong sense community and belonging.
- The headteacher's excellent leadership ensures that the school is continually improving. She is very well supported by a strong senior management team who are focused on raising standards.
- The very strong and productive links with secondary schools are helping to raise standards.
- The school's provision for children in the Nursery is very good.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good.
- Relationships and provision for pupils' personal development are very good.
- The school's very good systems for the care and welfare of pupils are very effectively implemented by all staff.

What could be improved

- Standards in mathematics, art and design, design and technology, and history in Years 3 to 6, and geography and information and communication technology across the school, are below national expectations.
- Assessments, teaching skills and resources for teaching pupils who speak English as an additional language are insufficient to meet the needs of all these pupils.
- Some teachers have limited knowledge and skills for developing pupils' spoken language.
- Many pupils in Years 3 to 6 have gaps in their learning. Teachers have not sufficiently found ways to address this, whilst ensuring that pupils cover work appropriate for their age.
- The overall management of the curriculum is not effective.

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 last inspected in June 2001, when inspectors judged that the school was no longer in need of special measures. The continued improvement, in relation to the key issues identified at that inspection, has been good but has not had time to make an impact on standards in all subjects. The school has introduced many strategies to improve teaching, which is now good across the school. Pupils' attitudes and behaviour have substantially improved and are now good, and their personal development and relationships are very good. Standards are higher than at the last inspection in art and design and design and technology in Year 2, science in Year 6, and music and physical education across the school.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	E	E	D
Mathematics	C	E	E*	E*
Science	D	E	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
low	E*

Children's' attainment on entry to the Nursery is below average in most areas of learning and well below average in language and the children's imaginative development. By the end of the Reception year, children's attainment is in line with national expectations in most areas of learning, but the spoken language of a significant number of children is below national expectations.

Current standards. Standards by the end of Year 6 are currently higher than the 2002 National Curriculum tests, shown above, because teaching across the school is now good and additional staffing has helped to raise standards. English and science are judged to be in line with national expectations, and mathematics below national expectations. The table above, which shows an average grade, also reflects the fact that few pupils at the school reach the higher than average level.

The school almost met the targets set in English for Year 6 pupils in 2002, but fell very short of the targets set in mathematics. Higher targets have been set in both subjects for 2003. From the work seen, these are judged to be acceptably high targets and attainable with extra tuition.

2002 Year 2 National Curriculum test results. Reading and writing results were below the national average. Results in these subjects were in line with similar schools. Mathematics results were well below the national average. Results were well below those of similar schools. Science teachers' assessments identified that an above average numbers of pupils were attaining the standard expected nationally and below average numbers of pupils were achieving at the higher level.

The overall trend in Year 6 test results over the last four years has been similar to the national trend. In English and science results improved from 1999 to 2000, fell in 2001 and then rose slightly in 2002. In mathematics, standards rose to average in 2000, but declined in 2001 and 2002. E* represents being in the lowest five per cent of schools nationally.

Pupils' achievement is dependent on how long they have been in the school and reflects the recent improvements that are being made. Pupils make good progress in the Nursery and Reception classes,

and have made satisfactory progress to the end of Year 2. Pupils' progress in Years 3 to 6 has been unsatisfactory until recently, especially in English. However, they are now making good progress in most subjects in Years 3 to 6, with the exception of art and design, design and technology, geography and history where their progress is still unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are very enthusiastic about school and their attitudes to learning are good. This reflects their developing self-confidence.
Behaviour, in and out of classrooms	Good. When teaching is challenging, behaviour is often very good or excellent. Pupils move around the school sensibly and politely. There have been two fixed-period exclusions during the past year.
Personal development and relationships	Very good. Pupils respond very well to the many opportunities provided for them to show initiative and develop a sense of responsibility.
Attendance	Good. Attendance is above the national average and unauthorised absences are below the national average. With a few exceptions, pupils arrive very punctually to school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 teaching of English is satisfactory and the teaching of mathematics is good. The main strengths in teaching are: the teaching of literacy and numeracy skills; the effective management of pupils' behaviour; high expectations for the pupils; effective use of support staff; effective use of advanced skills teachers; discussion of technical vocabulary, and clear learning objectives shared with pupils at the start and end of lesson. The main weaknesses in teaching are: the teaching of design and technology across the school, and of history and geography in Years 3 to 6; limited skills for developing pupils' spoken language, and limited techniques for promoting the learning of pupils with English as an additional language.

The school meets the needs of the majority of pupils well. The specific needs of those who are at the early stages of learning English are partly met but further staff training is planned.

Pupils have positive attitudes to learning and this contributes considerably to the progress they make. Their acquisition of skills, knowledge and understanding is good in the Nursery and Reception classes, and in Years 1 and 2 and is satisfactory in Years 3 to 6. Pupils put a considerable amount of their own effort into their learning and the pace of their learning is good across the school. They are very interested in what they are taught and are aware of what they have learned. Pupils with special educational needs make good progress in line with their individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the	Good. The school provides a broad and balanced curriculum but there are

curriculum	weaknesses in quality and range within art, design and technology, geography and history. Extra-curricular activities add considerably to pupils' learning and there is excellent provision for pupils who are gifted and talented in singing and dance.
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Provision for pupils with special educational needs	Satisfactory. The procedures for identifying these pupils are satisfactory. Once their needs are identified, they are supported well.
Provision for pupils with English as an additional language	Satisfactory. Because of the linguistic needs of almost all pupils in the school, the methods used also support these pupils. Further training in specific methods for teaching pupils who speak English as an additional language is planned for later this term.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils have very good opportunities to explore their faith and to reflect upon their learning. Effective links are made between religious education and personal education. Provision for pupils' cultural development is very good, overall, but is limited in art.
How well the school cares for its pupils	Very good. Pupils are very well cared for. The work of the Learning Mentor has a significant impact on the positive behaviour of pupils.

The school has effective links with parents. It has made considerable efforts to work in partnership with parents and an increasing number of parents come into school to help.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership of the headteacher is excellent and her vision gives clear educational direction to the work of the school. She is very well supported by a strong senior management team.
How well the governors fulfil their responsibilities	Good. Governors are very proactive in shaping the direction of the school. They fulfil their statutory duties well.
The school's evaluation of its performance	Good. The school has excellent systems in place for planning and achieving its own principal improvements. However, the monitoring and evaluation of teaching have yet to be fully developed.
The strategic use of resources	Very good. A considerable amount of money has been allocated to the school and it has been used logically, with good results.

The school applies the principles of best value satisfactorily. Staffing and learning resources are satisfactory and accommodation is good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are making good progress. • The school expects their children to work hard and achieve their best. • They feel comfortable about approaching the school with questions or a problem. • The teaching is good. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The school working closely with parents. • The range of activities outside lessons.

Inspectors agree with the positive views of parents, but do not support the negative views of a very small minority of parents, which are sometimes based on experiences that are now in the past.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths

- Standards seen during the inspection are higher than last years' test results.
- By end of the Reception Year children are achieving most of the Early Learning Goals, where these are not dependent on language.
- The progress pupils are making in science, as a result of the teaching by advanced skills teachers.
- Above average standards in music and physical education in both Years 2 and 6.
- The progress most pupils are currently making in English.

Weaknesses

- The progress made by pupils who are at the early stages of learning English.
- Standards in mathematics, art and design, design and technology, geography, history and information and communication technology by the end of Year 6.

The Foundation Stage

1. Children's attainment on entry to the Nursery is below average in most areas of learning, and well below average in language and the children's imaginative development. Over half the current Nursery class are identified as in the process of learning English and some native speakers have limited vocabularies. The children make good progress overall, and by the end of their Reception Year most of them have achieved the Early Learning Goals for social, personal and emotional development, in reading skills, mathematical development, knowledge and understanding of the world, creative development and physical development. A significant number do not achieve all of the Early Learning Goals for spoken language.

National Curriculum test results and performance data

2. In 2002, National Curriculum test results in reading and writing at the end of Year 2 were below the national average and at the end of Year 6, results in English were well below the national average. The percentage of pupils reaching the expected levels for their ages was the same as the national average, but fewer pupils reached the higher levels, which brought the overall average down. The percentage of pupils in Year 2 reaching the nationally expected level in reading and writing was the same as that found in similar schools. In English, in Year 6, the percentage was below that of similar schools. The overall averages in both years were below those of similar schools. These results reflect the difficulties the school has had in staffing over the last few years.
3. In mathematics, the National Curriculum test results in 2002 were well below the national average in Year 2, and low, being in the lowest five per cent of schools nationally, in Year 6. Compared with similar schools, standards in Year 2 were well below average, and low in Year 6. The percentage reaching the higher level in Year 2 was well below the national average, although the number reaching the expected level was in line with the national average. The school's performance, both at the expected level and the higher level, was in the lowest five percent of schools nationally.
4. In science, teacher assessments in Year 2, in 2002, identified above average numbers of pupils were attaining the standard expected nationally and below average

numbers of pupils were achieving at the higher level. The Year 6 National Curriculum tests showed all pupils to be attaining standards well below the national average and those of similar schools, both at the expected level and the higher level. As a result, the school has employed an advanced skills teacher and standards have risen.

5. The school almost met the targets set in English for Year 6 pupils in 2002, but fell well short of the targets set in mathematics. This was because of changes in staff and inadequate teaching of mathematics in previous years for this group of pupils. Higher targets have been set in English and mathematics this year, which the school hopes to achieve because of the extra money and work that has gone into the staffing and teaching of mathematics. From the work seen, these are judged to be high targets, but attainable with extra tuition. The national strategies for teaching literacy are now effective; those for teaching mathematics are implemented satisfactorily.

Trends over time

6. The overall trend in test results has been similar to the national trend. In English and science, results improved from 1999 to 2000, fell in 2001 and then rose slightly in 2002. In mathematics, standards rose to average in 2000, but declined in 2001 and 2002. Because of the inconsistency of results, various initiatives have been put into place, such as the employment of advanced skills teachers in English and science and the support of teachers by the deputy teacher, who was previously a full-time class teacher, in mathematics.

Standards during the inspection

7. Standards in Year 2 are below average in speaking, science, geography, history and information and communication technology and in line with what is nationally expected in reading, writing, art and design, design and technology. They are above national expectations in music and physical education.
8. Standards in Year 6 were in line with what is nationally expected in science and above what is expected in music, especially singing, and physical education. A particular innovation at the school is the emphasis on teaching language through singing. This was only briefly observed during the inspection but the high standard of singing by the choir, consisting of all Year 5 and 6 pupils, demonstrates the success of this in terms of musical ability and attainment. Pupils' ability to sing in harmony is impressive. In physical education, standards in pupils' ball skills by the end of Year 2 are good, and Year 6 pupils achieved very high standards in dance, showing skills usually associated with secondary aged pupils. They also achieve well in swimming and sprinting. Standards were below national expectations in mathematics and information and communication technology (because the recent initiatives have not yet had time to make an impact on standards), and were also below national expectations in art and design, design and technology and history, and well below in geography (because these subjects have not yet been selected as one of the school's main priorities for development).

How well pupils achieve

9. Pupils make good progress in the Nursery and Reception classes, and have made satisfactory progress to the end of Year 2. Pupils' progress in Years 3 to 6 has been

unsatisfactory until recently, especially in English. However, they are now making good progress in most subjects in Years 3 to 6, with the exception of art and design, design and technology, geography and history where their progress is still unsatisfactory. Pupils' achievement is dependent on how long they have been in the school and the gaps in learning that have occurred because of staffing difficulties. The school has focused on raising standards in English, mathematics, science and information communication technology and has not yet focused on raising standards in art and design, design and technology, geography and history.

