

INSPECTION REPORT

**ST MARY'S WALTHAMSTOW C of E V A PRIMARY
SCHOOL**

The Drive, Walthamstow

LEA area: Waltham Forest

Unique reference number: 103092

Headteacher: Mr P Herrtage

Reporting inspector: Mrs Janet Sinclair
19824

Dates of inspection: 9 – 11 June 2003

Inspection number: 246260

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Church of England Voluntary Aided
Age range of pupils: 4 – 11 Years
Gender of pupils: Mixed

School address: The Drive
Walthamstow
London

Postcode: E17 3BN

Telephone number: 0208 5211066

Fax number: 0208 5210756

Appropriate authority: The Governing Body

Name of chair of governors: Mr D Baker

Date of previous inspection: 13 June 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19824	Mrs Janet Sinclair	Registered inspector	Mathematics, art and design, educational inclusion.	The schools' results and achievements. How well are pupils taught? How well is the school led and managed?
1165	Mr Peter Dannheisser	Lay inspector		Pupils' attitudes behaviour and development. How well does the school care for its pupils? How well does the school work in partnership with parents?
31838	Mr Martyn Williams	Team inspector	Science, information and communication technology, music.	How good are curricular and other opportunities?
7465	Mr Richard Brent	Team inspector	English, history, physical education.	
8316	Mrs Jo O'Hare	Team inspector	Foundation Stage curriculum, special educational needs, English as an additional language, geography, design and technology.	

The inspection contractor was:

Serco QAA

Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page	
PART A: SUMMARY OF THE REPORT	7	
Information about the school		
How good the school is		
What the school does well		
What could be improved		
How the school has improved since its last inspection		
Standards		
Pupils' attitudes and values		
Teaching and learning		
Other aspects of the school		
How well the school is led and managed		
Parents' and carers' views of the school		
PART B: COMMENTARY		
HOW HIGH ARE STANDARDS?	12	
The school's results and pupils' achievements		
Pupils' attitudes, values and personal development		
HOW WELL ARE PUPILS TAUGHT?	14	
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15	
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17	
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19	
HOW WELL IS THE SCHOOL LED AND MANAGED?	2049	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	2322	
PART C: SCHOOL DATA AND INDICATORS	2423	
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	3028	

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a slightly smaller than average Church of England Voluntary Aided Primary School. It has 206 pupils on roll and mainly serves the local area of Walthamstow. In Years 1 and 3 there are a much higher number of boys than girls. There are a good number of pupils from ethnic minority backgrounds and 19 who have English as an additional language, although only one is at an early stage of learning English. Their first languages are mainly Tamil, Chinese, Twi and Bengali. Attainment on entry is mainly average but is affected by the variable number of pupils who have special educational needs within each year group (there are a higher than average number of pupils with special educational needs in Years 2 and 6). Currently 24 per cent of pupils have special educational needs, which is about average. Their needs include moderate and specific learning difficulties, autism and visual impairment. There are three pupils with a statement of special educational need, which is average. About eight per cent of pupils are eligible for free school meals; this number is below the national average. The number of pupils who join or leave the school at other than the normal time of transfer/admission is high.

HOW GOOD THE SCHOOL IS

This is an improving school that is providing its pupils with a satisfactory standard of education. The headteacher and deputy headteacher have developed a good caring ethos where pupils are valued. The co-ordinators for English, history, science and special educational needs (SEN) are fulfilling their roles well in order to improve standards. Pupils are achieving well in the reception class and in science across the school. Relationships are very good and good attention is given to pupils' pastoral care. The school has above average costs per pupil and overall, provides satisfactory value for money.

What the school does well

- Pupils are achieving well in science across the school because the school has given good attention to the development of pupils' investigative skills and assessing their performance.
- The provision for children in the reception class is good; they are taught well and are provided with an interesting and relevant curriculum.
- The provision for pupils with special educational needs (SEN) is good and they achieve well against the targets set in their individual education plans.
- Relationships across the school are very good. Teachers provide good role models and a caring approach to their work with pupils.
- Pupils have good attitudes to school and behave well due to the school's good provision for their spiritual, moral, social and cultural development.
- There are good links with parents and the community, which promotes pupils' personal and academic development.

What could be improved

- Standards in English, information and communication technology (ICT), geography, art and design and design and technology by the end of Year 6.
- The headteacher's role in monitoring the quality of teaching and learning to ensure rigour, greater consistency and improvements in the quality of teaching.
- The priorities in the school improvement plan to focus more clearly on raising standards throughout the school and ensuring success criteria are specific and measurable.
- The consistency in planning to ensure that pupils' differing learning needs are more accurately met.
- The consistency and quality of marking across the school to ensure that all pupils are given the opportunity to improve their work.

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 by Her Majesty's Inspectors (HMI) in June 2001 when it was taken out of special measures. The current headteacher has been in post since January 2000. The school has made satisfactory improvement on the key issues identified at that time. Standards in science and writing have improved. Subject leaders are now given a good amount of time to improve subject guidance. However, there are still inconsistencies in the quality of subject co-ordination. The quality and consistency of teaching in Years 1 and 2 has improved but inconsistencies across the rest of the school remain. The quality of teaching is similar to that of the last inspection as are behaviour, attitudes and personal development. Issues that have not been fully resolved are the inadequacies in the school improvement plan and the headteacher's limited involvement in monitoring teaching and learning. The overall trend in standards is in line with the national trend but mainly below it. The school is on course to meet its targets for English and mathematics, which are challenging given the high number of pupils with SEN in the year group. The school is satisfactorily placed to make further improvement.

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	C	A	A
Mathematics	D	C	A	B
Science	E	D	A	A

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

In the 2002 national tests taken by pupils at the end of Year 6, results were well above average in English, mathematics and science. In comparison with similar schools standards were well above average in English and science and above average in mathematics. This was a significant improvement on previous years and reflects the fact that this was a very able year group. There are much higher numbers of pupils with SEN in the current year group and in addition they have had significant disruption to their education due to staff changes and as a result of the school being placed in special measures. Inspection evidence shows that by the end of Year 6, standards are average in science, history and music and below average in all other subjects. Pupils are not achieving as well as they should in English (based on their attainment at the end of Year 2) ICT, geography, art and design and design and technology. They are achieving satisfactorily in mathematics given the high number of pupils with SEN in this year group. There is no significant difference in the attainment of boys and girls. Pupils with SEN make good progress against the targets set in their individual education plans for English and mathematics, and in all other lessons they make progress in line with their peers. Pupils with English as an additional language (EAL) make similar progress to all other pupils and are helped by the good emphasis placed by teachers on effective use of vocabulary.

The standards of children in the reception class are above average with most children likely to meet or exceed the Early Learning Goals in all areas of learning. Children are achieving well, given their average attainment on entry. In the 2002 national tests taken by pupils at the end of Year 2, standards were average in reading and below average in writing and mathematics. In comparison with similar schools standards were below average in reading and well below average in writing and mathematics. In science, teacher assessments showed standards to be well below average. Staff training and an improved focus on scientific investigation has led to improved standards in science in 2003. Inspection evidence shows that standards are above average in history and average in all other subjects except mathematics where they are below average. Pupils are achieving well in English, history and science and satisfactorily in

mathematics, given the high number of pupils with special educational needs (SEN) in this year group. They achieve satisfactorily in all other subjects. This is an improvement since the last inspection, particularly in English, history and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school and demonstrate a good level of involvement in activities.
Behaviour, in and out of classrooms	Good. Pupils are sociable and friendly. They behave well in lessons and around the school and the school is an orderly community.
Personal development and relationships	Relationships are very good and pupils get on well with each other and their teachers. The provision for personal development is good.
Attendance	Very good. Pupils are keen to come to school and through the school's good emphasis on punctuality most now arrive on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

The quality of teaching is satisfactory overall. Although much of the teaching seen during the inspection was good or better and only a small proportion was unsatisfactory, evidence from a review of pupils' work clearly shows that teaching over time is satisfactory. This is because work is not always matched well to pupils' differing learning needs, marking is not used consistently as a tool for improvement, pupils in one class are allowed to copy large tracts of text and some subjects are not covered in sufficient depth in some classes. This is a similar finding overall to that of the last inspection except that teaching has improved in Years 1 and 2. Teaching is good in the reception class. Children are provided with an interesting range of activities that are challenging and well thought through in order to promote effective learning. Teaching is satisfactory overall in English and mathematics across the school and sound use is made of the National Literacy and Numeracy Strategies in order to promote pupils' knowledge and understanding. Overall, the main strengths in teaching are good subject knowledge and clear explanations, very good relationships, good use of the expertise of the learning support assistants and effective use of literacy and numeracy in subjects such as history and science. This leads to good learning for pupils and ensures their full involvement in lessons. The main weaknesses in teaching are a lack of consistency in planning and marking to meet the differing learning needs of pupils, slow pace in some lessons and a lack of emphasis on the systematic development of skills. In these lessons pupils tend to lose interest and do not make the progress of which they are capable. Pupils with SEN are well supported by teachers and support assistants in literacy and numeracy, and make good progress in these lessons. Pupils with EAL achieve in line with their peers and are supported satisfactorily in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the	Satisfactory. The curriculum is mainly broad and balanced, but some subjects such as geography, design and technology and art and design

curriculum	are not taught in sufficient depth, particularly in Year 6. There is a satisfactory range of learning opportunities and a good range of extra-curricular activities. The curriculum is good in the reception class.
Provision for pupils with special educational needs	Good. Pupils' individual education plans are of good quality and provide effective targets to improve their learning. Teachers and support staff work well to promote effective learning.
Provision for pupils with English as an additional language	Satisfactory. Few of them are at an early stage of learning English, but all staff are aware of their learning needs and make appropriate provision. The co-ordinator maintains an overview of their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. It makes a good contribution to pupils' overall development and understanding of the world in which they live.
How well the school cares for its pupils	There are good procedures for child protection and very good procedures for health and safety. Assessment procedures are satisfactory in English, mathematics and science and are mainly used satisfactorily to inform planning in these subjects. There are not good enough procedures in all other subjects.