10. The progress made by pupils who speak English as an additional language is satisfactory, overall. Strengths in provision for these pupils are in the recently introduced, early-intervention programme and, as a result, in the progress these children make in the Reception class. Older pupils' lack of achievement is mainly because of past staffing difficulties and lack of specific expertise in teaching pupils who speak English as an additional language. The school has recently improved the teaching of literacy for all pupils and this is also having a positive effect on these pupils. However, some pupils in Years 3 to 6, despite having been in the school some time, are still at the early stages of learning English. Further training is planned for this term.
11. No significant differences were noted between boys and girls either in test results or during the inspection, but there are significant differences in attainment of different age groups because of past teaching. Pupils with special educational needs make good progress. They have positive attitudes towards their learning because of the school's strong belief in the inclusion of all pupils in all that is provided. As a result they achieve standards which are appropriate to their individual learning programmes. Those with formal statements of need also achieve appropriately.

Pupils' attitudes, values and personal development

Strengths

- Pupils are very enthusiastic about school and their attitudes to learning are good.
- Relationships are very good.
- The school provides very many opportunities for pupils to show initiative and develop a sense of responsibility.
- Pupils are very respectful of other's feelings, values and beliefs.

12. Since the last inspection, this aspect of the school remains good, and relationships within the school have improved to very good. Over the past three years pupils' attitudes and behaviour have improved significantly.

Pupils' attitudes to school

13. Pupils' attitudes to school are good. They enjoy coming to school and the interest and enthusiasm they show in lessons and in the range of activities provided outside the classroom are also very good. They are willing to talk about their school and their work, and they show obvious pride in their achievements. In discussion, for example with the school council, in the 'self-esteem group' and at break times, they are confident and positive in expressing their views about all aspects of school.

Pupils' behaviour

14. Overall, behaviour is good. In lessons where teaching is particularly challenging and the pace of the lesson is brisk, behaviour is often very good or excellent. There was no unsatisfactory behaviour in lessons during the inspection. The employment and

work of the Learning Mentor have had a significant impact on the behaviour of pupils. Her work is invaluable and enables the headteacher to refer successfully immediate behaviour concerns of class teachers. The school has provided a well resourced room, very suitably placed, to assist her in her work, where she can have close contact with parents when needed. This has a direct impact on the improved behaviour in the school. Pupils usually play happily together and the vast majority move around the school sensibly and politely. Pupils' attitudes and behaviour reflect their developing self-confidence and their respect for each other and for their environment. There was no evidence of oppressive behaviour during the inspection. There have been two fixed-period exclusions during the past year.

Pupils' personal development and relationships

15. Relationships between pupils, and between pupils and adults, are very good. Pupils are very respectful of other's feelings, values and beliefs. The school council, although only recently introduced, is having a positive impact on the life of the school and pupils are involved in setting class rules and taking on special responsibilities in class and in assemblies. Opportunities for pupils to take responsibility for their own learning through target setting, work profiles and reviews are also having a positive effect on their progress. Enrichment to the curriculum, through educational visits, visitors and after school activities, as well as the emphasis that the school places on personal, social and health education, contribute significantly to pupils' successful personal development.

Attendance

16. Pupils' attendance remains good, being above the national average. Unauthorised absences are fewer in the current school year than in previous years and are now below the national average. With a few exceptions, pupils' punctuality is good and lessons begin on time.

HOW WELL ARE PUPILS TAUGHT?

Teaching and learning

Strengths

- The effective management of pupils' behaviour.
- High expectations for the pupils.
- Effective use of support staff.
- Effective use of advanced skills teachers.
- Discussion of technical vocabulary.
- Clear learning objectives shared with pupils at the start and end of lessons.
- Pupils put a considerable amount of effort into their learning and the pace of their learning is good across the school.

Weaknesses

- The teaching of design and technology, history and geography.
- Limited techniques for teaching English as an additional language.
- Limited teaching skills for developing the spoken language.

The quality of teaching

17. Teaching is good or better in seven out of ten lessons and very good or excellent in a quarter of lessons. In the one unsatisfactory lesson seen the majority of teaching was satisfactory and good, but difficulties relating to work missed in the past by pupils

prevented them from making satisfactory progress. The teaching of English across the school is good and the teaching of mathematics is generally very good. Teaching was judged to be good overall but with weaknesses in classroom management and the pace of lessons. Learning was judged to be satisfactory, but the rate of progress uneven across Years 3 to year 6. Improvement in the quality of teaching and learning has been considerable since the last inspection with both judged to be good across the school. Gaps in learning are still evident in Years 3 to 6 but these are being addressed by the present class teachers.

18. The quality of teaching in the Nursery and Reception classes is good overall, and very good in the Nursery class. In both classes adults work well as a team, and this is particularly well managed in the Nursery. Frequently, the nursery nurse engages children in the main planned adult-led activity while the teacher joins all the other activities, giving many children individual attention. The Nursery teacher intervenes in children's play purposefully and develops their learning well. This is achieved in a quiet unobtrusive manner which supports learning, as each child is provided with a personal learning objective related to their activity. For example, for a girl riding a tricycle, the teacher drew a parking space on the floor to develop the child's precision and control. In the Reception year the planning is not as precise as in the Nursery. The adult-led activities provide appropriate challenge and develop children's learning well. However, children are not given a learning objective specific to their individual needs for other activities when they work without an adult, and adults do not intervene in their play to extend their learning at a level appropriate to each child's development.
19. The teaching of English, mathematics and science is good in Years 1 to 6. The skills of literacy and numeracy are mainly taught effectively but too few opportunities are given for pupils to give extended answers to questions, and thereby improve their speaking skills. Teachers plan specific lessons where speaking is emphasised but this is not emphasised widely enough so that pupils use the new subject-related vocabulary they learn in lessons.
20. Teachers share learning objectives with pupils in all lessons and use the end of the lessons very well to assess with pupils what they have learned. This motivates pupils, helps them know how well they are learning and shows the teacher what still needs to be taught. In all lessons, support staff are deployed very effectively either to work with groups or to support individuals. The teaching by advanced skills teachers in English, science, information and communication technology and physical education is helping to improve pupils' learning and raise standards throughout the school, and is providing good support and in-service training for class teachers.
21. In design and technology the full design process is not systematically taught throughout the school, and in all classes in Years 3 to 6, aspects of the planned curriculum have not been taught. In geography, teachers do not sufficiently build on pupils' previous knowledge, nor do they plan well for pupils of different attainment. Work is often incomplete and lacks detail. In history, teachers do not sufficiently develop the use evidence, which would also assist with pupils' language development. The teaching of information and communication technology is good but the matching of work to pupils' different levels of attainment is inconsistent.
22. The school meets the needs of the majority of pupils well, but further training in the teaching of English as an additional language is needed to meet the needs of all pupils, especially of those who are at the early stages of learning English. For example, teachers seldom use visual cues to enable pupils to visualise what they hear and are being taught. The tracking of pupils' stages of learning, to identify what

needs to be taught next, is not fully effective. Teachers show too little appreciation of pupils' home languages and do not encourage them enough to become bilingual. One of the teachers speaks Portuguese and uses this to help pupils who speak the language but there is no visual evidence of it about the school. There are few bilingual books in the library and no bilingual dictionaries to help those who are more secure in English to learn key vocabulary. The majority of pupils across the school have a restricted English vocabulary. This is a further area for development which has been identified and is beginning to be addressed.

23. The school provides well for pupils who are gifted or talented in sport and excellently for those who are gifted or talented in dance and singing. The teaching of pupils with special educational needs is good. Teachers generally encourage and support pupils effectively. However, there is a lack of varied activities when teaching letter sounds, and too little emphasis is put on pupils recording their own progress. Pupils with formal statements of need are well supported by learning support assistants, who also help to develop these pupils' social skills. More, however, could be done by class teachers to plan in detail for the learning of pupils with special educational needs, so that they become aware of achieving small steps, one at a time, towards their individual targets.

How well pupils learn and make progress

24. Pupils have positive attitudes to learning and this contributes considerably to the progress that they make. Their acquisition of skills, knowledge and understanding is good in the Nursery and Reception classes and in Years 1 and 2, and is satisfactory in Years 3 to 6. Pupils put a considerable amount of effort into their learning and the pace of their learning is good across the school. They are very interested in lessons, listen carefully and are aware of what they have been taught. The main weakness is in using the vocabulary that is introduced to pupils in lessons. While key vocabulary is displayed well and often explained to pupils at the start or during lessons, teachers do not encourage pupils to use it in the answers they give, thereby becoming familiar with the sound of the words and the correct pronunciation. For those pupils who have speech and language difficulties or who speak English as an additional language the correct use of English is an area that needs development.

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

Strengths

- The overall quality of the learning opportunities.
- The provision for spiritual, moral, social and cultural learning.
- Music and in particular the quality of singing across the school.
- The quality of the extra-curricular provision.
- The effectiveness of links with partner institutions.

Weaknesses

- Quality of provision in art and design technology in Years 3 to 6, and in geography and history across the school.
- Oversight of the whole curriculum.

The quality and range of opportunities for learning provided by the school for all pupils, including whether statutory requirements are met.

25. The overall quality of the learning opportunities in the school is good, which is similar to the previous inspection. The quality of the provision for the under-fives is satisfactory. The Catholic ethos underpins the curriculum very effectively and ensures a common and consistent approach to the curriculum. The extra activities, including visits, clubs and days of focused activities, add considerably to the richness of the learning provided for pupils of all abilities and needs. The curriculum is broad and balanced and meets the statutory requirements of the National Curriculum. The setting up of an information and communication technology suite is a considerable improvement since the last inspection. However, there are weaknesses in the quality of provision in art, design and technology, geography and history. This is due, in part, to the insufficient time allocated to these subjects and a lack of subject knowledge, especially in art and design and design and technology in Years 3 to 6. The school has very appropriately concentrated on improving English, especially writing. Effective partnerships are made with local organisations and schools and these contribute greatly to the high quality of provision.
26. The planning of the curriculum is satisfactory. An effective overall plan to ensure the coverage of the National Curriculum, but the standards and development of skills within some foundation subjects are insufficiently planned. The school has enhanced the curriculum through regular events, such as 'history week' and 'citizenship week'. Teachers organise visits to places of interest and a study week for Year 6 pupils. They plan links across subjects, and choral music enhances pupils' speaking, listening and English skills. Different forms of writing, however, are not developed sufficiently through history. The curriculum is becoming increasingly complex and the overall management responsibility is unclear. Tighter management control of the curriculum would allow the school to establish standards in all subjects and plan the cross-curricular links more effectively.
27. The procedures for identifying pupils with special educational needs are satisfactory and arrangements for supporting them are good. Pupils are identified early in their school lives, so that support can be given at an early age. Identified pupils are given individual learning programmes which are monitored by the class teacher and the special needs co-ordinator. Provision is not as good as it could be, however, because focused monitoring of their progress is not frequent enough. Pupils who speak English as an additional language are also identified at an early age and these pupils are monitored through the whole-school assessment systems. However,

assessment is not always effective in helping pupils to improve, and even in Year 6, some are still on the register, as being at an early stage of learning English. There are no strategies for assessing, through bilingual testing, whether pupils with no knowledge of English may also have special educational needs.

28. The school has adopted the National Literacy Strategy and the National Numeracy Strategy. The former has been well established in the school and is contributing to the improving standards in reading and writing. The implementation of the National Numeracy Strategy is satisfactory but has not yet made an impact of standards at the upper end of the school, because of the gaps in learning that these pupils have. The staff are testing out ways of teaching the curriculum planned for each particular year groups, whilst covering work that should have been learned at an earlier age, with mixed success.
29. There is a pervasive culture within the school that ensures all pupils have equality of access to all aspects of its activities. As a result provision, to ensure equal opportunities for all, is very good and underlines the basic rationale of the school. Pupils who forget sports kit are fully involved in lessons and all pupils have access to after school clubs. Access to the curriculum is good for pupils with special educational needs and for pupils identified as gifted and talented. For those who speak English as an additional language, especially those who are at the early stages of learning English, access to the curriculum is limited by their knowledge of the language and key vocabulary. No pupils are withdrawn from lessons, except for very short periods of 'time-out' for poor behaviour. Pupils with special educational needs, including the higher-attainers and those with particular talents, are well catered for and pupils from all ethnic backgrounds are included very well in school life.
30. The range of extra-curricular activities is good, especially when considering the size of the school. There are regular weekly clubs in art, design and technology, music, dance and netball. Visits to museums and other places of interest extend pupils' understanding of how one can learn from the community outside school. Visits to the school by community members and theatre groups add to the richness of this provision. Special events, such as visiting theatre groups, extend the range of pupils' learning. The school has a very good programme for promoting pupils' personal, social and health education.
31. Relationships with local schools, the church and diocese are good. Support from local secondary schools has enhanced science and physical education provision in the school, and information and communications technology has also been supported very well by a teacher from the local Beacon school. There are also effective arrangements for the transfer of pupils to secondary schools at the end of Year 6. Local contacts are maintained to give effective support to pupils with special educational needs. The support from within the local church community is also very good. Pupils join regular music festivals, such as one at Brentwood Cathedral, and pupils in Year 6 attend a retreat at a local convent.

How well the school provides for pupils' personal - including their spiritual, moral, social and cultural – development.

32. The quality of provision for pupils' spiritual, moral, social and cultural development is very good, which is an improvement since the last inspection. The Catholic foundation, lived out through the school's aims and the daily life of the school, is a driving force for the planning of every part of the curriculum.

33. Provision for the spiritual life of pupils' is very good. There are very strong links with the local church: the parish priest and chair of governors are often in school. The chair of governors and the deputy head both belong to religious orders. Pupils have very many opportunities to explore their faith and reflect upon their learning. Assemblies are times of prayer, singing and reflection. Pupils take part reverently in regular daily prayers in assemblies, and in classrooms at the end of sessions. Religious displays across the school encourage pupils to reflect upon their activities in their daily lives. This reflective and very supportive environment also enables pupils to gain confidence. Their spiritual life is also enhanced through music, such as quality choral singing, and through high quality dance performances and self esteem built up through other successes such as in sport. The choir has sung in Brentwood cathedral and many pupils and their families have taken part in celebrations at the cathedral. Local church visits also reinforce this whole school approach to pupils spiritual development. The underlying Catholic ethos permeates all that is taught and what is expected of pupils.
34. Provision for pupils' moral and social development is very good. Expectations are high. Pupils, from an early age, are expected to respect themselves and each other. Pupils are expected to show consideration for others and to listen carefully to what others say. Pupils are expected to be polite and considerate towards others and this contributes to the general pleasant and positive atmosphere in the school. Pupils collect for and support church charities. Opportunities for pupils to show initiative and take responsibility are good. There is a school council and pupils are involved in setting class rules. Opportunities for pupils to take responsibility for their own learning through target setting, work profiles and reviews are also provided. The school provides a good range of educational visits, visitors and after school activities and there is a very good personal, social and health education programme.
35. Provision for their cultural development is also very good and reflects the diversity of cultures within the Catholic faith of the school. The world map in the hall, where every pupil has placed their name against their country of origin, shows how many countries are represented in the school. Pupils value the knowledge of where they come from and the school celebrates diversity well. In music, pupils explore a range of choral music from different cultures. In art and English, pupils explore pictures and texts from western art. There are celebratory days when pupils are invited to wear their national costumes and discover more about the world in which they live. There are, however, limited opportunities for pupils to extend their range of understanding of art forms across the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- The co-ordination of procedures for and supervision of pupils' welfare are very good.
- Behaviour management procedures, particularly as reflected in the work of the Learning Mentor, have had a significant impact on the behaviour of pupils.
- Very strong and effective links are made between religious education and personal education.
- The implementing of processes and policies by all staff is consistent.

The steps taken to ensure pupils' welfare, health and safety

36. Procedures for recording and monitoring attendance and punctuality are very good and include close liaison with the education welfare service.

37. The school's policies and procedures for promoting discipline and good behaviour are very good. The School Improvement Plan emphasises this aspect of the school and the headteacher responds quickly, to ensure that parents are aware of any issues and any action taken. Teachers use a variety of strategies in the classroom to manage the behaviour of pupils and they respond very positively. Pupils understand and respect the system of rewards and sanctions. The nomination of 'pupils to be proud of', and the pupils' pride in achieving this recognition, exemplify the positive ethos that exists in the school. Pupils help both to formulate and respect their class rules.
38. Policies and procedures for promoting health and safety are very good, and teachers promote healthy and safe practices in the classroom. The school has a policy for the use of the Internet. Procedures for child protection and for ensuring pupils' welfare are very good. Liaison with the education welfare service and with a variety of other outside agencies further underpins the effective care of pupils.
39. The care and support given to pupils with special educational needs are good. Pupils are carefully monitored to ensure that they are included in all appropriate activities. In physical education, well-informed assistants ensure that pupils take part in activities and pupils are well received by others. The early identification of pupils with special educational needs is effective, and individual education programmes are used to decide on provision for these pupils. These programmes are not used enough, however, to ensure that pupils make recognisable progress over shorter periods or to help pupils to see their own achievements.

The effectiveness of the school's assessment and monitoring procedures

40. Assessment procedures in the Nursery and Reception are appropriate and similar in both classes, but are more precise and better maintained in the Nursery. In this class, precise records are kept of the language development of pupils who speak English as an additional language and of the progress of pupils with special educational needs. This good practice is not continued in the Reception class.
41. The procedures for assessing the progress of pupils are good. Pupils are regularly assessed against national standards in English, mathematics, and science. This information provides sufficient data for the headteacher to set standards in those subjects. Regular and effective analysis is made of National Curriculum test results to highlight areas of weakness. Assessment to set standards is less well used in art, design technology, geography and history. Because of the strong Catholic ethos of the school, pupils' social development is carefully monitored and successes recorded. This contributes to the very positive atmosphere in the school.
42. The assessments made in English, mathematics and science are used well to raise expectations and standards in those subjects. The headteacher uses the data to set targets for teachers. Pupils are also set targets to achieve. These have made a major contribution to the improving standards in the school. The identification of pupils with special educational needs is effective, especially at the Nursery stage. Assessment procedures, overall, have continued to build on the good systems in place at the last inspection. However, the regular assessment of pupils for whom English is an additional language is less secure, and their progress needs to be more carefully monitored. The tracking of the language development of these pupils is inconsistent.

The effectiveness of the school's educational and personal support and guidance in raising pupils' achievement

43. The personal support and guidance which pupils receive, both formal and informal, are very good and have improved considerably since the last inspection. Parents feel comfortable about approaching the school with questions and problems. The school is a very caring environment where teaching and non-teaching staff know the pupils and their families well and respond to their needs. The support for children in the Nursery, for pupils with special educational needs and for pupils for whom English is not the mother-tongue, is good. The procedures and commitment relating to the work of the Learning Mentor and of the welfare co-ordinator, as well as the close relationship with the police school liaison officer, all exemplify the school community's caring approach.
44. Overall, the linked programmes of personal, social and health education, the religious education curriculum and 'circle time', when pupils have an opportunities to put forward views and concerns ensure that pupils' personal development is supported and monitored very effectively. The good range of educational visits and visitors, together with the after-school clubs, further enhances pupils' personal development well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Strengths

- The effort the school makes to work with parents.
- The commitment of governors who are also parents.
- The increasing number of parent helpers in the school.
- The good quality of information provided for parents.

Weaknesses

- The negative views of a very small minority of parents, which are not supported by evidence.
- The lack of a parent teacher association, which some parents would like to have.

Parents and carers' views of the school

45. Overall, the effectiveness of the school's partnership with parents and the impact that their contribution has on the life of the school are good. This shows significant improvement since the last full inspection. Those parents who responded to the pre-inspection questionnaire or who attended the pre-inspection parents' meeting have positive views of what the school provides and achieves.
46. Parents believe that children like coming to school and that they are encouraged to work hard and to do their best. Parents also believe that behaviour is good and that the school helps children to become mature and responsible. The inspection evidence supports the positive views of the great majority of parents but does not support the negative views of the very small minority, which are sometimes based on experiences that are now in the past.

The effectiveness of the school's links with parents and carers

47. There is an effective range of methods of communication between the school and parents. Information is provided through regular newsletters, notice boards, parents' meetings, annual reports and information booklets (particularly for parents of younger

pupils). Parents know that they can discuss issues informally with staff and appreciate the 'openness' of the school in this respect. Pupils' reports are satisfactory. However, not all attainment targets for mathematics are commented upon and there are no comparisons of pupils' progress with others of the same age, either locally or nationally. Effective contact is maintained between the school and parents of pupils with special educational needs. Parents are invited to the annual reviews of provision.

48. The school makes significant efforts to encourage parental involvement in the life of the school and these efforts are beginning to be rewarded. Parents are consulted and workshops are held to improve the quality of support that they are able to provide. A number of parents provide help in the school with reading, sewing, information and communication technology and school trips. Attendance at parent consultation evenings and at class assemblies is good. Although there is currently no parent-teacher organisation, the school has plans to re-introduce this as soon as possible. A group of parents has recently shown appreciation of what the school has achieved by presenting the headteacher with a 'gold award', a gesture that she greatly appreciated. Parent governors, as well as other governors who are parents, are committed to the activities of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- The excellent leadership of the headteacher.
- The strong senior management team.
- The proactive support of the governing body.
- The excellent identification of priorities for development and the action taken to achieve them.
- Good resources in English, mathematics, information and communication technology and music.

Weaknesses

- The overall management of the curriculum.
- Lack of resources in history and geography.
- No medical room, grass area or shaded area.

How effectively the headteacher and key staff lead and manage the school

49. The progress the school has made in a very short amount of time has been considerable, due to the long-term vision and excellent leadership of the headteacher. Her ability to delegate effectively is a particular strength. She and her governors have demonstrated clear educational direction for the school through the appointment of key staff and through effective analysis of test results. The headteacher works closely with a very effective deputy headteacher and together, supported by a strong senior management team, together they have maintained the very good progress that earlier took them out of special measures. The deputy headteacher has made a considerable impact, supporting and improving the teaching of mathematics in Years 4, 5 and 6, and has run Booster classes for Year 6 pupils. These strategies, in the long-term, should improve results. As a result of strong team work. The school's aims and values are reflected in all that the school does. The school is a supportive community that provides a positive learning environment and standards are beginning to rise. The Learning Mentor, who mainly works with pupils whose behaviour is not always acceptable, gives a particularly effective service to these pupils, their parents and to the school. Her work is commendable and has been instrumental in developing the positive climate for learning that now exists in the school. The

headteacher also delegates well to co-ordinators, who generally carry out their roles effectively. Many, however, are new to their posts and have not had time to implement all their plans. The school has identified priorities for development well in the school improvement plan, so that a step-by-step approach to improving the school, in all its aspects, brings success. The monitoring and evaluation of teaching are satisfactory but co-ordinators are not yet fully involved in this. There is insufficient overall management of the curriculum.