The school has a good partnership with parents and mainly provides them with good quality information. However, the school reports do not clearly tell parents how well their children are doing and this is a weakness. The parents association very successfully raises funds for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher and deputy headteacher are providing effective pastoral leadership and have succeeded in creating a good ethos for the school. However, they need to be more rigorous in ensuring that all staff fulfil their responsibilities and in monitoring the quality of teaching and learning across the school to ensure greater consistency.
How well the governors fulfil their responsibilities	Satisfactory overall. They are well led by the Chair of Governors, who has a clear understanding of the work of the school. However, not all governors are sufficiently involved in the work of the school in order to fulfil their role in shaping its direction.
The school's evaluation of its performance	Satisfactory. The school analyses its performance in national tests and is taking appropriate action to secure improvement. However, this is at an early stage in its development.
The strategic use of resources	Good. The school is well staffed, financial control is good and grants are used well to support the school's priorities. The Chair of finance has a good grasp of the school's financial situation and supports the school well with its monitoring of this. The school applies the principles of best value satisfactorily.

The learning support assistants provide good support in lessons and make an effective contribution to pupils' learning. The school's accommodation has been improved well in recent years to include new toilets and an increase in the size of some classrooms. Resources are adequate for pupils' needs.

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 and behave well.• They are kept well informed about how their children are getting on and would feel comfortable about approaching the school on any issue.• The school expects their children to work hard and achieve of their best and they are becoming mature and responsible.• The school is well led and managed.	<ul style="list-style-type: none">• The range of activities outside lessons.• The amount of homework.

The inspection team agrees with most of the positive comments made by parents but finds leadership satisfactory rather than good. In terms of what parents would like to see improved, the inspection team found that the homework sheets provided, indicate an appropriate level and variety of homework on a weekly basis, if they are applied consistently by all staff. The range of activities outside school is good and includes a good range of visits, visitors, residential experiences and after-school sport clubs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children on entry is wide ranging but average overall, as there are few children with SEN in this year group. By the time they reach the end of the reception year, most children are likely to exceed the Early Learning Goals in all areas of learning except knowledge and understanding of the world. They are achieving well across all the areas of learning. This is a good improvement since the previous inspection and is due to the good teaching and provision they now receive.
2. In the 2002 national tests taken by pupils at the end of Year 2, standards were average in reading and below average in writing and mathematics. In comparison with similar schools, standards were below average in reading and well below average in writing and mathematics. In science, teacher assessments showed standards to be well below average. Staff training, an improved focus on scientific investigation and greater rigour in assessment has led to improved standards in science in 2003. Standards have fluctuated over time but are gradually improving.
3. Inspection evidence shows that standards at the end of Year 2 are above average in history, and average in all other subjects except mathematics where they are below average. Pupils are achieving well in English, history and science and satisfactorily in mathematics given the high number of pupils with special educational needs (SEN) in this year group. They are achieving satisfactorily in all other subjects. Good teaching in Year 2, across much of the curriculum, has enabled many of these pupils to achieve well. This is a good improvement in English and science since the last inspection. There are no significant differences in the attainment of boys and girls.
4. In the 2002 national tests taken by pupils at the end of Year 6, results were well above average in English, mathematics and science. In comparison with similar schools, standards were well above average in English and science and above average in mathematics. This was a significant improvement on previous years and reflects the fact this was a very able year group. There is no significant difference in the attainment of boys and girls. Over time the trend in standards is in line with the national trend and, apart from 2002, has been slightly below it.
5. Inspection evidence shows that by the end of Year 6, standards are average in science, history and music and below average in all other subjects. Pupils are not achieving as well as they should in English (based on their attainment at the end of Year 2) ICT, geography, art and design and design and technology. They are achieving satisfactorily in all other subjects, including mathematics. There are much higher numbers of pupils with SEN in the current Year 6 as well as the fact that they have had some disruption to their education due to staff changes and the effects of the school being in special measures. However, in Year 6 art and design, design and technology and geography have not been taught in sufficient depth to ensure that appropriate standards are reached. In ICT, issues with software and the malfunctioning of computers has hindered progress and in English there has not been a consistent enough approach over several years to help pupils to develop the skills they need. It is difficult to make comparisons with the previous report in terms of standards, but achievement in English appears to have deteriorated and science has improved.
6. Pupils with SEN have a wide range of needs and benefit from the specific help they receive, particularly in English. Throughout the school, pupils make good progress relative to their abilities, because the school is committed to inclusion and has organised a strong programme of support. Their achievement has improved since the previous inspection.
7. The school has 19 pupils on the EAL register, one of whom is deemed to be at the initial stage of learning English. However, since admission into school, this pupil has made good progress and is able to use English with growing confidence and competence. The pupil receives well-focused

specialist input in language from the special educational needs assistant. Other pupils with EAL make similar progress to their peers.

Pupils' attitudes, values and personal development

8. The previous inspection found both attitudes to learning and behaviour were generally good. Attendance levels were also good, and there had been no exclusions from the school. This inspection bears out the previous findings. In the previous year attendance levels were above the national average and these have improved further in the current school year and are now very good. There have been no exclusions. The school has been concerned about the number of pupils arriving late to school. However, there is evidence that measures taken by the school are being effective. The situation has improved significantly and is now satisfactory.
9. Most parents strongly agree that behaviour is good. Behaviour and attitudes were good or better in more than four out of every five lessons seen, and were never less than satisfactory. Those lessons where behaviour was just satisfactory were sometimes associated with classes in which there was an unusually large proportion of boys or classes that had experienced difficulties in previous years. Pupils are quiet and attentive during assemblies. At lunchtime, pupils are sociable and friendly to visitors and in the playground they play well with no evidence of roughness. Older pupils help the younger ones when there are mishaps.
10. Attitudes to school are good. Pupils say they like this school. The oldest pupils, whilst feeling that they are ready to move on to their secondary schools, say that they have enjoyed the school and they like their teachers. They enjoy their school outings to places of interest. Older pupils care for younger ones and all of them help those new to the school to make friends. Pupils are friendly. They happily talk about what they are doing. In lessons they listen well to others, enjoy answering questions and are often willing to ask their own questions. Most display high levels of interest and involvement in activities.
11. They respect their headteacher, teachers and other adults around the school, although they feel that at lunchtime the supervisors, (who have had training and weekly meetings to improve their skills) can sometimes misunderstand them. They have confidence that teachers will treat them fairly and with respect and will do their best to interest and help them.
12. Relationships are very good because all staff are very good role models for pupils. Pupils relate well to each other and all adults in the school. Pupils share resources and take turns to use equipment very well. They are frequently encouraged to work in pairs in the classroom, for example, when Year 5 pupils were investigating the equivalence of fractions. There was a happy buzz of activity as pairs worked on problems well targeted to suit various levels of ability. In Year 6 pupils showed their very good relationships in a lesson in which they were encouraged to help each other as they worked in groups to prepare a presentation using ICT.
13. Personal development, in terms of personal responsibility, is satisfactory. Pupils are not given a wide range of responsibilities. Within their classrooms they help with certain tasks, sometimes with a rota of classroom jobs. Other arrangements, such as looking after younger pupils during rainy playtimes do go on, but they are not formalised. The school has plans for a school council in which elected representatives of each class can talk about issues important to them and discuss them with their classes. There are no monitors or prefects selected, elected or chosen on a rota basis to give pupils a role and to foster personal development. There are no formal reading partnerships. School visits and the residential journey in the summer for the oldest pupils contribute to pupils' self-esteem and growing independence. However, the school recognises that its priorities for development have lain elsewhere and the school plans to focus more on measures to support the growing maturity and responsibility of pupils.
14. Children and pupils with SEN relate well to each other in their groups and in whole-class situations. They contribute well in lessons and enjoy being involved in activities with their peers. They develop a positive self-image as the teachers and the support assistants strive to help them to achieve success in their work. The pupils with the most severe difficulties keep up their interest

and concentration, because of the encouragement from their teachers and support assistants. Adults have established close bonds of trust and friendship, so that the children and pupils develop a positive attitude to their work.

15. Pupils with EAL develop a positive self-image as the teachers and support assistants help them to relate well to their peers. The very good relationships that exist throughout the school help these pupils to feel included.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory overall. Although well over half of the lessons seen during the inspection were good or better, with only a small proportion being unsatisfactory, it is obvious from a review of pupils' work that teaching over time is satisfactory. This is because not all teachers consistently plan work to meet the differing learning needs of pupils, most do not mark pupils' work in order to secure improvement and some allow pupils to copy tracts of text rather than interpreting information for themselves.
17. The quality of teaching and learning for children of reception age is good and sometimes very good. The teacher plans lessons very well, ensuring that basic skills are thoroughly taught and provides a good range of interesting activities to stimulate and challenge the children. They enjoy this and are keen and motivated to learn.
18. Teaching is satisfactory overall in all subjects, although there were examples of good teaching across the school, for example, in English and history in Year 2, and in mathematics in Year 4. There was insufficient evidence to make a judgement on the teaching of music and geography in Years 1 and 2, or design and technology in Years 3 to 6. This is a similar finding overall to the previous report, but teaching in the reception class and in Years 1 and 2 has improved.
19. The quality of teaching and learning in English and literacy is satisfactory. However, there are inconsistencies in the planning, and in the match of work to pupils' learning needs that inhibit good learning. Where teaching is good, the teachers have high expectations of what pupils can achieve and this, together with very good relationships, motivates pupils to give of their best.
20. The quality of teaching in mathematics and numeracy varies between satisfactory and good but is satisfactory overall. There are inconsistencies in the planning and in the match of work to pupils' learning needs that prevents good learning. Where teaching is good, lessons are carefully planned and structured with a good range of supporting activities. This encourages pupils to put a good amount of intellectual effort into their work and improve their skills.
21. In both literacy and numeracy, marking is not consistent and is not used well enough to tell pupils what they need to do to improve except in Years 2 and 3. Some teachers do not plan work well enough to meet the differing learning needs of pupils. This is particularly noticeable in Years 5 and 6. In Year 2, too much use is made of worksheets in mathematics and this does not give pupils enough opportunity to think about the strategies required for their work. Good use is made of support staff to work with groups of SEN and lower attaining pupils in order to improve their performance.
22. The quality of teaching and learning in science is satisfactory. There is good planning to cover all aspects of the curriculum, good questioning and effective use of vocabulary. The good emphasis now placed on pupils investigating and finding out for themselves and the regular assessments that take place have had the greatest effect on improving standards. However, teachers do not always place enough emphasis on challenging higher attaining pupils.
23. The quality of teaching in ICT is satisfactory overall. The school has worked very hard to improve the teaching of ICT through the training of all staff. Learning support assistants are used particularly well in this context to demonstrate and reinforce techniques with small groups of pupils. Pupils enjoy these lessons and are keen to improve their expertise. Teachers make

satisfactory use of ICT to support teaching in several other subjects, but as yet this does not extend to all subjects.

24. In the lessons that are good or very good, teachers have good subject knowledge, lessons are well organised and managed and planning is detailed. As a result, pupils clearly know what is expected of them and are very well motivated to learn. In these lessons very good relationships based on mutual trust enable pupils to express their ideas freely and consider each other's points of view fully. There is a good element of challenge in these lessons, which promotes good learning for all. Good use is made of resources to support learning as was seen in a very good history lesson in Year 5. This fully stimulated pupils' interest and encouraged their involvement through bringing historical artefacts from home. In the satisfactory lessons, work is not always matched to pupils' learning needs, the pace is slower and introductions are overlong. This makes it difficult for pupils to maintain interest and enthusiasm. A review of pupils' work indicates that pupils sometimes copy large amounts of text without having to think about what they are doing – this was particularly noticeable in Year 5. In some years subjects such as design and technology, art and design and geography are not taught in sufficient depth as was noted in Year 6.
25. The teaching of children and pupils who have special educational needs is good, and, at times, very good in terms of helping pupils to meet the targets set in their individual education plans. Teaching of these pupils has improved since the previous inspection. All class teachers are involved in drawing up the pupils' individual education plans in consultation with the SENCO. Teachers know the needs of these pupils well and target their questioning and support effectively, to encourage the pupils and help them to feel included in the class activities. They give them many opportunities to succeed in front of their peers. The special educational needs assistant, who withdraws the pupils for intensive teaching in a small group, regularly communicates with the teachers both verbally and through written assessments. This arrangement ensures that the pupils get maximum benefit from the work planned. However, occasionally, the deployment of support staff in lessons is not well planned and, therefore, not as beneficial to the pupils as it should be. This was evidenced in a literacy lesson in Year 6.
26. The teaching of pupils who have English as an additional language is good in the reception class and satisfactory in Years 1 to 6. These pupils work in their ability groups and are effectively helped with reinforcement of language skills.

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

27. The school provides a broad and balanced curriculum and a satisfactory range of learning opportunities to meet the needs of its pupils and it fulfils the requirements of the National Curriculum. This is a similar picture to that found at the last inspection. As a Church of England school it follows the diocesan requirements for religious education. This provision is inspected separately.
28. The overall quality of learning opportunities is good in the reception class. All areas of learning are carefully planned with a good range of activities to stimulate and interest children in their learning. There are carefully planned visits to places such as Epping Forest, where the activities provide very well for children's spiritual, moral, social and cultural development. In addition, there is a strong emphasis on valuing each child, their home language and their culture. This helps the children to feel included and to have a really positive start to their education.
29. For pupils from reception to Year 6 there are now co-ordinators for all subjects. There are policies and appropriate schemes of work in place, providing consistent guidance to teachers. The mainly sound curricular planning, based on these, ensures that pupils' skills, knowledge and understanding develop in a satisfactory way. Although the length of the school week is broadly typical, there are some imbalances in the amount of time devoted to different subjects; for example, there is less time than average given in Year 6 to design and technology, geography, which have adversely affected standards. ICT does not figure in pupils' learning in all subjects to the extent that it should. This is recognised in the school's development plan for ICT, but action has yet to be taken to address fully this shortcoming.

30. The range of extra-curricular activities to support pupils' studies is good, contrary to the views of some parents. There is a varied programme of visitors and educational visits both in the local community and farther afield to enhance learning and enrich pupils' experiences. The organisation of a Science Week, for example, brings five days of stimulating activity for all ages where teachers and visiting specialists encourage pupils to explore and investigate. There are residential visits to activity centres each year for older pupils. All pupils benefit from theatre visits and visiting performers so that they experience drama ranging from pantomime to Shakespeare. There is a good range of sports clubs for older pupils, which helps to provide teams for the regular competitions and matches the school plays with a variety of schools within the area.
31. Equality of access and opportunity is good for all girls and boys, including those with special educational needs and those for whom English is an additional language. This is provided by teaching methods and materials that allow everyone to contribute and feel included in lessons, and by the overall good procedures for monitoring and supporting pupils' personal development and the good provision for pupils with SEN. All pupils have satisfactory access to the curriculum. The withdrawal from lessons of certain pupils, for example, for extra support in literacy, is planned so that they do not miss important work done by the rest of the class. However, the inconsistent match of work to needs in Years 5 and 6, particularly for higher attaining pupils, means that in lessons not all pupils regularly have the challenges they need to develop their learning to its fullest extent.
32. Provision for pupils with special educational needs is good. The curriculum is appropriately adapted to their needs by means of individual education plans. The targets in these plans are detailed, precise and are accompanied by useful outlines of work programmes. These pupils are often taught in specific groups within lessons for all subjects. They are usually set appropriate challenges and enjoy learning. Teaching assistants are effective in helping these pupils to access the curriculum and provide support to individuals and groups. All pupils have equal access to all aspects of school life.
33. Provision for pupils with EAL is satisfactory overall. The deputy head, who also has full responsibility for class teaching, as well as special educational needs co-ordination, maintains an overview of these pupils' progress. All teachers know who the pupils with EAL are in the class. The majority of these pupils are confident users of English in most contexts and across the curriculum. Their levels of achievement enable them to access all subjects. There are no barriers to their learning, because the school is totally committed to social inclusion. The impact of this is seen in the way EAL pupils participate in the full life of the school.
34. Good provision is made for pupils' personal, social, and health education (PSHE) because there is a satisfactory programme of discrete lessons in place for pupils of all ages, from the reception class to Year 6. This is newly developed and is subject to a review both of content and resources. The programme includes both sex and drugs education, which the school nurse, a parent herself, helps to deliver. These studies make a good contribution to pupils' understanding of their own development and also of the responsibilities of being a member of the wider community.
35. The school has good links with the local church and the community. The vicar, himself a member of the governing body, is a regular visitor, frequently leading assemblies. Parents and grandparents regularly contribute to school life, for example, by helping pupils read, sharing their experiences to enhance history and geography lessons and supervising school trips. In addition, many members of the school support staff have children at the school. These factors contribute to an ethos of unity in which each individual is cared for and, in consequence, encouraged and motivated to do well.
36. The school makes good use of the local theatre to strengthen provision for drama. It has good relationships with other schools, especially the secondary school to which most pupils move at the end of Year 6. The transition from primary to secondary school is helped by regular liaison undertaken by the deputy headteacher, and by a full day's visit for Year 6 pupils to their new

school. In particular, pupils' studies in science are strengthened by the use of laboratories and resources in neighbouring schools and colleges.

37. The provision for pupils' spiritual, moral, social and cultural education is good overall, and this is a similar finding to the previous inspection. However, this is not formalised and integrated into the activities of the curriculum in a systematic way.
38. The provision for pupils' spiritual development is good. There are opportunities for prayer and reflection at the end of each session of the school day, promoting a calm atmosphere prior to lunch and going home. Assemblies provide good opportunities for pupils to share and consolidate their spirituality. Displays show that pupils have considered aspects of spirituality in, for example, Islam as well as Christianity, helping them to appreciate other faiths. There are examples of moments of wonder within lessons, such as Year 6 pupils' fascination of a working model that demonstrated the water cycle, but these are unplanned and, therefore, irregular.
39. There is good provision for pupils' moral development. All adults are good role models and provide clear moral messages through their very good relationships with pupils and their good expectations of behaviour. Pupils know the difference between right and wrong, and the emphasis upon positive, supportive attitudes, consideration and respect for others is maintained throughout the school. The impact of this provision is seen in the friendships of children and in the way they build relationships and care for one another.
40. Outcomes show that provision for social development is good. Although there are few planned opportunities for pupils to take responsibility, older pupils readily take care of younger schoolmates at playtime. All pupils relate very well with each other because of the expectations of all staff and the examples they set. Sports and residential activities encourage a sense of teamwork. The PSHE programme encourages pupils to think about more profound social responsibilities; for example, Year 5 looked at aspects of the work of United Nations Children's Fund. Closer to home, the school regularly raises funds for local and national charities. Within the PSHE programme there are plans to make better use of 'Circle Time' where pupils may discuss openly a range of issues that affect them in order to resolve them amicably.
41. The provision for cultural development is good. There is good provision for learning about western and world traditions, for example, through literature, music, art and geography. There have been visits from a group of African drummers and a Ugandan children's choir. The school celebrates its own multicultural community, organising, for example, an 'International Evening' where pupils, parents and friends performed and contributed, giving insight into aspects of Chinese, Indian, Jamaican, French, Welsh and Scottish arts and customs, all to be found within the school community. This is a developing strength that has yet to expand into the regular curriculum. Pupils are well prepared for life in multicultural Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Staff provide very good support and welfare for all pupils. Health and safety procedures are very good. The staff and governors from the premises committee carry out regular audits of the school to make sure that it is a safe and healthy place. Professional inspections of fire prevention and portable electrical equipment are made annually. The school is safe, clean and very well maintained by hard working site staff. Some members of staff are trained in first aid and take appropriate care of those who need it. There are careful records made of all accidents. This was not reported in the last inspection so no comparisons can be made.
43. The school's procedures for child protection are in place and the level of understanding and experience of the headteacher who has responsibility for this area ensures its effectiveness. Teaching and non-teaching staff understand child protection procedures.
44. Clear behaviour policies provide pupils with a secure knowledge of their boundaries. Minor matters are dealt with by class teachers in their own way. They maintain their own class systems of rewarding or warning pupils. For example, in the Year 3 class, pupils have written their own

behaviour targets for home and school. These are displayed on a wall. In addition, there is a 'table challenge' for awarding points to groups within the class. Other aspects, including the school's very good procedures for monitoring and eliminating oppressive behaviour, are mainly the responsibility of the headteacher. He records incidents, and involves parents when necessary. Careful records are kept to make sure that developing problems are recognised and addressed at an early stage. Termly headteacher's awards for outstanding achievement and effort help to motivate pupils and 'acorns' are displayed in the hall.