50. The leadership and management of special educational needs are satisfactory. However, the special educational needs co-ordinator is new to the role and, because of lack of leadership in the past in this area of the school, she is at present over dependent on class teachers identifying pupils' needs. The identification of their specific needs therefore depends to a large extent on the knowledge of individual teachers rather than on the specialist knowledge of a co-ordinator. Clear procedures are being established to improve provision. However, pupils' individual educational plans are as yet only monitored twice a year (although there are plans to change this), and pupils are not set short term targets related to these plans against which they could measure gradual successes. Likewise, class teachers' lesson plans seldom give details of how these pupils' needs will be met in a lesson and how improvement will be measured. Overall, provision, in terms of the developing systems, for pupils with special educational needs is satisfactory and the support they are given is good so they generally learn well. The school is aware of areas that need to be developed.
51. The leadership and management of the teaching of English as an additional language are satisfactory, but the monitoring of this teaching, has not been sufficiently developed. The co-ordinator is at present working with the local education advisor to improve pupils' entry profiles and this is being successfully implemented by the deputy headteacher. The school uses the Newham 'BEL Stages' categories for identifying and recording the needs of individuals and is at present computerising this information. These assessments are carried out by class teachers, and not a specialist, although the local advisor has led in-service training and has worked with individual members teachers. The fact that one person is not responsible for the assessments and the subsequent tracking of these pupils, is a weaknesses. Those pupils who have both language acquisition difficulties and who speak English as an additional language are expected, by the co-ordinator, to be targeted by teachers but this was not evident during the inspection. For example, those who use incorrect tenses, plurals, pronouns and sentence order. Instead, teachers tend to accept the language that the pupils use and seldom correct it. Some learning support assistants have had training from the speech and language service and take small groups of targeted pupils for reading. Games and idea from this training support their work. All staff have had in-service training in 'talking through reading', but again this was nor evident in daily class teaching. All staff have been involved in the 'accelerated learning programme' but this has yet to be fully implemented across the school, especially in relation to the needs of pupils who speak English as an additional language. The school is fully aware that knowledge of the needs of these pupils, who make up the majority of the school, is a priority, and much has already been done to address the needs staff in providing in-service training. In-service training is also planned for this year, when the advisor will raise teachers' awareness of the different language that are spoken by pupils. Much has been accomplished but there is still much to do, especially in putting what has been learned into practice. This is an area for development identified on the school's improvement plan.

How well the governing body fulfils its statutory responsibilities

52. One of the main strengths of the school is its sense of community. Governors are very much part of this, and as such are proactive in shaping the direction of the school. They visit the school regularly; are clear about their own roles; support the headteacher appropriately; appoint good staff, and are very aware of the school's strengths and weaknesses. They fulfil their statutory duties well. A considerable amount of money has been allocated to the school, through being part of an Educational Action Zone (EAZ), and this money has been used wisely and strategically with good results. They have been supported very well by the director of the EAZ. The use of advanced skills teachers to promote teaching and learning has also been particularly successful. Children's attainment on entry is below the national average and pupils leave the school with their attainment below the national average. Pupils' attitudes and the quality of teaching are good. Because of the very good leadership and management, and the substantial amount of money that has been allocated to the school, there has been continual improvement. The school gives satisfactory value for money.

The extent to which the principles of best value are applied to the school's use of resources

53. At the governors' request, the local educational authority agreed to meet the school's deficit when the school was deemed no longer to be in need of special measures. As a result, the school proceeded from a zero balance in 2002. The school upholds the principles of best value: challenge, compete, consult and compare, and is beginning to apply them satisfactorily; as yet this is underdeveloped. The governors and staff challenge unacceptable behaviour and standards constantly, by providing support and analysing results. Because of this rigour, the learning environment has improved and standards are beginning to rise. Governors are self-evaluative and always striving to improve. They have effectively consulted others and acted on advice, with the result that expertise from the EAZ and from other schools has brought considerable benefit to the school.

The adequacy of staffing, accommodation and learning resources

54. Staffing and learning resources are generally satisfactory and accommodation is good. However, there are too few resources to support the history and geography curriculum and there is no medical room or outside grassed area or shaded area. Although the library area is small the number of books is satisfactory. There is a good range of non-fiction books in the classroom libraries. Information and communication technology is used well to support work in the office, where the headteacher's personal assistant, who has served the school very faithfully for many years, keeps her skills up-to-date through regular training. Eight of the teachers have school laptops and use these computers successfully to assist with their planning and record keeping. Since the last full inspection a considerable improvement has been made to the school's accommodation and site. The quality of accommodation was a key issue when the school was deemed to be in need of special measures, and is now good. The school improvement plan includes actions to continue this improvement. The school is clean, bright and well maintained, and displays throughout are very good. The caretaker gives a committed and personal service to the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The headteacher, governors and staff have worked hard and ensured that the very good progress made up to the last inspection has continued. In order to continue this progress and raise standards further and in a wider range of subjects they should:

1. Raise standards in mathematics, art and design, design and technology and history in Years 3 to 6, in science by the end of Year 2, and in geography and information and communication technology across the school by: *

- improving teachers knowledge of subjects;
- providing more curriculum time to teach the subjects.

(Paragraphs 7, 8, 25, 86, 97, 99, 101, 104, 107, 111, 112, 114, 115, 117)

2. Improve assessment procedures, teaching skills and resources for teaching pupils who speak English as an additional language, so that they can achieve at a level appropriate to their abilities by: *

- providing further in-service training and resources;
- ensuring that what teachers have learned is implemented in lessons;
- improving the tracking of pupils at an early stage of learning English.

(Paragraphs 10, 22, 24, 27, 51, 75, 79, 88, 115, 118)

3. Improve teachers' knowledge and skills for developing pupils' spoken language, for example, by: *

- encouraging pupils to use the vocabulary taught in lessons;
- encouraging pupils to give more complex answers to questions;
- encouraging pupils to use the correct use of words and grammar.

(Paragraphs 7, 19, 64, 72, 73, 75, 79)

4. Find effective ways of planning lessons so that pupils in Years 3 to 6 work at a level appropriate for their age whilst covering work and learning skills that they have not learned in earlier years, for example, by:

- assessing where pupils have gaps in their learning;
- including additional information on lesson plans so that both the current curriculum and pupils gaps in learning are planned for.

(Paragraphs 9, 28, 63, 79, 81, 83, 86, 89, 110, 112, 114)

Ensure effective overall management of the curriculum to:

- establish standards;
- ensure the continuity of skills;
- plan cross-curriculum links.

(Paragraphs 26, 49, 80, 89, 97, 103, 104, 107, 114, 115, 116)

* These have been already identified by the school in the School Improvement Plan.

Minor issues:

- the re-establishment of a parent teacher association; *(Paragraph 48)*
- develop further links between the Nursery and Reception classes so that good practice established in the Nursery is continued in Reception. *(Paragraphs 57, 64)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	21	13	1	0	0
Percentage	4	23	44	27	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one two percentage points.

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)	20	210
Number of full-time pupils known to be eligible for free school meals	0	74

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	3	40

English as an additional language	No of pupils
Number of pupils with English as an additional language	106

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.0

Unauthorised absence

	%
School data	0.6

National comparative data	5.4
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	15	15	15
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	86 (97)	90 (97)	90 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	15	15	16
	Total	26	26	28
Percentage of pupils at NC level 2 or above	School	90 (90)	90 (97)	97 (93)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	10
	Girls	15	6	13
	Total	21	12	23
Percentage of pupils at NC level 4 or above	School	68 (52)	39 (58)	74 (79)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	11	11	14
	Total	19	20	24
Percentage of pupils at NC level 4 or above	School	61 (64)	65 (67)	77 (76)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	24	0	0
White – Irish	1	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	17	0	0
Black or Black British – African	114	0	0
Black or Black British – any other Black background	5	3	0
Chinese	2	0	0
Any other ethnic group	17	0	0
Parent / pupils preferred not to say	0	0	0
Information not obtained	12	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	10
Number of pupils per qualified teacher	21
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	146

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	744,205
Total expenditure	723,446
Expenditure per pupil	3,027
Balance brought forward from previous year	0
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	170
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	21	1	0	0
My child is making good progress in school.	61	37	1	1	0
Behaviour in the school is good.	56	33	8	1	2
My child gets the right amount of work to do at home.	53	34	7	6	0
The teaching is good.	63	28	2	1	6
I am kept well informed about how my child is getting on.	60	31	6	2	1
I would feel comfortable about approaching the school with questions or a problem.	67	25	5	2	1
The school expects my child to work hard and achieve his or her best.	72	26	1	0	1
The school works closely with parents.	59	27	8	5	1
The school is well led and managed.	57	27	6	3	7
The school is helping my child become mature and responsible.	60	28	8	1	2
The school provides an interesting range of activities outside lessons.	60	18	7	5	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

Strengths

- There is very good teaching in the Nursery by the nursery teacher and the nursery nurse.
- Spoken language development is emphasised well in the Nursery.
- The Nursery children make good use of the outdoor play facilities.
- Shared reading is promoted well in the Reception class.
- Higher-achieving children in the Reception class make good progress in their writing.
- The teamwork of staff, in both classes, is a strength of the Foundation Stage.

Weaknesses

- There is a lack of liaison between the two classes.
- Too little use is made of the outdoor area by the Reception class.
- Learning objectives are not planned to meet the needs of children of different ability in the Reception class and sometimes lessons have no planned, learning objectives, particularly when children are involved in outdoor activities and those which do not involve an adult.
- Teachers do not have precise records of pupils' language development, although the Nursery does have these for children who speak English as an additional language.

56. Children enter the Nursery after their third birthday. Currently there are 40 children in the Nursery, all of whom have half-day places. In the Reception year there are 29 children, who all attend full time. Older children transfer from the Nursery to the Reception class in September and younger children join the Reception class in January. There are satisfactory induction arrangements into the Nursery and from the Nursery into the Reception class.
57. The Nursery and Reception classrooms are next to each other and both open onto the same large secure outdoor play area with grass and hard surface areas and a safety flooring underneath the climbing frames. The Nursery makes good use of this outdoor area for an extensive period every day, providing a wide range of stimulating activities, each with a clear learning objective. The Reception class do not make effective use of this outdoor facility. The activities provided during the morning lack a planned structure and do not have clear learning intentions or sufficient challenge for the children. At lunch and break times these children play in the large, barren school playground with no specific supervision for them. This leads to missed opportunities for implementing a range of experiences to develop social skills, spoken language and physical skills, and to participate in activities such as circle action songs.
58. Both classrooms are bright and well decorated with displays of children's work clearly labelled. Although the Nursery and Reception classes are in two adjacent classrooms, they do not share any planned activity. This is a weakness in provision that the school recognises. In both year groups, adults provide a broad range of indoor, structured activities clearly focused on different aspects of the curriculum. Children in the Nursery are encouraged to choose their own activities. In the Reception year this philosophy is continued and children are provided with an appropriate mix of teacher-directed and self-selected activities.

Personal, social and emotional development

59. Children enter the Nursery with social, emotional and personal skills below the national expectation for their age. They are taught well and make good progress so that, by the time they leave the Reception class, the majority of children should achieve the Early Learning Goals for this aspect of their learning.
60. Many older children have satisfactory personal and social skills for their age. They sit quietly, listen and generally respect the needs of others. All children independently look after their own needs and most children follow class routines well. All staff remind children of routines, such as washing their hands after painting, and how to use the equipment. The atmosphere in the Nursery is quiet and orderly. The younger children respond well to this, developing the confidence to choose their own activity and to persist with it for some time. Where children lack this confidence, adults intervene in a supportive manner, helping them to choose an activity and to play with the equipment provided. Appropriately, children sit quietly and listen, for example, in language sessions, maintaining their concentration for these short sessions. Relationships between adults and children are good, developed by the good role models provided by the adults. Sometimes children take part in adult-led collaborative play situations. Indoors and outside children mainly play along side each other, showing good levels of respect for each other's needs. Many of the older children interact in a co-operative manner, for example when pushing prams with dolls or selecting cakes for a party, and occasionally in a collaborative, imaginative manner without adult support, as when three girls for a few minutes gathered twigs together 'to make a fire'.
61. The majority of the Reception children are already achieving the Early Learning Goals for most aspects of personal, social and emotional development. They work sensibly and co-operatively, for example when clearing away their equipment. At times they collaborate in pairs, independently of an adult and taking turns, but mainly they work harmoniously alongside each other, interacting with comments. They rarely work together as a group, collaborating, making suggestions or agreeing codes of behaviour. Adults provide some opportunities to develop these skills such as role-play, but other opportunities, such as working with large construction equipment or large vehicles that require several children to work together, are not provided. Adults display good examples of how children should behave and have high expectations of behaviour. They use a range of appropriate strategies to encourage children to moderate their behaviour when excited, to gain their attention and to follow instructions. Children generally respond well, maintaining attention, concentrating and sitting still as required, and are interested and motivated to learn.