45. Registrations are efficient and the time is used effectively. For example, in Year 5 pupils answered their names courteously and used the time to read books of their own choice. Pupils in each class take the registers to the office encouraging independence and responsibility. Registers conform to legal requirements. There is a good attendance policy, but the school has yet to decide when late pupils are defined as having been absent from the session.
46. The school monitors and promotes pupils' attendance and punctuality well and has achieved very good results. Earlier concern about punctuality has resulted in a member of staff welcoming latecomers in the morning with a friendly enquiry and a note in the late book, usually within the hearing of the pupil's parent. This would appear to be successful in encouraging a better level of punctuality than earlier in this school year when often more than 20 pupils were late. The school works very closely with its education welfare officer.
47. There are good procedures for monitoring and supporting personal development. Teachers know their pupils well and support them in a caring and thoughtful manner. Where there are issues to be resolved, discussions are held with parents. There are a good number of support staff available to support pupils in order to meet their needs.
48. Overall, the school has sound procedures for monitoring pupils' academic and personal development. Improvement has been satisfactory and is now contributing to the satisfactory achievement that pupils make over time. The headteacher is providing sound leadership in developing monitoring systems for all pupils. A well-organised system is based upon optional tests at the end of Years 3, 4 and 5, and the careful analysis of trends and progress leads to the school having a clear idea of pupils' progress in English, mathematics and science. The school is now planning to develop the system of target setting so that the present literacy targets, for example, are developed into levels. Regular liaison between headteacher and staff promotes satisfactory educational support and guidance for pupils. An appropriate assessment policy is in place but has yet to be implemented fully in all the foundation subjects of the curriculum. The headteacher and deputy oversee whole-school practice and plans are in hand to involve subject co-ordinators more thoroughly through meetings and a review of teachers' marking in exercise books. Currently, the latter is extremely variable, being good in Years 2, 3 and 4 and less secure elsewhere.
49. Procedures for assessing pupils' attainment and progress are satisfactory overall. They are better in English, mathematics and science than in other subjects. In English, the structure and associated assessments provided by the national strategy provides clear information for staff and pupils. Good assessment procedures are in place in the reception class, with the nursery nurse and the special educational needs assistant both contributing relevant information about children's progress across all areas of learning. As a result, all staff know how well each child is progressing. Systems for assessment in Years 1 and 2 are good. The teachers' own assessments of the pupils' attainments at the end of Year 2 were accurate when compared with the test results in 2002.
50. The use of assessment information to guide curricular planning is variable. Some good use is made, for example, reading levels are audited well and there are careful and accurate assessments to guide reading requirements. Assessment is based upon National Curriculum Levels and each pupil has a record that is updated regularly. It is upon these assessments that teachers plan programmes in literacy. The English co-ordinator also alters schemes of work to introduce tasks for pupils with differing learning needs and this plays a major part in enhancing pupils' levels of achievement in writing. Similar developments in mathematics and most of the other subjects of the curriculum are not as far forward. However, assessment information to inform

lesson planning is not consistent across the school. In Years 5 and 6 pupils are mainly given the same tasks regardless of ability and in other classes higher attaining pupils are sometimes given more work rather than work with a higher level of challenge. The school uses data satisfactorily to identify whether particular groups of pupils underachieve or do particularly well. For example, it can demonstrate the progress of pupils with special educational needs. Currently, it does not set specific pupil targets on the strength of the analyses.

51. The identification of pupils who are likely to experience learning difficulties is good. Teachers identify pupils at an early stage, and monitor their progress regularly. Specialist agencies are contacted for those pupils who may need statements. The staff give pupils who need it sensitive help and guidance, both in school work and behaviour. Progress is tracked closely.
52. Procedures for assessing EAL pupils' progress are satisfactory. As yet, the school does not monitor these pupils' attainment by ethnicity; that would enable the staff to make comparisons in achievements between different groups of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The partnership with parents is good. This was not reported in the previous inspection so no comparisons can be made.
54. Parents enjoy a good partnership with the school and are confident that their children will learn well here. Their support of the school is seen in the high levels of attendance and improving punctuality. Several parents help in the school and there is an active friends' association. Parents run an 'ice lolly' stand after school, raising money and spirits on a hot day. Most have signed the home/school agreement and make sure that homework is completed on time. The weekly homework sheet ensures that parents know what is expected of their children and they work well to ensure that it is completed. The school has the confidence of the community it serves.
55. Inspectors agree with many of the positive views of parents. For example, parents say that their children are happy in school and that they are expected to work hard. They say that this is a welcoming school that values parents highly. One parent said that the school had improved ten-fold since the previous inspection. Eighty-six per cent of parents returned the home/school agreement.
56. Parents at their meeting before the inspection and in their survey answers show strong agreement with most of the positive statements about the school. Exceptions to this were views expressed about range of activities outside lessons and the amount of homework, which demonstrated less positive agreement. However, the inspection team found that the range of activities was good and included a range of visits and visitors as well as several after-school sports clubs. It also judged that appropriate homework was set across the school.
57. Links with parents are good. A large number of parents usually attend the weekly achievement assemblies on Fridays and frequently there is standing room only. About 20 parents attend the well-established weekly coffee mornings when they can enjoy a heartening social hour whilst their toddlers play in the hall. This encourages parents and helps the next generation of pupils to get used to the school. The friends' association, supported by staff, raises useful funds for the school and organise successful social events.
58. The school provides parents with a good level of information. Parents appreciate the information they receive about what their children will learn each term. Informative newsletters are sent home giving useful information and dates to remember. The school holds curriculum evenings on a regular basis and seeks to involve parents in policy review and developments. However, annual reports on their children's progress do not clearly say how well they are getting on compared with national expectations in the range of subjects, neither do they contain much advice on how to improve. At consultation times, however, parents have opportunities to discuss these issues in full.

59. Parents' contribution to the work of the school and to their children's education is good. Several parents and friends help in class and in activities outside lessons and this is greatly appreciated by teachers. Their efforts contribute to the good atmosphere of the school.
60. The school provides the parents of EAL pupils with good quality of information. In addition, there is an open door policy through which parents are made welcome in the school community. These factors contribute to EAL pupils feeling at home in their school surroundings.
61. There is close involvement with the parents of pupils with special educational needs. They are fully involved in the procedures at every stage and are kept well informed of their children's progress. All of them attend the annual review meetings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The leadership of the headteacher is satisfactory. He is committed to improvement and has satisfactorily addressed the key issues from the previous inspection. He has ensured that there are clear lines of responsibility, which have been devolved to appropriate staff. However, the deputy headteacher carries a heavy load in terms of responsibilities within the school, all of which she carries out well and sometimes very well. Clear educational direction is provided by the special educational needs, English, history and science co-ordinators and this is leading to improvements in these subjects. Staff work well together as a team and the school's aims are well reflected in its work in terms of ethos, respect for cultural diversity and social inclusion. The emphasis on raising standards, however, is only satisfactory. The school is beginning to monitor its performance and has taken some action to secure improvement, for example, in science, but this is at an early stage overall.
63. Management is satisfactory overall. The headteacher has clear procedures for managing the school and it runs smoothly on a day-to-day basis. There are co-ordinators in place for all subjects and they receive an appropriate allocation of time with which to carry out their roles. However, their performance in securing improvement is variable and not enough attention is given to ensuring that policies and procedures are implemented consistently across the school. Performance management is in place and is used satisfactorily as a tool for staff development.
64. The headteacher has put satisfactory systems in place for monitoring and evaluating the performance of the school. Performance data is used satisfactorily in core subjects to track pupils' performance and to set targets for future learning. Subject co-ordinators monitor teaching and are beginning to have a clearer understanding of the quality of teaching. However, the headteacher has no part in this role and, therefore, does not have a clear overview of the quality of teaching in the school. This was a weakness identified in the previous report that has not yet been addressed; greater rigour needs to be applied to monitoring the quality of teaching and the curriculum in order to secure improvement in standards and adequate coverage of the curriculum.
65. The school improvement plan, which is mainly a one-year plan, does not set out a longer term plan for the school's development and this is a weakness. The one-year plan clearly sets out the school's priorities, but these are not well enough focused on the main issues affecting learning for all pupils. The success criteria are too general to be used as accurate measures of success; they need to be more specific and measurable.
66. The leadership and management of special educational needs are very good. The co-ordinator has succeeded in establishing an ethos of teamwork. This has led to a commitment to standards of provision and care for these pupils. The requirements of the Code of Practice are fully in place and rigorously implemented. There is a designated governor for this area who keeps an overview of special educational needs.
67. The leadership of EAL is satisfactory. The school can access assistance from the multicultural service in an emergency, should it arise. A specific grant allocated for EAL pupils is effectively used to provide specialist language input by a teaching assistant.

68. The governing body fulfils its statutory duties satisfactorily. They are well led by the Chair of Governors and are very supportive of the school. Meetings are held regularly and appropriate minutes are kept. There are committee structures in place and some governors regularly visit the school in order to gain an informed view of what is happening. However, overall, they need to be more proactive in shaping the school's direction and in developing a critical awareness of the school's strengths and weaknesses.
69. The provision for inclusion is good overall. All pupils are encouraged to take a full part in lessons or other activities. An appropriate policy for race equality exists and the school takes opportunities to promote this through personal and social education, and social occasions celebrating the school's cultural diversity. The school works hard to promote racial harmony.
70. The school makes satisfactory use of new technology to support school administration. Computer systems are used for managing information. The school has done much to improve the use of ICT for pupils' learning but this requires further development across all subjects.
71. The strategies for budget construction and monitoring are good and reflect the school's priorities. There is a well-considered approach to financial decision making. This has been necessary due to the very tight budgeting constraints within which the school has had to work. The finance committee of the governing body is active and is kept well informed by the office manager and the headteacher. The minor recommendations of the most recent audit have been appropriately addressed, as required. Parents raise substantial sums of money to support the school and this is well used to support pupils' learning. Specific grants for special educational needs and for pupils with English as an additional language are allocated well for their designated purpose. There are no significant bureaucratic demands.
72. The school has sound regard for the principles of best value. Several quotes are obtained for all major purchases. Parents are consulted and informed through a variety of means about the school's work; for example, attendance at curriculum evenings and involvement in the development of school policies. However, the governors recognise that evaluating value for money includes the effects of spending on pupils' achievements. Towards this end, several of them have had training and plan to have further training, to help the school to achieve its educational priorities.
73. The staffing level is good. The match of teachers' qualifications to subjects taught is sound, leading to satisfactory learning across the attainment range. Teachers also enjoy the support of a good range of support and administrative staff. The school has an above average number of learning support assistants to help with the number of pupils with special educational needs. They are mainly well deployed and good examples of their work were seen across the school. Their impact on learning is, therefore, maximised.
74. All adults who work for the school are valued. Arrangements for the induction of staff new to the school are good, as is the manner in which, in partnership with other institutions, it is involved in the training of new teachers when necessary. Staff development needs for teachers are identified clearly, and matched satisfactorily to development priorities. The arrangements for the appraisal and performance management of staff are satisfactory.
75. Accommodation in the school is satisfactory; classroom provision is adequate, but there is an absence of spaces for withdrawal and the school lacks a field, which hinders pupils' progress in games and athletics. However, the school has done much to improve the accommodation through the provision of a new toilet block and improvements to classes in Years 3 to 6.
76. The school's spending on learning resources is slightly above that of most schools. Overall, resource provision is satisfactory. Most teachers give good verbal and informal feedback but written remarks are not always both diagnostic and developmental. Self-assessment for older pupils and their awareness of National Curriculum Levels is satisfactory; it is better in Year 6, where some pupils can level their own efforts, although the number of new computers is somewhat below the national average. This limits opportunities for pupils to practise skills. The number and

quality of books in the library are satisfactory and resources for music, history and special educational needs, for example, are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and further improve the quality of education for its pupils the headteacher staff and governors should:

1. improve standards in English, information and communication technology (ICT), geography, art and design and design and technology by the end of Year 6 by ensuring that:
 - geography, design and technology and art and design are taught on a regular basis and in sufficient depth to enable pupils to attain satisfactory standards;
 - in English, that assessment information is used to provide work that is well matched to pupils' differing learning needs and the quality of teaching is monitored to secure improvement;
 - ICT is sufficiently well resourced and pupils are given opportunities to work on tasks at the appropriate level.(paragraphs 5, 24, 70, 76, 92, 113, 117, 121, 125, 131, 134)
2. improve the headteacher's role in monitoring the quality of teaching and learning to ensure rigour, greater consistency and improvements in the quality of teaching, by ensuring that:
 - there is a regular programme of monitoring teaching and learning that is rigorous and sets targets for improvement;
 - targets are followed up and improvements are secured;
 - the success of this is measured through improvements in quality and consistency in teaching.(paragraphs 64, 96, 100)
3. improve the consistency in planning to ensure that the differing learning needs of pupils are more accurately met by ensuring that:
 - assessment information is used effectively by all staff to inform planning;
 - lesson planning in all classes focuses on what pupils of differing ability know already and what they are expected to learn next.(paragraphs 16, 19, 21, 24, 100, 124)
4. improve the priorities in the school improvement plan to focus more clearly on raising standards throughout the school and ensuring that success criteria are specific and measurable.
(paragraph 65)
5. the consistency and quality of marking across the school to ensure that all pupils are given the opportunity to improve their work by ensuring that:
 - there is an agreed approach to marking across the school, which is consistently applied by all staff and monitored for implementation;
 - marking identifies areas for improvement related to each specific subject;
 - marking is followed up to ensure that improvements in pupils' work have been secured.(paragraphs 16, 21, 95, 100, 103)

In addition the governing body may wish to include the following for possible inclusion in its action plan:

- the development of the use of ICT across all subjects;
(paragraphs 29, 110, 126)
- challenge for higher attaining pupils in science through greater challenge in tasks.
(paragraphs 22,109)

* None of the above has been explicitly identified in the school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	15	15	2	0	0
Percentage	4	24	34	34	4	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 two percentage points

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	206
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs

	YR – Y6]
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	50

English as an additional language

	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	7	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	24	24	26
Percentage of pupils at NC level 2 or above	School	86 (84)	86 (68)	93 (71)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	24	23	22
Percentage of pupils at NC level 2 or above	School	86 (84)	82 (71)	79 (77)
	National	85 (85)	89 (89)	89 (89)

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

Boys' and girls' results at the end of Year 2 are not reported separately because fewer than 10 girls were registered.

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	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	14
	Girls	15	15	15
	Total	26	27	29
Percentage of pupils at NC level 4 or above	School	87 (79)	90 (69)	97 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	10
	Girls	14	14	12
	Total	21	23	22
Percentage of pupils at NC level 4 or above	School	70 (69)	77 (76)	73 (83)
	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	80	0	0
White – Irish	0	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	13	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	6	0	0
Black or Black British – Caribbean	52		0
Black or Black British – African	24	0	0
Black or Black British – any other Black background	6	0	0
Chinese	3	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	0	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)	9.2
Number of pupils per qualified teacher	22.8
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	236

FTE means full-time equivalent.

Financial information

Financial year	2002/3
Total income	615,113
Total expenditure	610,900
Expenditure per pupil	2,923
Balance brought forward from previous year	30,000
Balance carried forward to next year	4,213

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	4	1	0
My child is making good progress in school.	53	34	10	0	2
Behaviour in the school is good.	59	37	1	0	2
My child gets the right amount of work to do at home.	33	53	13	1	0
The teaching is good.	57	31	5	2	5
I am kept well informed about how my child is getting on.	45	46	5	4	1
I would feel comfortable about approaching the school with questions or a problem.	63	31	2	3	0
The school expects my child to work hard and achieve his or her best.	67	28	1	0	4
The school works closely with parents.	47	42	6	1	5
The school is well led and managed.	62	31	2	2	2
The school is helping my child become mature and responsible.	49	45	1	0	5
The school provides an interesting range of activities outside lessons.	21	34	28	8	8

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

77. Children enter the reception class with broadly average knowledge, understanding and skills. They all achieve well, including those with special educational needs and English as an additional language, and, consequently, they exceed the Early Learning Goals in all areas of their development. This is good achievement overall, and is a direct result of the consistently high quality of education provided by the teacher and staff.
78. The quality of teaching and learning for children of reception age is good and sometimes very good. The teacher plans lessons very well, ensuring that basic skills are thoroughly taught, and provides a good range of interesting activities across the areas of learning to stimulate and challenge the children. They enjoy this and are keen and motivated to learn.
79. Relationships are very good and this enables the children to feel secure and valued, which helps them to explore their learning environment with confidence. The learning support assistants make a good contribution to children's learning.
80. The previous report found weaknesses in provision in the reception class. The main weaknesses were weak planning and insufficiently challenging learning activities, as a result of which children made inadequate progress. Since then, there has been very good improvement in the quality of teaching, with the majority of lessons being good or better. The teacher and staff plan exciting activities, which engage children's imaginations and inspire them to learn. This quality was evident in the teaching of all areas of learning, except in knowledge and understanding of the world, where it was satisfactory.

Personal, social and emotional development

81. The children understand what is expected of them and they play and co-operate very well with one another and with older pupils in the playground. They are courteous to adults and to one another, and considerate of living creatures. This was observed during the inspection, when the children showed particular care when looking after the guinea pig and rabbit. They delighted in noticing that some of the tadpoles had grown legs and watched with fascination their movements in the fish tank. The children are helped in this development through the teacher and staff, praising them frequently when deserved and through firm, but encouraging management. These factors contribute to a calm, productive atmosphere where children can thrive and learn.

Communication, language and literacy

82. Children make good progress in communication, language and literacy over their time in the reception class. There are few children who have English as an additional language and some who have special educational needs. The high quality of teaching they receive helps them to develop their skills and, as a result, these children achieve well in this area of learning.
83. The children communicate with confidence and effectively through the very good opportunities provided by the teacher and staff. They undertake different roles when joining the 'Teddy Bears' Picnic' and make up conversations with each other and their imaginary friends. The children thoroughly enjoy talking about stories and contribute confidently to discussions. For example, when the teacher asked the children what the character in the book was doing, they suggested that he might be a professor or a genius.
84. The teacher and her staff are very good at teaching reading. This is achieved through a wide range of activities, which include nursery rhymes. Very good use is made of stories to motivate children to read books for themselves. Phonics are regularly taught and consolidated through well-focused

activities; most children know the initial sounds in words. Words and sentences are reproduced on flash cards and used in rhymes and songs, so that the children come to recognise the same word in different contexts. Most recognise a good number of words and read simple stories. Higher attaining children read at an above average level. The staff use illustrated stories so that the meaning is made clear. This helps the children to improve their vocabulary and knowledge, as observed when the lower attaining children, including those with special educational needs, read the 'Robot Story'.

85. Writing is encouraged through meaningful activities, which include the use of ICT. There are good examples of children writing sentences independently, with letters that are well formed and spelling that is often correct. During the inspection, one child eagerly recorded the story of a seed being found and how it grew into a flower. The children's progress is very effectively assisted through the good links that the teacher makes with other areas of learning. More than half of the children achieve very well in this area of their learning and successfully reach Level 1 in the National Curriculum.

Mathematical development

86. The teacher plans and resources good practical activities to give the children the hands-on experience, which leads the children to understand number, shape, size and weight. They are provided with practical problems to solve, through which they learn to consolidate their mathematical understanding. In a very good lesson observed, the children worked enthusiastically on solving problems on shopping, which required giving change. They were fully engaged in the carefully planned activities, which met children's specific needs well. They made very good gains in their learning and were quick to respond to number questions, such as $10p - 5p - 5p$. When one child said that he could buy something else, another quickly responded that he would have "to go to a cash point to get some more". The higher attaining children confidently used a variety of coins, with change given, and the lower attaining children matched the cost of objects to the correct amount of money. More than half of these children reach Level 1 in mathematics.