Communication, language and literacy

62. Attainment on entry is below national expectations, overall. Children make good progress and leave achieving many of the Early Learning Goals. The standard of spoken language of many children, however, is well below the expectations for their age. For a significant proportion of children, English is not a language they are familiar with. Children make good progress in the Nursery, but many leave the Reception class with language levels that remain below national expectations and they are not achieving the Early Learning Goals for this area of their learning.
63. The development of children's spoken language is a priority in the Nursery. This emphasis is not maintained in the Reception class. The planning and assessment of children's ability in the basic skills of spoken language, particularly for children for whom English is not a first language, are not rigorous enough in the Reception class,

where there are no targets for this aspect of the curriculum. Consequently there is no clear and appropriate focus to the teaching that identifies precisely each child's next stage of language development.

64. During the inspection, a wide range of activities were provided by the nursery teacher that effectively generated language, such as a 'Mac Joachim's Cafe' role play area, where adults sat with children, modelling sentences that children repeat, discussing such matters as the menu and the questions to ask 'customers'. In the daily language sessions in the Nursery, the teacher encourages children to use sentences such as 'this is a ...' and also illustrates the meaning of prepositions. Conventions of language, such as greeting children with 'good morning', are consistently practised. Specialist support staff give very good language support to pupils with special needs, both individually and in small groups. In the Reception year this emphasis on structured language development is not as strong, and at the time of the inspection many children were still finding it difficult to explain the tasks they are involved with. Some Reception class children are confident to speak in front of the class, for example when reflecting on a shared book. Overall, too little emphasis is placed on guiding children's speaking and enabling them to use correctly constructed, complete sentences. Opportunities to use language for a range of purposes such as reflecting upon past experiences or to organise, sequence and clarify ideas are not specifically planned for.
65. In both year groups there is an emphasis on introducing children to many stories, and the school has invested well in many new resources. In the Nursery, a book is read every day and much of the curriculum reflects this book. Activities based upon the story range from imaginative role play to drawing a picture. Children frequently sit and browse with books. Nursery children collect their own name card when they come into the class, and through this system most children recognise their own name. Elements of the National Literacy Strategy are introduced effectively in the Reception year to help children identify the characters, setting and aspects of the texts. Reception children enjoy listening to stories read by the class teacher, who reads in an animated manner. They have a positive attitude, fostered through appropriate stories that they read together and recount with clarity and expression. The teaching of phonics in the Reception year is good. Adults work effectively with the whole class and small groups of children, identifying initial sounds of objects and matching these to letters. At these times most children make good progress in their learning. By the end of the Reception year almost all children should achieve the Early Learning Goals and enjoy books, recognise the direction of print and recognise some key words and most letter sound relationships.
66. Opportunities for early writing are provided in the Nursery, as when the class teacher helps children to record stories they have heard. In the Reception year children are encouraged to write their own sentences. Few Reception children form all the letters of their name correctly. A group of five higher achievers demonstrated good skills in constructing and writing a sentence related to the book they had just heard. They used simplified dictionaries and word cards to help them and they spaced their words well, writing every letter clearly and holding a pencil correctly. These children are achieving the Early Learning Goals for this aspect of their learning.

Mathematical development

67. Children enter the Nursery with below average mathematical attainment. They make good progress and achieve most of the Early Learning Goals by the end of the Reception class.
68. Children in the Nursery currently have, overall, a mathematical understanding below that appropriate for their age, although in some aspects, such as counting to three and sometimes five, they reach the levels of attainment nationally expected for their age. Their below average level of mathematical understanding is constrained by the limited vocabulary that many pupils have. Adults constantly identify numbers in all situations and encourage children to count. Higher-attaining children are encouraged to recognise simple patterns when threading beads. A wide range of mathematical activities are provided in the Reception year and elements of the National Numeracy Strategy, such as counting, are introduced. Many children count independently and securely to around twenty and can identify and name common two dimensional shapes. Higher-attaining children can identify some solid shapes such as a cone and a pyramid.

Knowledge and understanding of the world

69. Children enter the Nursery with below average knowledge and understanding of the world. They make good progress and achieve most of the Early Learning Goals by the end of the Reception class.
70. The provision for children throughout the Nursery and Reception class, for this area of learning, is sound and by the end of the Reception year children are expected to acquire all the Early Learning Goals. Not all of the children in the Nursery show curiosity, but adults encourage them, for example, to investigate a range of torches or to draw their finger across paste. Some children need no encouragement to explore the properties of materials such as dry dough, cutting it with scissors and watching it crumble. At these times adults encourage children to observe carefully and to talk about what they see happening. Adults in the Nursery provide a range of tools, which children manage to control with concentration and some precision. There are opportunities to use construction kits and computers in the Nursery but many children find controlling these difficult. In the Reception class children benefit from the new computer suite. They use a mouse with some control; they log on, select an icon and print a word: their skills are good.

Physical development

71. Children enter the Nursery with an average standard of physical development. They make satisfactory progress in the Nursery and in the Reception class and at the end of the Foundation Stage are meeting the Early Learning Goals for this aspect of their development. Teachers in the Nursery provide opportunities for children to climb, use pedal toys and small bats and balls. There are no scooters or bicycles to develop balance, however. In the Reception year children have physical education lessons in the school hall. At these times, the class teacher encourages children to control their bodies, to run and jump, sometimes to music, and provides children with the opportunity to develop a sense of space. At the end of the lesson all children identify that exercise has raised their heart rate. Children's finer movements are around the expectations for their age, with planned opportunities for them to develop their finer muscular control through, for example, manipulating small objects such as puzzles, using pencils and paint brushes, modelling dough and manipulating tools.

Creative development

72. Children enter the Nursery with below average attainment in their creative development. They make good progress overall and at the end of the Reception year they should achieve many of the Early Learning Goals for this aspect of their development, but not for imaginative play that requires a greater knowledge and confidence in speaking English. Nursery teachers recognise the need to develop this aspect of learning and provide many opportunities, such as a role play and dressing up area, with adults supporting the children's language development by being involved in the activity. Many varied opportunities are provided for children to use paints, crayons and collage. In the Reception year children also explore paint and copy African patterns. They walk, skip or jog in time to music but are given too few opportunities and encouragement to move more freely and interpret the music with more rigour for themselves. The children sang a range of action songs satisfactorily.

ENGLISH

Strengths

- Improving standards of reading and writing.
- Consistent teaching.
- Use of assessment to improve standards.

Weaknesses

- Standards in speaking and listening.
- Opportunities for developing English across the curriculum.
- Use of techniques appropriate to pupils who speak English as an additional language.

Overall judgement

73. Pupils are reaching nationally expected levels of attainment in Year 6. Attainment in reading and writing in Year 2 is also in line with national expectations. Standards in Year 6 are appropriate to this particular group of pupils, as teachers are redressing the needs of some pupils who are not confident in writing and speaking because of weaknesses in past teaching. The younger pupils now have a firmer foundation to their learning. This is because of consistent teaching matched to high expectations of pupils' achievement by the teachers.

National Curriculum test results

74. In the Year 2 National Curriculum tests in 2002, pupils' attainment, overall, in reading and writing was below the national average, although similar to the national percentage of pupils reaching the expected level 2. At the end of Year 6, attainment overall in English was well below the national average, as few pupils achieved the higher level. However the percentage of pupils reaching the expected level 4 was in line with the national average. Results over the past three years have improved, but there was a dip in standards in 2001. The percentage reaching the expected level 4 was in line with similar schools, although the average, overall, was below that of similar schools. Standards, overall, have been maintained since the last inspection and, considering the numbers of pupils for whom English is an additional language, this represents considerable improvement since the last inspection. Evidence from the inspection indicates that standards are improving.

Inspection standards

75. Standards in speaking and listening in Year 2 are below those expected of pupils of a similar age. Pupils enter the school with speaking and listening skills that are below those expected of pupils of a similar age. During Years 1 and 2 pupils improve their spoken language skills through being encouraged to talk with the teacher. They are able to listen intently to the teachers and to respond accordingly. However, pupils have a limited vocabulary and grammatical structures used do not always conform to Standard English. In Years 4 and 5, pupils are encouraged to answer questions in class but their responses are limited by a lack of appropriate vocabulary. In Year 5 pupils are encouraged to memorise poems for performance, but in other lessons pupils are not always given the appropriate material to stimulate discussion. Higher-attaining pupils acquire a better vocabulary, mainly through reading, but have not yet reached above average levels. Pupils with special educational needs improve their spoken language skills through close working with classroom assistants. Given the significant number of pupils with English as an additional language, further development of speaking skills would improve standards, particularly by encouraging pupils to give more complex answers to questions, and by encouraging them to use new vocabulary.
76. Standards in reading in Year 2 are in line with those expected of pupils of a similar age. Pupils enjoy reading from an early age. They learn to use various strategies for reading unfamiliar words and are able to use dictionaries. They are guided well by their teachers in their choice of reading matter. By the end of Year 6 standards in reading in Year 6 are in line with those expected of pupils of a similar age. Pupils continue to enjoy reading and again are challenged in their choice of reading by their teachers. Pupils are able to express preferences for authors and styles of writing. Pupils with special educational needs achieve well. Pupils with English as an additional language also achieve well. Higher attaining pupils are able to recount stories and explore character. They begin to infer from a text and to discuss major themes in the book.
77. Standards in writing in Year 2 are in line with those expected of pupils of a similar age. From an early age pupil's handwriting is clear and legible and contributes significantly to the high standards of presentation in pupils' work. In Year 2, pupils' sentence structure in written work is recognisable and conforms to accepted standards. In Year 5 pupils increase their range of writing through poetry. In Year 6, pupils are encouraged to explore language in response to visual stimuli. Pupils with special educational needs make good improvement in their writing against the targets set in their learning plans. Pupils for whom English is an additional language also achieve well. The higher attaining pupils are confident writers who use complex sentence structures and an increasingly adventurous range of vocabulary. Because of the inclusive nature of the school, pupils from different ethnic backgrounds and of different abilities make good progress.

Teaching and learning

78. The quality of teaching and learning is satisfactory overall. It is good and sometimes very good in Years 1 and 2. It is satisfactory and sometimes good in Years 3 to 6. All teachers manage pupils very well and this consistent approach allows pupils to become confident in their learning. Consequently, relationships between teachers and pupils and between pupils are very good. Teachers create positive, happy classrooms in which pupils are motivated well to learn. Pupils are well behaved because of the high standards set by the teachers. Consistent teaching ensures that pupils are very aware of the expectations placed upon them and this contributes

greatly to the high quality of spiritual, moral and social learning in the school. Pupils are encouraged effectively to take responsibility for their own learning. Teachers have good knowledge of the subject and challenge pupils effectively. In Year 1 picture stimuli reinforce learning for pupils with English as an additional language. In Year 5 pupils are kept interested in their writing by the brisk pace of lessons. Assessment is used very effectively. The results are shared with pupils so that they have a clear understanding of what they have achieved and what they need to do to improve. Higher attainers and some special needs pupils use information and communications technology effectively to present their work. Homework is used effectively to stimulate pupils and reinforce their learning.