Knowledge and understanding of the world

87. The children achieve well in this area of their learning. The teacher and her staff plan lessons carefully to stimulate children's interests. They provide the children with a wide range of activities and tasks, to enable them to investigate their surroundings and to develop knowledge and understanding. Occasionally, the introduction to the tasks is too brief and information, for example, about seed planting, is insufficiently extended to enable the children to develop their knowledge and understanding. Nevertheless, there are good examples of activities in which the children successfully learn about their world. The visit to Epping Forest provided the children with opportunities to learn about trees and creatures in the forest. They record, for example, 'the trees need air, water, soil, light and warmth, or 'Trees need sunshine to grow'. The children were not observed using the computer during the inspection, but there are very good examples of ICT being used to support other areas of their learning, including art. The teacher and her staff seize opportunities to extend children's knowledge and understanding. When one of the children started feeding crisps to the rabbit, the teacher immediately intervened, by asking him and the surrounding group, "What do rabbits eat?". When the register is taken, the children are asked to name a colour or a fruit when answering their name. Children's home culture is very well used to celebrate the rich diversity of the community. When children go to their countries of origin for their holidays, the teacher invites them to talk about the places visited and the experiences they had there.

Physical development

88. Children develop their physical skills well through the provision of wide and interesting activities, provided by the teacher and her staff. These help the children to improve skills, such as jumping, running and balancing as well as improving their finer motor skills, when using scissors or pencils. The children have a small, discrete area for outdoor play. However, very good use is made of the large, shared playground for physical activities and playtimes. For gymnastics, the children use

the hall, where they set out the apparatus efficiently in groups, for their activities. The children use the space well, showing good awareness of space, themselves and others. They are made aware of the health and safety aspects, and, consequently, they understand that they need to warm and to cool down, when exercising. They use apparatus with increasing dexterity. The children make very good use of a variety of tools for painting, drawing, colouring and cutting. Standards in writing, colouring, cutting out, painting and sticking are improved by the attention given to this aspect of children's physical development.

Creative development

89. The children achieve well in creative development due to the rich variety of opportunities and very skilful teaching. In an outstanding lesson observed during the inspection, the children were seen to be completely absorbed in activities, which helped to develop their creative skills. For the 'Teddy Bears' Picnic', the children made up conversations, using their imaginations to the full. There were very good opportunities for imaginative play, where the staff engaged the children in conversations, which extended children's learning further. Visits are used for imaginative play, where the children can play at being squirrels catching seeds. One child recorded that he 'liked to see shapes of faces in the trees'. The children have very good opportunities to explore colour, shape, texture and form, when using malleable materials, for example. The children use ICT to draw houses and streets, or to paint pictures, using different colours. The wide variety of opportunities contributes very well to children's spiritual, moral, social and cultural development.

ENGLISH

90. The quality of provision in English is improving. Its strengths are the improving standards in both Year 2 and in speaking and listening across the school. Standards in writing are also improving. This is a good improvement in Year 2 since the last inspection. The co-ordinator provides clear leadership, based on raising standards still further. Areas for further development are linked to weaknesses in whole-school arrangements for implementing and developing the quality of teaching, planning and assessment and the level of challenge, particularly in Year 6.
91. Standards of work seen in the current Year 2 are average. This good achievement from the pupils' standards at entry in Year 1 results from a more explicit approach to the development of writing and reading skills, which has been developed by the subject co-ordinator. For example, guided reading has been taken out of the literacy hour and every class has a teaching assistant for every literacy session. Termly assessments, careful marking, class literacy targets and teachers' professional development are leading to higher standards in writing and, although overall, standards in writing are still slightly below average, greater numbers of Year 2 pupils are producing written work on a par with the higher Level 3. Among average and lower attaining pupils, weaknesses remain in sentence construction and spelling. Standards of speaking and listening are good with speaking being the stronger of the two. Higher attaining pupils are very articulate; in a lesson on fossils a number of pupils were able to adapt the structure of their answers well and asked perceptive questions in a focused way. A few pupils are below average because of weaknesses in their ability to listen clearly to what is being said. Most pupils are fulfilling their potential in reading, and standards are average. This improvement since Year 1 is the result of good teaching with an emphasis on phonics and careful and regular assessment and target setting. Opportunities are provided for higher attaining pupils to read more demanding texts with limited support to enable them to select the appropriate reading strategy. The support given to lower attaining pupils and those with special educational needs is good and helps them to make good progress. Teachers and assistants know these pupils well and amend materials well to suit their needs.
92. Standards seen in the current Year 6 are below average. This represents unsatisfactory achievement because the majority of these pupils' standards were average at the end of Year 2. Standards are lower than in last year's tests not only because of the ability of the pupils but because, over the last three years, there has not been a consistent and explicit approach to learning that demonstrates and develops the skills the pupils need, particularly in reading and writing. Standards of speaking and listening are average across the attainment range. Only a small

number of lower attaining pupils find it difficult to make relevant contributions to discussions. Standards are below average overall in reading and insufficient numbers of pupils are reaching the higher Level 5. These higher attaining pupils analyse texts successfully. Average attaining pupils generally read independently but have more difficulty in understanding more complex texts because of their limited strategies. A greater proportion of pupils are below average because they have a limited repertoire of strategies to cope with more difficult texts; as a result, they lack confidence to tackle more demanding reading tasks. These pupils also lack skills to locate information and this also limits progress in other subjects. Improvement has been better in writing and standards are only marginally below average overall. However, the number of pupils working at the higher Level 5 is well below average. Higher attaining pupils write well and engage the reader; in particular, they are able to adopt a range of writing styles. There have been improvements in the organisation, coherence and accuracy of the writing of most average attaining pupils. Some do not reach this level because of weaknesses in varying their vocabulary and sentence construction for a variety of purposes. Another major challenge for these pupils is to improve their punctuation and spelling. Pupils with SEN achieve well against the targets in their individual education plans. Those pupils from minority backgrounds and those with EAL achieve in line with their peers.

93. Teaching of literacy is not systematically helping to develop the pupils' application of numeracy skills. Its use of ICT is satisfactory. However, a lack of identified opportunities, particularly for drafting and redrafting and, in some cases, teachers' inexperience is restricting the consistent use of computers to raise standards in English.
94. Standards of teaching and learning are satisfactory overall, but good in Year 2. The teachers' subject expertise is a strength and pupils enjoy most of what they study. Across the school, planning is satisfactory but varies between classes. For example, very good examples were seen in Years 2, 3 and 4, which reflected a determination to improve standards by producing a stronger focus on what the pupils need to learn, and then identifying tasks to help them to learn well. However, this is not always the case in other classes. A very good example was seen when a Year 4 class made good progress in securing and then applying their understanding of how to write persuasively by analysing television advertisements. The teacher's thorough planning, rigorous timing of tasks and explicit exemplification of persuasive words resulted in good gains in learning. A similarly explicit approach was equally successful with a Year 2 class learning how to create syllable charts to enhance writing and reading skills. These lessons also used a variety of organisational methods such as whole-class, pair, group and individual work. Support staff were deployed well and class management was very good. As a result, the pupils' interest was sustained; they worked hard and produced work of good quality and quantity. This very good practice is not consistently embedded across the school but the subject co-ordinator is determined to move towards it. The attitudes of the pupils are usually positive but some boys in Years 4 and 6 distract other pupils. Another weakness in a number of lessons was that pupils' efforts were not sufficiently focused and concentrated. In these lessons, not all pupils did as well as they should because teachers' expectations were not high enough.
95. Marking is extremely variable; very good practice was seen in Years 2 and 3, but in some other classes it is barely satisfactory and does not help pupils to improve their work. Homework practice is similarly variable. The pupils' knowledge of their target levels and grades is getting better and is now satisfactory. All pupils have reading and writing targets.
96. Improvement has been good. Achievement by the end of Year 2 is good, and better standards are emerging in writing, although these still have to be reflected in the tests. Assessment procedures are better but there is still variation in the ways that work is matched to the different abilities of pupils. The emphasis on reading and writing in curriculum and lesson planning is having a good impact on standards. The subject co-ordinator is unequivocally committed to raising standards, and is receiving good support from most of the staff. However, the school has not yet established a systematic approach to the evaluation and development of teaching and learning in the subject to ensure greater consistency across the school, and this would be greatly helped by the headteacher's involvement in the process.

97. The provision for the development of literacy skills across the school is satisfactory. This is the result of the school having only recently fully developed the literacy strategy. The English co-ordinator has been given specialist support to help with issues such as the presentation of work, the use of key subject words and the introduction of regular sessions of sustained silent reading.
98. The use of literacy skills across the curriculum is inconsistent. Some good practice was seen; for example, the correct use of key terms is a clear and constant priority in each subject, particularly physical education, history and I.C.T. In science, the support and guidance for investigations through the use of writing frames are good. Pupils in Years 1 and 2 geography lessons have produced informed accounts of the travels of the ubiquitous bear called Barnaby, and Year 3 pupils wrote beseeching letters from Anne Boleyn in the tower to Henry asking to be spared death.

MATHEMATICS

99. By the end of Years 2 and 6 standards are below average. However, there are a high number of pupils with SEN in both these year groups and, taking this into account, pupil achievement is satisfactory overall. This is a similar finding to that of the previous inspection.
100. The school is working hard to improve standards in mathematics. Lessons are well planned and good use is made of the National Numeracy Strategy. Work is mainly well matched to pupils' learning needs and assessment is used to inform planning. However, the school has not tackled some of the inconsistencies across the year groups in terms of marking to improve work and also in ensuring that work is well matched to pupils' needs. This is particularly noticeable in Years 5 and 6. A lack of rigour in ensuring consistency is linked to a lack of effective monitoring by the headteacher.
101. Current work shows that higher attaining pupils in Year 2 are able to add and subtract numbers with 100 and they use a variety of methods to add two-digit numbers. They know how to double numbers and have some knowledge of multiplication and division. They use standard units of measurement and can interpret simple pictograms and block graphs. They quickly work out number bonds up to ten and use that information to work out number bonds within one hundred. Average and lower attaining pupils add and subtract numbers up to at least 50 and estimate measures to the nearest kilogram or metre. They use pictograms to collate information and are beginning to analyse the data.
102. The current work of pupils in Year 6 shows that higher attaining pupils know how to multiply fractions and carry out long multiplication and division sums. They know how to solve proportion and ratio problems and calculate simple percentages. Most know how to use line graphs in two quadrants and interpret simple pie charts. Although average and lower attaining pupils cover much the same work, they are not able to complete many of the set tasks and make many errors due to a lack of understanding. In some of the work the lower attaining pupils perform better than average attaining pupils. This is because they are given support in lessons to help with their understanding.
103. The quality of teaching and learning is satisfactory overall, although some good teaching was seen during the inspection. A review of pupils' work since September confirms the overall satisfactory quality of teaching. This is because the work is not well enough matched to pupils' learning needs, particularly in Years 5 and 6. In addition, work is not always marked to secure improvement and there is an over use of worksheets in some year groups. The good aspects of teaching observed included good lesson planning with clear learning objectives and good questioning to encourage pupils to explain their strategies. For example, in a good lesson in Year 4, where pupils were working with multiples of ten, pupils responded with comments such as "it is ten times more so we multiply by ten". In this lesson the teacher also ensured that pupils were clear about the learning objectives for the lesson. In a very good lesson in Year 5, the teacher challenged the pupils well to find out 20 per cent of a number and the change they might expect from it. In both these lessons there was a really good buzz of activity as pupils worked hard to solve problems mentally. Teachers use praise well to encourage participation and this elicits a good response. They make good use of mathematical vocabulary such as 'digit', 'place value' and 'partition'. In most lessons pupils enjoy the challenge of the activities set and concentrate well on individual and

group tasks. However, sometimes teachers do not make enough use of extension activities to challenge the higher attaining pupils or allow the introduction to go on too long and pupils then lose interest. Occasionally some of the activities are too difficult for the pupils' level of understanding. Overall, teachers do not make enough use of problem solving or games activities to develop pupils' ability to try different approaches and overcome difficulties. An exception to this was in a Year 2 class, where some higher attaining pupils worked very hard, using all the strategies known to them, to solve challenging problems. Pupils with special educational needs are well supported by classroom assistants to ensure that they understand the content of the lessons and this ensures that they achieve as well as their classmates. Pupils with EAL do not have difficulties in accessing mathematics as none of them are at an early stage of learning English.

104. Pupils use their numeracy skills satisfactorily across the curriculum; for example, when they use line graphs and make accurate measurements in science. Some use is made of ICT, for example, to collect data and record on a tally chart in Year 2 and analyse information in a line graph in Year 4. However, the use of ICT needs to be developed further. Mathematics makes a good contribution to pupils' social development because teachers give pupils good opportunities to work together to solve problems.
105. The new subject co-ordinator is committed and enthusiastic and has made a satisfactory start to securing improvements in the subject through the purchase of additional resources, and in reviewing teachers' plans in order to improve the match of work to pupils' abilities through the setting of targets. Good use was made of a recent 'mathematics week' to focus pupils on mathematical learning in a fun way. However, the co-ordinator now needs to be proactive in ensuring that standards in the subject are raised through a clear identification of what is required and communicating this to colleagues.

SCIENCE

106. National Curriculum assessment results were below or well below average during the previous four years but more recently have improved faster than the national trend. In 2002 the results for pupils in Year 6 were well above average. These reflected the particular cohort of high attaining pupils. In the current Years 2 and 6 both boys and girls reach average standards. Given the high proportion of pupils with special educational needs in both these year groups, this represents good achievement.
107. Thanks to the focus now given to scientific investigation and enquiry, pupils develop a good understanding that science is about establishing connections between cause and effect and that it is important to test ideas with evidence from observations. They learn to keep systematic records to support their conclusions. Pupils in Year 2 have created graphs and charts to plot findings after investigations; for example, about seed growth and insect habitats. Higher attaining pupils explain their findings in greater detail than their classmates thanks largely to better developed skills in literacy and also in clearer illustration. Average attaining pupils work at broadly similar levels and lower attaining pupils, including those with special educational needs, do so almost as well, although their powers of expression and especially spelling are not as well developed as those of their classmates. These pupils need greater support in literacy but their gains in basic scientific knowledge, for example, about the properties of materials, closely match those of their peers.
108. By the end of Year 6, average attaining pupils make predictions, for example, about the changes in organic material over time, but these often lack supporting reasons. Although one pupil wrote accurately 'I predict the bread will go stale' no explanation was offered to show why this should be so. The work of higher attaining pupils differs largely in the quality of expression and the detail presented in reasons and examples. In work on physical processes, a lower attaining pupil predicted that 'the spinner will go faster'. This was probably true, but there was no explanation about which spinner in which circumstances, so there was ambiguity instead of scientific precision. Pupils know about the differences between solids and liquids and have studied feeding relationships and described these using food chains. Most use appropriate scientific vocabulary

such as 'microbe' and 'bacteria'. They use their mathematical skills to plot a graph on the size of shadows in relation to the distance from a light source and begin to interpret patterns.

109. The quality of teaching and learning throughout the school is satisfactory overall, with some good teaching observed during the inspection. Thanks to recent training, teachers present topics in ways that lead pupils to find things out for themselves. Pupils' books show that work is well planned to cover all aspects of the curriculum with a reasonably equal emphasis. In lessons observed, there was not such a strong focus by the end of Year 2 on work at the higher Level 3 to challenge higher attainers, as the examination of their books indicated was generally the case. In a similar manner, pupils in Year 6 are not consistently challenged to work at Level 5. This is largely because teachers tend to give greater attention to those pupils who need more help. For example, a lesson in Year 6 provided appropriate levels of support to average and lower attainers through materials and adult intervention in work on evaporation, condensation and precipitation. Higher attainers were given a suitable degree of independence, but teachers intervened to explain snow and hail formation instead of challenging groups to think creatively and find explanations themselves. Focused questioning generally reveals teachers' good knowledge of the subject, makes pupils think hard so they all contribute to lessons and work at a good pace. Pupils' increasing interest and concentration are revealed clearly in good attitudes and behaviour. Literacy is well supported through the emphasis on key vocabulary so pupils express themselves better and describe more accurately what they are doing. Numeracy skills are reinforced through the use of measurements, charts and graphs, some of these prepared on computer. ICT features regularly in the form of word-processed accounts of activities, but there is no provision in the school of software to support specific scientific experiments, and no evidence, for example, of use of equipment to sense physical data. Good use is made of the facilities of neighbouring schools and colleges where pupils may work in laboratories and where a greater range of resources, including ICT, is available. Pupils with special educational needs are well supported by well-briefed classroom assistants so that they achieve as well as their classmates.
110. Management of the subject is now good. There is now a good policy and planning that meet the requirements of the National Curriculum. The curriculum is enriched by the 'Science Week', which includes visits, for example, to the Science Museum, expert visitors and is full of investigative activities to stimulate pupils of all ages. Lessons are monitored to help raise the quality of teaching and learning. This has been particularly effective in identifying the need for the development of investigative skills and taking appropriate action through staff training. Standards have risen in consequence. Assessment is good because pupils' knowledge and understanding are regularly checked and the results systematically recorded. A revised system has made this particularly effective for the strand of scientific enquiry, in line with recent staff training, so that both teachers and the pupils themselves know how well they are doing. Any appropriate action may then be taken promptly. Plans are in place to extend this system to the other three attainment targets. Personal targets for pupils, in place prior to January, are currently in abeyance until the assessment system is fully revised. In the books of each pupil in Years 5 and 6 there is a summary of the appropriate level descriptors so that they can see how their work relates to the National Curriculum, but the comments in teachers' marking do not give consistently clear guidance about what pupils should do to improve their work. Resources are good overall, with some limitations in ICT. Strong links have been developed with neighbouring establishments to enable pupils to use laboratories and conduct more detailed experiments.
111. Since the last inspection there has been good improvement. Management has improved, teaching has been monitored and, as a result, appropriate staff training has taken place. Pupils' skills have subsequently been developed so that standards formally well below average are now in line with expectations.

ART AND DESIGN

112. Only two art and design lessons were observed during the inspection, therefore, it is not possible to make an overall judgement about the quality of teaching. Other evidence was gained from documentation, school displays, a very limited amount of work in art and design workbooks and discussions with the subject leader. This evidence indicates that standards are broadly average at

the end of Year 2 and pupils achieve satisfactorily. Discussions with pupils in Year 6 clearly indicate that they have undertaken little art and design work this year due to the amount of revision undertaken for national tests, and standards are below average. Their achievement is unsatisfactory. All pupils have similar access to the subject and pupils with SEN and EAL achieve as well as their peers. Comparisons with standards in the previous inspection cannot be made as they were not reported.

113. Pupils in Years 1 and 2 have used clay to make the front of their houses as well as completing collages of them. This is linked to their work in history. A good link is made with numeracy when pupils use their ICT skills to create symmetrical patterns. In Year 2, they use a variety of materials such as string and 'blue-tack' to create templates for printing. They make good links with mathematics through their use of repeating patterns to create a design for layering a shape. They have some knowledge of famous artists such as William Morris. Most enjoy investigating the technique of layering and comment on their own and others' work in simple terms. Pupils in Years 3, 4 and 5 develop their artistic skills satisfactorily through a range of activities such as paint mixing, shading, using clay to create sculptures, making observational drawings of endangered species, mosaics of faces and using watercolours to paint still life pictures of fruit. They develop an understanding of the techniques of famous artists such as Paul Klee. ICT is used satisfactorily, for example, to create prayer mat designs in Year 5 and to create repeating patterns of fish in Year 4. Pupils in Year 6 know about some famous artists, for example, that William Morris created repeating patterns for wallpaper and that Picasso created weird faces and sculptures. They have used a limited number of methods and approaches to communicate ideas and feelings and have a limited experience of the materials and processes used in art, craft and design. In the current year, because of an imbalance in the timetable, they have had very limited opportunities to explore a variety of starting points across all the aspects of art and design.
114. The subject leader is very new and is only in place in a temporary capacity. He has audited resources and filled in basic gaps in equipment. The school uses national guidelines for planning work in art and design but there is no agreed development of skills to guide teachers to ensure pupils' progressive development. Although pupils have art and design sketchbooks, their use in most classes is very limited and does not clearly show what skills or techniques are being developed. There is no assessment in art and design and so the school has no clear idea of standards in the subject. However, the school has been through a difficult time in the last few years and the development of art and design has been a low priority.