79. Teachers follow the three-part structure of the National Literacy Strategy. Pupils are clear about the learning intentions of each lesson and this helps them pupils to become more independent in their learning. Pupils work well as individual, in pairs and in groups. However, the final session of each lesson could be better used to consolidate what pupils have learnt and explore how this can be extended. Speaking skills could be better developed. Much of pupils' speech in Years 3 to 6 is between pupil and teacher and often as a response to teachers' questioning. More emphasis on requiring pupils to give longer answers in sentences and on encouraging appropriate talk between pupils could better develop spoken language. Also, more corrections by the teachers when spoken language is grammatically incorrect could help pupils. Pupils with special educational needs are well supported in their learning by support assistants. More could be done to involve these assistants in the planning of lessons. Considering the large numbers of pupils with English as an additional language, improved techniques for teaching these pupils would help pupils, such as word banks, bilingual dictionaries and greater use made of thesauruses.

Leadership and management

80. The subject is led and managed very well. The enthusiastic co-ordinator has established high expectations within a short time in the school. This has been partly achieved by the very effective use of assessment to raise standards and increase expectations of both pupils and teachers. The improvement plan clearly indicates the appropriate areas for future development. The leadership and management, through effective monitoring, contribute to the consistency of teaching. More opportunities could be found for developing English through other areas of the curriculum, so that pupils use and practise the skills they have learnt. More effective use of vocabulary lists specific to other subjects, and of research skills on appropriately stimulating subject texts would improve this. The use of information and communication technology, across the curriculum, to develop literacy skills is underdeveloped. There is a satisfactory number of books in the small library and a good range of non-fiction books in classroom libraries.

MATHEMATICS

Strengths

- Assessment data are used well to identify weakness and help raise standards.
- Number work is taught well throughout the school.
- The deputy headteacher gives additional support to Years 4, 5 and 6.

Weaknesses

- There is limited evidence of two attainment targets being studied in enough depth: using and applying mathematics and data handling.
- Pupils have gaps in their learning from previous years.
- Teachers' planning in Years 3 to 6 does not make additional provision for the teaching or revising of earlier skills.
- Pupils' annual reports often only comment on progress in number work.

Overall judgement

81. Pupils learn quickly and many reach the expected standard in what they are taught, but they have gaps in their learning, especially in Years 3 to 6, which affect the overall standard of their work.

National Curriculum test results

82. In the Year 2 National Curriculum tests in 2002, results were well below the national average and below that for similar schools. In Year 6 they were low, being in the lowest five per cent of schools nationally, and were also low when compared with similar schools.
83. These results reflect the many supply teachers this year group had in Year 5, the changes in staff over a number of years, and gaps in the pupils' learning resulting from this. This is more evident in mathematics, as a subject which depends on previous learning for the successful development of skills. Five pupils achieved just below level 4, which made the overall grade lower than it would have been with consistent teaching. Few pupils reach the higher level. A further reason for the low results is the lower standards reached in some aspects of the subject, such as using and applying mathematics. There is no significant difference in the results of boys and girls, or between different ethnic groups, across the school.
84. The school fell very short of the targets set for Year 6 pupils in 2002. Higher targets have been set this year, which the school hopes to achieve because of the extra money and work that has gone into the staffing and teaching of mathematics. From the work seen, these are judged to be high targets, but attainable with extra support in class and through additional 'Booster' classes.

Inspection standards

85. Pupils' attainment at the end of Year 2 is in line with national expectations. Pupils learn quickly, are being taught well and are making good progress. Standards in Year 1 are above national expectations. In Year 1 about half the class count forwards and back to and from 100 in fives; they position numbers on a number line between five and 50, and know the meaning of more than and less than. They see patterns in numbers when using a 100 square. Higher-attaining pupils find '11 more' than numbers about 100. By the end of Year 2, pupils divide by 10, know the meaning of simple fractions; name solids, and explain a quarter, half and three-quarter turn. They

find change from a pound coin, know the months of the year, and are beginning to tell the time. They know the meaning of symmetrical and estimate if something is heavier or lighter than another object using kilograms.

86. Overall, pupils' attainment is below national expectations by the end of Year 6. Their attainment in Year 6 is in line with national expectations in the work covered, but there are areas which have not yet been covered, for example the applying of percentages to daily life, converting pounds to foreign currency and data handling. Pupils divide confidently with numbers up to two decimal places; understand the meaning of equivalent fractions and simple percentages, and classify quadrilaterals by using their side and angle properties. They find the perimeter and area of regular shapes and understand reflective symmetry. The range of attainment is generally narrow with the majority of pupils working near to the level expected for their age, although lower-attaining pupils sometimes cover the same work, but with smaller numbers and higher-attaining pupils are sometimes given additional work, such as prime numbers for homework. The work in pupils' books is very well presented and teachers mark it regularly and helpfully. The amount of work recorded in Year 3 is less than is usually found. Some work in Year 6 is at a level 3 standard, such as using 'doubles', for instance, 15 plus 15, to find answers to a sum such as 16 plus 15. Further gaps in their books are on three-dimensional shapes, frequency graphs and work on mode and range. Data handling is mainly restricted to block or bar graphs.

Teaching and learning

87. The quality of teaching and learning in Years 1 and 2 and in Years 3 to 6 is good overall, and teaching is very good in Years 1, 4 and 5. Very good progress is made in Years 1 and 2 so that, by Year 2, the majority of pupils are attaining the expected level and a small number are working at a higher level. Good support is given to lower-attaining pupils by the learning support assistant and they make satisfactory progress. In the best lessons, teachers are secure in their subject knowledge, use visual support and demonstrations well, which is particularly helpful to the pupils who speak English as an additional language, and encourage pupils with a good degree of praise. They also have good strategies for involving all pupils and discipline is very good. Well-matched work is also provided for higher-attaining pupils and pupils with special educational needs.
88. In the best lessons in Years 3 to 6, planning is very good, the management of pupils is excellent and expectations of pupils are high. Teachers use a step-by-step approach to teaching a new skill, pupils are well supported by an additional teacher of learning support assistant and the teacher models how to set out the problem on the board before the pupils work on their own. Pupils show a growing confidence in the subject, even within a lesson, and their ability to work problems out mentally in different ways by the end of Year 6 is contributing significantly to this confidence and the achievements they are making. Whilst some progress was made in the understanding of probability, the teacher's method of presenting this was not clear and progress was limited. This was partly because the mental mathematics session at the start of the lesson conflicted with strategies that were to be used in the second half of the lesson. Only six pupils really had a grasp of the mathematical concept of probability at the end of the lesson. In Year 5, the teacher has excellent subject knowledge, manages the problem of gaps that pupils have in their learning very well and her enthusiasm for the subject inspires the pupils to work hard, and they also show great enthusiasm for the subject and achieve well. She also continually explains mathematical vocabulary, which enables the pupils who speak English as an additional language to build up their understanding of the English language. These

strategies are not as effectively used in other classes and the use of a visual example, for instance when using the word 'double', is not sufficiently used to help these pupils understand what mathematical words means. In some lessons pupils struggle when they do not automatically apply strategies that they should have learned previously, such as number bonds to ten in Year 3. The ability of higher-attaining pupils is not always used to show other pupils a harder way of working out a problem.

89. The national strategies for teaching mathematics are mainly implemented satisfactorily. However, not all Year 3 to 6 class teachers are fully aware of the whole numeracy strategy. Because of this they do not sufficiently revise or teach skills which pupils should have been taught in earlier years. Further assessing of pupils' individual needs in the older classes is needed if they are to build successfully on skills from earlier years. Whilst the National Curriculum optional tests are used in different years, these are not used to identify gaps from previous years. Plans to develop assessment, including pupils' self assessment, have, however, been drawn up by the co-ordinator. In the best lessons the strategies taught in the mental mathematics session at the start of the lesson can be applied in the main part of the lesson. Where the strategies practised in the first part of the lesson are not the best ones to use in the main part of the lesson, pupils become confused.
90. The school identifies different weeks to focus different subjects, and a focus on numeracy across the curriculum is planned in the near future. At present this is not well developed, although there are examples, as when pupils study 'symbols and numbers' in history lessons about Ancient Egypt, and 'pattern' in art lessons. A particularly good display, in Year 1, involves some understanding of number and shows a time line of different toys played with at different times in history.
91. Additional classes are offered to pupils in Years 3, 5 and 6. Springboard groups for Year 3 were taken by a support assistant in the spring term and the deputy head takes Booster classes in Year 6, both for pupils aiming at the expected level 4 and those aiming higher. These sessions provide a valuable time when pupils have the opportunities to explain what they do not understand in class and make up any gaps in learning that they may have.

Leadership and management

92. The subject co-ordinator is new to her post and is leading and managing the subject well. She has had to start from scratch, as data was not up to date when she took over her role. She has already led some workshops for teachers and is monitoring teachers' short-term planning and pupils' books. She has identified gaps in learning resources and the subject is now well resourced. The non-class-based deputy headteacher, who is a mathematics specialist, gives considerable support in Years 4 to 6 and the monitoring of the subject in these years is mainly done by her. The two teachers work closely together. This is successful; good progress is being made and the overall leadership and management of the subject are very good. The co-ordinator is aware that the National Numeracy Strategy needs to be adapted to the particular needs of the school and an in-service day has been planned later this term. Business partnerships are being built up; mathematical games have been donated, and workshops for parents and support assistants have been organised. The subject has a high priority on the school improvement plan.
93. Pupils' annual reports focus mainly on numeracy (which is an area that parents feel strongly about) but do not sufficiently show parents what standard their children are

reaching in the different aspects of the subject and how they could help them in these areas.

94. The numeracy governor, who has attended training in the subject, has observed teaching in some classes and reported back his findings to the headteacher and governing body, with regard to the delivery by the teacher and the interest of the pupils. He has also met with the co-ordinator to look at planning. The headteacher and deputy analyse the National Curriculum test results with regard to gender and ethnicity but there are no significant trends. The results are also analysed by the governors who have allocated financial resources, in the shared determination to drive up standards.

SCIENCE

Strengths

- Teaching in Year 6 and Year 1.
- The support of the advanced skills teacher from the secondary school.
- Attainment in light aspect of physical science.
- Presentation of pupils' work in Year 6.

Weaknesses

- Development of investigation skills in Years 2 to 5.
- Classification aspect of the curriculum.

Overall judgement

95. Standards are below average at the end of Year 2 and average by the end of Year 6.

National Curriculum test results

96. Teacher assessments in 2002 identified above average numbers of pupils in Year 2 attaining the nationally expected standard and below average numbers of pupils achieving the higher level. The 2002 National Curriculum test results in Year 6 showed standards well below both the national average and the average of other similar schools.

Inspection standards

97. Standards in Year 2 are below the national average in all areas of science. This judgement is based on the standards of work seen in the inspection and in pupils' previous work. Insufficient work has been covered during the year and scientific enquiry skills have not been developed appropriately. As a result the pupils currently in Year 2 are not making satisfactory progress in science and are under-achieving. No judgement on attainment for this year group was made in the previous report. Pupils in Year 1 are achieving well and making good progress. Due to the excellent teaching they receive, these pupils are developing a good level of scientific understanding and enquiry skills for their age.
98. The standards of work seen during the inspection in the current Year 6 class are in line with national expectations and this is similar to the findings of the last inspection. The standard of presentation in most pupils' books is very high and pupils obviously take a great pride in their work. The very good teaching provided by an advanced skills teacher from the feeder secondary school, and the positive attitudes of these

pupils to the subject, result in pupils of all abilities in Year 6 making good progress. There is no difference in attainment between boys and girls in any year.

Teaching and learning

99. The quality of teaching throughout the school is very variable and, as result, pupils' progress as they move through the school is inconsistent. In Year 1 and in Year 6, where the teaching is very good and sometimes excellent, pupils make good progress in lessons and throughout the year. In these years, pupils' scientific enquiry skills develop well due to the good subject knowledge and practical approach to science teaching of these teachers. In other years, where teachers' subject knowledge and expectations are not as high and the pace of work is not as quick, pupils make only satisfactory progress. Pupils with special needs and those with English as an additional language make similar progress to the rest of the class.
100. The attitude of pupils to their science learning is good throughout the school. Pupils are keen and work well together as a group or in pairs, considering the needs of others. Examples were seen in practical lessons where pupils' attitudes were very mature. This was because the pupils were appropriately challenged and had adult support available to guide their learning.
101. During the inspection the quality of teaching in Years 1 to 2 and Years 3 to 6 was good overall and very good in Year 6, where pupils benefit from the advanced skills teacher, teaching in partnership with the class teacher. All teachers manage their pupils well and use appropriate resources. Teachers always discuss the learning intention of the lesson with the pupils and at the end of the lesson teachers help pupils to reflect on their learning and analyse if they have achieved the objectives. In this manner pupils become very aware of their own learning. Most teachers carefully explain new vocabulary, frequently asking the pupils to supply definitions and this helps pupils for whom English is not their first language or other pupils who have insufficient vocabulary to express themselves clearly, to understand and to learn. In the very good lessons seen, teachers raise pupils' attainment through very clear explanations of the phenomena being observed. For example, in Year 6 pupils developed a good understanding of how light is reflected from various surfaces and why some surfaces appear dull. Where teachers lack this detailed subject knowledge, their questioning and explanations are superficial and pupils' learning is restricted.
102. Teachers plan activities that achieve the learning objectives, but they rarely plan a range of activities that suit the differing ability levels in the class. Almost all teachers provide good ongoing support while the pupils work, but no recording of these assessments by either teachers or teaching assistants was seen during the inspection. Teachers' marking is frequently superficial with little more than a cursory tick. The majority of marking lacks specific comments to tell pupils which aspect of their work is good or in need of development. Unfinished work, including that which teachers indicate in their marking should be completed, is frequently not completed.

Leadership and management

103. The subject is very well led and managed. For example in order to retain previous learning, the co-ordinator has introduced a mental 'warm up' to start each lesson, based upon the same principle as the numeracy strategy. She has provided for all year groups a range of questions so that teachers can revise learning from previous topics and year groups. The co-ordinator also has secure methods of monitoring the teaching and the learning that include monitoring lessons and pupils' books.

Assessment of pupils' knowledge is undertaken every half term on the completion of each topic and the co-ordinator marks all of these throughout the school so as to have a first-hand knowledge of each pupil. Pupils in most classes write these assessments into the records themselves and this system gives pupils a good understanding of their own learning and progress. These assessments have indicated a lack of scientific vocabulary and weaknesses in pupils' ability to interpret data from tables, and these are now priority areas for development. The systematic development of scientific enquiry skills is not well planned in the curriculum. To address this deficit the co-ordinator has developed assessments for scientific enquiry skills that are ready for implementation and these should develop a more cohesive and rigorous approach to this aspect of the curriculum. There are very good links with the feeder secondary school. An advanced skills teacher from this school works with Year 6 pupils each week and all pupils visit the secondary school to use its scientific facilities. Resources are good and include a specialist teaching room. Computer programs are used for aspects of classification but the links with information and communication technology could be better developed. Electronic probes and microscopes have recently been bought and following staff training they will be used to extend the curriculum. A range of visitors and visits take place to enhance the curriculum. Unlike at the time of the previous inspection, a science club no longer functions.

ART AND DESIGN

Strengths

- Pupils' attainment in Year 1.

Weaknesses

- Pupils' attainment in Years 3 to 6.
- Curriculum in Years 3 to 6.
- The teaching of basic skills.

Inspection standards

104. Attainment in art and design meets national expectations at the end of Year 2 but not at the end of Year 6, where standards are below national expectations. No judgement on progress since the previous report can be made as no judgements were made in the previous report. Pupils make satisfactory progress up to Year 2 and their achievement is sound. In Years 1 and 2, pupils demonstrate a good sense of proportion as shown in the Year 1 portraits and in the Year 2 figure painting. Their sense of composition and of perspective is not as well developed. From Years 3 to 6 the work sample shows that pupils are under achieving. In these years, pupils' observation skills, sketching and colour applying techniques are not sufficiently well developed. No evidence to show that these pupils undertake three-dimensional work was provided. Pupils in Year 4 are familiar with the work of Giotto and in discussion show a secure knowledge of symbolism and of how a painting can 'tell a story'. They have sound skills, sufficient to be able to plan a fresco, using a Bible story as inspiration. There is no difference between the attainments of boys and girls, and all groups of pupils, including those with special needs and with English as an additional language make the same progress as the other members of the class.

Teaching and learning

105. Two lessons were seen during the inspection, one in the infant department and one in the junior department. In both, the quality of teaching was good. The co-ordinator provides a good role model with good subject knowledge and class management

skills and appropriate teaching methods. Good demonstrations identify the important features of an artist's work to the pupils and, through this, enable them to improve their own painting techniques and attainment. Consequently, pupils in Year 2, when reflecting on the work of Monet, make good progress in their painting techniques. In Year 4 the good teaching was characterised by good subject knowledge, good links with pupils' information and technology skills, and good links with the school's religious ethos that effectively supported the school's aims.

Leadership and management

106. The co-ordinator is now starting to provide sound leadership for the subject. Following an analysis of the provision through a questionnaire, she is implementing staff training in specific skills and techniques during a planned art week, when artists will work alongside class teachers. A new supportive scheme of work has just been introduced that includes assessment and the use of information and communication technology. At present no monitoring of the teaching, recording of pupils' progress or assessments take place. An art and design club provides additional experiences for a small number of junior pupils in the skills of painting action pictures.

DESIGN AND TECHNOLOGY

<p><i>Strengths</i></p> <ul style="list-style-type: none">• Teaching by the co-ordinator. <p><i>Weaknesses</i></p> <ul style="list-style-type: none">• Lack of full design processes being taught in Years 3 to 6.
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Inspection standards

107. Pupils are achieving national standards at the end of Year 2 but not at the end of Year 6, where standards are below national expectations. Pupils make satisfactory progress in Years 1 and 2 and their achievement is sound. In Years 3 to 6, although pupils have a satisfactory knowledge of mechanisms overall, they lack experience of undertaking the complete design process and this restricts their attainment and achievement. As a result, pupils' ability to design and to evaluate are below the expected standards for their age. There is no difference in attainment between boys and girls, and all groups of pupils.
108. Pupils in Year 2 are familiar with the full design process. For example, as part of their work on 'Joseph's coat', they examined a range of patterns, fabrics and finishes before completing their design and, after making their coats, they evaluated their work. This attainment is based upon secure groundwork established in Year 1, where pupils evaluate a range of hinges before making model houses. Pupils now in Year 6 have not yet undertaken any design and technology work. In Year 5 pupils have made a range of musical instruments to link with their work on sound in science. Although their instruments were not all constructed with the skill expected for this age, their finishing skills are satisfactory and the instruments were fit for purpose. No planning or evaluations were recorded and this reduced the attainment. These pupils have benefited from a visit by local bakers and have evaluated a range of breads and flours. Pupils in Year 4 have a sound knowledge of hinges and slider mechanisms for using in cards and have explored a range of stitches as a means of joining fabrics, but have not used these skills to make a product. Pupils in Year 3 demonstrate good construction skills when making a range of buggies and have evaluated wind power, electrical power and springs to find the best mechanism for movement. These pupils are currently learning about pneumatic mechanisms.

Teaching and learning

109. Only teaching by the co-ordinator was seen during the inspection: she provided an excellent model of good practice. Strengths in this teaching included clear explanations and good preparation so that all the pupils have considerable practical experience and no time is lost. The use and explanation of technical terms, which included the pupils providing definitions, are a strong feature in the teaching and this enables all pupils, in particular the pupils with English as a second language, to learn well. Learning objectives were very clear and at the end of the lesson pupils reflected on their learning and evaluated if they had achieved the objectives. In this manner pupils are made very aware of their own ability. During this lesson considerable new learning took place as pupils constructed and observed how pneumatic mechanisms work. By the end of the lesson all pupils could explain how this type of mechanism works and had made a simple lever mechanism that moved, using pneumatic power.

Leadership and management

110. The subject is satisfactorily led and resources are satisfactory. A weakness in the leadership has been the monitoring of the subject. The planned curriculum includes the full requirements of the National Curriculum, using a nationally prepared planning structure. However, the full design process has not been systematically taught throughout the school, and in all Year 3 to 6 classes, aspects of the planned curriculum have not been taught. Specialist teachers deliver some of the curriculum to Years 3, 4 and 5, but in some classes there has been an over reliance on these special days to deliver the full curriculum, rather than using these as an additional resource to enrich and extend the curriculum taught by the class teacher. A design and technology club provides worthwhile additional experiences that enrich and support the learning.

GEOGRAPHY

Strengths

- The scheme of work meets National Curriculum requirements.

Weaknesses

- Time allocation.
- Low standards of attainment.
- The development of skills across the age range.
- Insufficient resources.

Inspection standards

111. Standards by the end of Year 2 are below those expected of pupils of this age. They are well below expectations by the end of Year 6. Too little time is allocated to this subject to ensure that the programmes of study are taught in sufficient depth. Knowledge and understanding, map work and fieldwork are not developed appropriately to match the age of the pupils and resources are insufficient to ensure effective learning. Pupils do not acquire an adequate vocabulary in the subject.

Teaching and learning

112. Judgements are based on the scrutiny of pupils' work and teachers' planning. The quality of teaching and learning is unsatisfactory. In Years 1 and 2 teaching is satisfactory, but in Years 3 to 6 it is unsatisfactory. In Year 1 pupils extend their knowledge of the world through the travels of an imaginary bear. Through this they begin to recognise different locations in Canada and the British Isles. They begin to investigate the features of holiday locations and are introduced to maps of the world. In Year 2 they continue this theme and use atlases to locate capital cities in European countries. In Year 5 pupils explore routes in Britain using maps. In Year 6 pupils begin to understand the water cycle and the different features of rivers. However, pupils' knowledge and understanding are not developed from what they already know. This results in low expectations of standards of attainment. Insufficient time allocated to the teaching of the subject means that topics are often incomplete and not presented in enough detail. There is not enough planning to ensure that pupils of all abilities are challenged effectively.

Leadership and management

113. The subject is unsatisfactorily led and managed. No one has a clear management responsibility for this subject. Therefore, there is no agreement on standards expected from pupils, nor is there any assurance, through monitoring, that teaching complies with the scheme of work. Assessment is not used to set expectations and the previous learning of pupils is not built upon effectively. Resources are inadequate to support the teaching of this subject.

HISTORY

Strengths

- The leadership of the subject.

Weaknesses

- Standards.
- Allocation of time.
- The development of skills.
- Resources.
- Opportunities for using English.

Inspection standards

114. Standards in Year 2 and Year 6 are below those expected of pupils of a similar age. Standards are too low because the time allocated to this subject on the timetable is insufficient to cover the requirements of the national curriculum in enough depth. Teachers' planning does not ensure that skills within the subject, such as use of evidence, chronology, knowledge and understanding and use of research skills - are developed according to the ages of the pupils. Resources, especially printed texts, sources of evidence and artefacts, are inadequate to support effective learning.

Teaching and learning

115. Based on evidence from the scrutiny of pupils' work and planning by the school the quality of teaching and learning in Key Stage 2 is unsatisfactory. By Year 2 pupils know about Florence Nightingale and Mary Seacole, but have a limited idea of the sequence of events these people lived through, or of their distinctive wider contribution to the development of health care. Pupils know about the Great Fire of London and describe some historical events. The present group of pupils in Year 1,

who are studying the history of toys, develop a sense of chronology through a time line showing the toys children played with at different times in history. In Year 3 pupils use the Internet to gather information about the Vikings. However, their skills of using the data to discern causes and consequences of the events are limited. In Year 6, pupils encounter artefacts from the Victorian period, but their English language skills are not sufficiently developed through the use of written sources of evidence. The use of evidence in history is not developed sufficiently across the school. Assessment is not used effectively to set standards and teachers do not plan enough challenges to meet the learning needs of all pupils, including the higher attainers and those with English as an additional language.

Leadership and management

116. The leadership and management of the subject are satisfactory. The leadership is good. The development of the subject has not been a priority in the school. The newly appointed co-ordinator has a clear view of what needs to be done and in a short time has introduced a 'History Week' to raise the profile. Visits to museums and other places of historical interest have also been introduced and a theatre group has visited the school to explore historical themes. The improvement plan is appropriate but requires time for it to work through. The time allocation needs to be increased and more opportunities found for developing pupils' skills in knowledge and understanding, chronology and the use of evidence. Pupils have effective research skills but these need to be more effectively used. Resources, both textual and artefacts, need to be improved in order to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Strengths

- The information and communication technology suite is used effectively.
- The subject is led well by the co-ordinator supported by the co-ordinator at the local Beacon school.
- Pupils are confident in their learning.

Weaknesses

- Computers are seldom used in classrooms.
- Pupils' skills need to be assessed so that planning can meet their different needs.

Inspection standards

117. Standards at the end of Years 2 and 6 are in line with what is nationally expected in lessons, but the amount of work covered over the year is limited and, overall, standards are below national expectations across the school. In Year 1, pupils use the search tool to look for data record-cards and information on a 'toys' database. In Year 2, pupils instruct a turtle on the screen to move in different directions to finally reach a given point, moving from one 'building' to another in a 'village'. They learn skills quickly and work confidently with a partner. They know how to make a 90 degree turn and move the turtle forwards, backwards, to the left and to the right. The program 'clip art' is used by Year 2 pupils and 'dazzle' by Years 3 and 4 pupils. Computers are also beginning to be used for teaching mathematics, such as for branch diagrams in Year 3. Year 5 pupils are beginning to learn about multimedia presentations but these are in the early stages of development. In history, pupils were beginning to research for information from the Internet and make their own fact-file booklets of different periods in history, and in art and science, Year 6 pupils use the computer microscope to look at details of their own paintings. A few pupils use computers well for

homework or to present stories they write and information that they find, such as a book called 'Voyage to Egypt' and a 'Dear Diary' booklet.

Teaching and learning

118. The quality of teaching is good and because pupils' behaviour is very good, their learning is also good overall, and often very good. The subject is taught well in the ICT suite; pupils are attentive and remember what they were taught in the previous lesson. This learning is built on well by teachers and as a result pupils make good progress. Teachers have sufficient subject knowledge for the age of the pupils they teach; they plan lessons well, and in some classes provide work that is matched well to the needs of different pupils. This, however, is not consistent across the school. Keywords are clearly displayed in lessons and their meanings are explained at the start of lessons. In a Year 3 lesson, the lower-attaining pupils were being well supported in the classroom by a support assistant on an easier task, whilst the majority of the class worked at a higher level with the teacher in the ICT room. This was a purposeful lesson with pupils learning new ICT skills and finding out new historical facts. Pupils were very well motivated and working well, independently. Teaching in Year 4 was very good, with detailed planning and clear learning objectives with measurable results. By the end of the lesson pupils had made very good progress and were able to create and design a picture and make changes while testing out their ideas. The teacher also tactfully supported those who speak English as an additional language and those who speak incorrect English, modelling the correct way incidentally, so that they learned the correct usage of the English language. This is something that was seldom observed during the inspection.

Leadership and management

119. The co-ordinator has been leading the subject since February and during that time she and the ICT co-ordinator from the local Beacon school have moved the subject forward considerably. The leadership and management of the subject are very good due to this joint leadership. The school uses the Borough's scheme of work. The policy needs updating to match developments. The school has two interactive white boards, microscopes and a digital camera, all of which are used well. Programmable Roamers are used in the Nursery and Reception classes. The ICT suite is new and the subject is very well resourced both in terms of the number of computers in the school and the range of software available to teachers. The school is networked and all networks have the Borough Primary toolbox software installed which can be used both to teach the curriculum and support other subjects. Not all teachers are conversant with this software, however, and further in-service training is planned to bring them up to date. Not enough use is made of computers in the classroom at present. A clear four year plan for the development of the subject has been written and all teachers have now completed their initial training. Money has been set aside to fund a technician to ensure safe and efficient use of the system across the school. Improvement has been very good since the last inspection and the long-term plan for improvement is well thought through.

MUSIC

Strengths

- The quality and standard of singing in Years 5 and 6 are very high.
- Pupils' own enjoyments and aptitude in the subject are considerable.

Weaknesses

- Lack of a progressive curriculum throughout the school.

Inspection standards

120. By the end of Year 2 pupils' attainment is above average and by the end of Year 6 it is above average, and high in singing. In Year 1 pupils sing very tunefully following the good role model of the teacher, and play from a score accurately. Good progress is made in learning musical vocabulary, reading music, learning a new song and singing tunefully. Pupils in Year 2 know how to keep the tempo and beat well and are confident about choosing instruments to match the sounds of different things, such as animals, feelings and machines. Music that is chosen reflects two languages but opportunities are missed when this is not followed up with pupils. Year 4 explore rhythmic patterns and the broadcast Music Workshop is used in Year 5. These pupils reach average standards. They work enthusiastically together, write some good verses and sing the original version of a song with gusto. They practise singing in parts and this improves as they learn to evaluate what they do and improve their singing, singing more quietly and tunefully instead of in competition with each other. In Year 6 pupils study the lyrics of songs learning that they often have cultural or social meaning. They sing a variety of songs, tunefully and with obvious enjoyment and, for homework, prepare the lyrics of a song based, for example, on the theme of loneliness, ready to compose music in a group the next day. The standard reached is well above average by higher-attaining pupils who sing in parts after only a short practice. All pupils are fully included in lessons. By the top of the school, girls are slightly more confident than boys but all contribute well to lessons.
121. A particular innovation at the school is the emphasis on teaching language through singing. This was only briefly observed during the inspection but the high standard of singing by the choir, consisting of all Year 5 and 6 pupils, demonstrates the success of this in terms of musical ability and attainment. Pupils sing a wide variety of songs in many different ways, from Amazing Grace sung beautifully at an exceptionally slow pace, to a lively calypso with pupils swaying in time to the music. Part singing is of a high standard for pupils of this age and the sound reflects that of many a professional Gospel choir. Provision for gifted and talented pupils in singing is excellent. The school choir has sung at Brentwood Cathedral and community events and is one of the many strengths of the school. Instrumental lessons are available to pupils in brass and woodwind.

Teaching and learning

122. The quality of teaching is good overall, and occasionally very good. Lessons are well prepared and learning objectives are explained clearly. Pupils listen very carefully both to their teachers and to music that is played. They follow carefully as the teacher points to a score as music is played. They all stop playing instruments exactly when told; learning to read both notes and rests. The very good use of positive praise by the teacher is a strong incentive to please and do well. The very clear instructions and careful demonstrations enable pupils to perform accurately and gain a considerable sense of achievement. Very occasionally behaviour at the end of a lesson spoils the very good work that has taken place earlier. Generally, high standards are expected of pupils' behaviour and the very good progression across two lessons with homework in between is very successful in Year 6.

Leadership and management

123. The subject is satisfactorily led and managed. The co-ordinator has very good subject knowledge, a clear sense of direction and, although quite new to the post, has replaced all old instruments and written a draft policy for the subject. She has many links with musical organisations outside school and innovative ideas for the development of the subject. A scheme of work needs to be written, drawing on the best that is already in the school, to provide continuity whilst not preventing teachers from developing original ideas.

PHYSICAL EDUCATION

Strengths

- Teaching and leadership by an advanced skills teacher.
- Standards in dance.
- The curriculum.
- Resources.
- Support for pupils with special educational needs.

Inspection standards

124. Standards attained in physical education are above those expected nationally at the end of Years 2 and 6. Standards achieved in dance are a strength as demonstrated in a performance to the school and parents by the dance club, where a third of the Year 6 pupils achieved very high standards, showing skills usually associated with secondary aged pupils. Provision for pupils who are gifted and talented in dance is excellent. Standards in ball skills by the end of Year 2 are good. All pupils make at least sound progress in all aspects of the subject due to the well planned and balanced curriculum, so that by Year 5 over half the class have achieved their twenty five metre swimming badge and by Year 6 running and sprinting skills are secure. More able pupils are provided with additional coaching at the local secondary school and make good progress. Pupils with special educational needs make good progress and at times very good progress in their physical skills, and also in their social skills and confidence due to the success they achieve.
125. The improvement in attainment since the last inspection cannot be judged as no indication of standards was provided by the last report. However, the considerable improvement in provision since then includes the development of the curriculum, staff training and the purchase of additional resources. The school has achieved the 'Active Schools Mark' for the provision of a full PE curriculum and health related aspects of physical education. This is due to the very good support provided through the Active Schools Project.
126. Pupils enter the school knowing that exercise raises the heart rate. By Year 2, pupils throw catch and bounce large balls in a variety of ways and almost all can travel with a ball, controlling it well. Pupils evaluate their skills as the teacher demonstrates. About half the pupils demonstrate a good sense of space and agility to dodge others in their warm-up games. In Year 3, pupils pass a large ball to each other using a chest pass successfully with more able pupils throwing a ball accurately over an increasing distance to a partner. The progress made in running is evident by the time pupils are in Year 6. During the inspection these pupils were studying athletics and all demonstrated an understanding of the techniques and skills of the sprint race such as positioning their feet correctly, assuming the correct starting positions, and exploding with speed at the 'go' command.

Teaching and learning

127. The quality of teaching is good overall and very good in Year 6 where pupils benefit from the advanced skills teacher, teaching in partnership with the class teacher. In all the lessons seen, teachers manage their pupils well and this results in time being used effectively to help progress in learning new skills. Generally, pupils are attentive to their teachers, and concentrate and behave well in lessons. Lessons move along at a brisk pace with all pupils kept active and fully involved. In the very good lessons, teachers use technology well to demonstrate to all pupils the skills being taught and the learning objectives. They provide very good demonstrations that develop good techniques for all pupils, include a wide range of warm up activities that develop a range of skills, and stretching exercises that encourage good habits. The clear demonstrations are effective support for pupils for whom English is not a first language, reducing language barriers and enabling these pupils to achieve well. All teachers know their pupils well, particularly pupils with special needs. They provide additional, well-structured support that enables these pupils to make very good gains in learning. A very good example was seen in a Year 3 lesson, where a pupil with severe special needs was encouraged to work with other pupils in a ball game and progressed from working with an adult to participating independently with confidence and obvious pleasure. Teachers fully address all health and safety aspects.

Leadership and management

128. Links with the feeder secondary school are very strong. Effectively the subject is led and managed by an advanced skills teacher from this school, who is mentoring the newly appointed co-ordinator and supporting the teaching in Years 4, 5 and 6. This leadership is very good. All actions on the development plan, apart from involvement of the local business community have been achieved. The well-planned curriculum includes a residential outward bound weekend for older pupils with orienteering and rock climbing activities. The school co-ordinator is introducing a new commercial scheme of work that includes assessment and record keeping, procedures not yet established. Monitoring the teaching by the school co-ordinator is not yet established. Netball, football and dance clubs effectively extend the curriculum. Links with parents include regular dance displays and links with the community include the Year 5 pupils participating in the local LEA swimming championships. The school has recently built storage facilities for sports equipment and the new purchases of small apparatus for various sports make the resources within the school good.