DESIGN AND TECHNOLOGY

115. Standards in design and technology are average in Year 2, but below the expected standards by the end of Year 6. Pupils achieve satisfactorily in Year 2, but achievements in Year 6 are unsatisfactory. The curriculum meets statutory requirements for the subject, but it is not taught at sufficient depth to ensure that pupils reach appropriate levels, in the juniors. Comparisons with standards in the previous inspection cannot be made, because the subject was not reported in that inspection.
116. The pupils in Year 2 use their skills well to design hand puppets, which include pupils' own evaluations and where they think improvements can be made. They use their literacy skills to consider purposes and suitability of a variety of vehicles. There are good links with science, where the pupils evaluate the different ways that mechanisms, such as wheels and axles, are used. In Year 1, the pupils were observed putting their designs and plans into making playground equipment, using a variety of scrap materials. In this lesson, the pupils, including those who have special educational needs, evaluated their playground equipment and improved the stability of the finished products. They persevered, successfully overcoming problems they encountered in converting their designs into models.
117. There are very few examples of projects, undertaken in any depth in Years 3 to 6. This results in unsatisfactory progress and in standards that are below average. Year 3 pupils have evaluated sandwich snacks for appearance, smell, taste and texture and then designed and made sandwiches of their own. Other examples include pencil cases, using backstitch and zip

fastenings. In a discussion with Year 6 pupils, they talked about planning, designing and making cars using scrap materials. They explained in detail the steps they needed to take when designing and making models. These opportunities to work on design and technology are limited and so inhibit real progress. There are some links with other subjects, such as music, for example, when making instruments, but these are not pursued systematically. There is no evidence of ICT being used in the subject.

118. The quality of teaching for pupils in Years 1 and 2 is satisfactory, but no judgement can be made on teaching for pupils of Years 3 to 6, as no direct teaching was observed. Evidence is taken from a review of work in classrooms and in pupils' folders. Planning for the subject is based on national guidelines, but it contains little identification of development of skills, knowledge and understanding of the subject. It is clear that some skills necessary for design and technology are used by pupils in Years 1 and 2, but there is no programme to develop them systematically throughout the school.
119. There is a co-ordinator for the subject, who has held the post since late autumn. No real development has taken place, since then. The current arrangement for alternating design and technology with art and design is unsatisfactory and does not allow pupils to work consistently enough at design and technology to develop their skills. The current scheme of work, which depends entirely on the national guidelines, is not adequate and does not include a clear programme for skill development or a system for tracking and recording pupils' progress. The provision for design and technology does not meet the learning needs of the pupils in the school. There is also a lack of advice on how to plan development into the programme and on how to incorporate design and technology into other areas of the curriculum.

GEOGRAPHY

120. The previous inspection report did not include judgements on standards in geography. Consequently, it is not possible to make comparisons.
121. Standards by the end of Year 2 are average, but, by the end of Year 6, they are below average. The subject meets statutory requirements, but it is not taught at sufficient depth to ensure that pupils build on their skills, knowledge and understanding systematically, from year to year. The main reason for this, provided by the school, was the need to allocate more time to science, as the subject was deemed to be below average at the start of the autumn term. Presently, Year 6 pupils are undertaking a detailed study of the effects of tourism on the environment. One topic is insufficient to make up the deficit in pupils' geographical knowledge and skills, before they leave the school.
122. Pupils in Year 2 make sensible comparisons between the imaginary Scottish Isle of 'Struay' and Walthamstow. They show good understanding of simple maps; they know the countries of the United Kingdom and where Walthamstow is in relation to Scotland. Pupils explain why transport in London is different from that used on Struay. They can draw maps and pictures of the island and identify its main features. Pupils plot places such as resorts and those that are particularly popular. They use their mathematical skills to record information on a graph.
123. Year 6 pupils talk about the water cycle and use this knowledge in their studies of rivers, using terms such as, 'meander', 'tributary' and 'erosion'. They talk about their field study to the Suntrap Centre in Year 5, where they were able to use maps and compasses to find locations. Pupils use the Internet to access a map of Walthamstow and to add the location of their own houses to it. During the inspection, the pupils discussed positive and negative effects of tourism on the environment. They offered thoughtful comments such as "getting to know the culture of the country" or "the price of tourism is spoiled environment". Later in the week, they presented their findings using ICT.
124. It was not possible to observe any geography teaching in Years 1 and 2 during the inspection. The overall quality of teaching for pupils in Years 3 to 6 is satisfactory and learning matches it. The effects of teaching in these years are at times limited by the lack of work clearly matched to the

needs of all pupils. A review of work indicates a serious weakness in teaching and in learning, when in one class the pupils are given work to copy word for word from a source. Opportunities are sometimes missed for pupils to undertake independent study to develop enquiry and geographical skills and to build on their previous knowledge and understanding.

125. The management of geography is satisfactory. Some development has taken place since September, including the production of an assessment sheet, which each class teacher has completed except Year 6, where the main concentration has been on improving results in the National Curriculum tests. The school held a geography week in the autumn term, in which each year group participated. This helped to raise the profile of geography. However, the subject lacks rigour in planning for progressive teaching and learning throughout the school.

HISTORY

126. The quality of provision in history is satisfactory. Its strengths are a vibrant and interesting curriculum and good and supportive leadership by the subject co-ordinator. Areas for improvement are linked to the need for the extension of good practice in assessment and the use of ICT to help raise standards. The previous inspection report did not include judgements on standards in history so comparisons can not be made

127. At the end of Year 2, standards in work are above average and achievement is good. Standards at the end of Year 6 are average and achievement is satisfactory. This is the result of a number of factors. Firstly, the school now has an effective curriculum that allows the systematic enhancement of knowledge, chronology, use of sources and an awareness of change over time. Secondly, there is an improving assessment system to help teachers to monitor progress and plan lessons. Nevertheless, the language and writing skills of some older pupils, in particular, are not strong and this has presented them with difficulties in terms of chronology and communication. Pupils in Year 2 achieve well; their early chronological skills are good. They can use terms associated with time passing and they are able to separate old teddies from newer ones. By the good use of pictures, artefacts and photographs they know different ways of finding out how holidays at the seaside have changed over the years, whilst being aware that buckets and spades have remained constant. Many pupils also show a good knowledge and understanding of the main events and people studied. For example, during a question and answer session, pupils easily recalled the date of the 'Great Fire of London' and spoke about the significance of 'Pudding Lane' and the monument that marks the supposed site of the start of the fire. They are equally confident in their knowledge of Samuel Pepys and Florence Nightingale. Pupils in Year 6 have progressed slightly less well, although achievement is satisfactory. This is mainly the result of staff changes and previous curricular arrangements, which mean that important parts of the syllabus were not always properly covered. However, pupils are now receiving a balanced curriculum based on a good syllabus. By Year 6, many pupils' strengths, such as the ability to describe events and societies like the Tudors and World War Two, are outweighed by difficulties in explaining a range of other events and creating organised work with appropriate use of terms and dates. Some lower attaining pupils have only a limited knowledge of earlier history studied, such as the Anglo-Saxons and Romans and of working with historical data to find out about the past. However, the school's coverage of local and national history has improved and is now clearly based on the National Curriculum, which is having a beneficial effect on teaching and learning.

128. In lessons seen during the inspection, teaching was good. Inspection findings from the analysis of work, however, indicate that teaching and learning are overall satisfactory. This is mainly because planning together with assessment and marking procedures, have traditionally had weaknesses. Lessons seen during the inspection had many good features, for example, a Year 3 lesson on Queen Elizabeth and a Year 4 lesson on the Ancient Egyptians stimulated pupils' interest because the teachers knew a lot about the subject. In a Year 5 class studying Britain since 1948, the teacher created a timeline with desks, and pupils took it in turns to place objects brought from home, such as an old camera, a 1961 Cup Final programme and clothes from the 1970s and then talk about them. A wide range of books was also on display and, as the lesson progressed, the teacher drew attention to possible later studies. As a result, pupils' skills of historical interpretation, enquiry and chronology were sharpened. Year 3 pupils became very interested when

the teacher brought in genuine Roman coins and used them to get pupils to answer questions and write assignments based on what they had observed. History makes a good contribution to the development of pupils' numeracy and literacy skills. Year 2 pupils produce mathematics tables of favourite toys and advantage is taken of the terms 'BC' and 'AD' to teach Year 3 pupils the principle of negative numbers. Speaking and listening skills are developed very well. Teachers enhance pupils' literacy skills by encouraging them to write imaginative and persuasive pieces, but not always narrative ones. Good examples seen were letters from Romano-Britons to Claudius after the Boudiccan Revolt and historical vocabulary used well in Years 3 and 4. The use of ICT in history is unsatisfactory, although pupils enjoy watching relevant videos on the Romans and simulating life in Tudor England. The subject makes a very good contribution to the school's provision for pupils' spiritual, moral, social and cultural development. Pupils reflect on how people lived in the past and write empathetically on a range of issues, including poignant accounts of what may have happened to the girl from across the road to the school who was admitted to the local TB sanatorium in 1931. Pupils enjoy a wide variety of trips to the local church, museums and Suntrap and Vestry houses. Work on the designs of a former local resident, William Morris, as well as their study of ancient history adds quality to the pupils' learning.

129. The recently appointed co-ordinator, who is providing good leadership, has worked hard to develop the curriculum, assessment and the quality of resources. As a result, standards of teaching and learning are rising. Provided that curriculum and assessment continue to be developed across the school so that current good practice is disseminated more widely, the subject has a good capacity for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. No judgement was made about ICT in the last report so no comparisons can be made.
131. Standards are average by the end of Year 2 but below average by the end of Year 6. Pupils make satisfactory gains in skills, knowledge and understanding by the end of Year 2. Their achievement is unsatisfactory by the time they leave the school because they have not had enough regular opportunities to work at sufficiently high levels to match their age and ability. Limitations in resources and past equipment malfunctions have restricted pupils' experiences so there are still gaps in their learning. Although the ratio of computers to pupils is broadly typical, it is below the government's target. There is a computer suite of 19 machines available to pupils, sufficient for group work, but insufficient to allow whole classes to work there at the same time. These operate on a dated dual platform of Acorn and PC, which poses problems of compatibility of software and inconvenience of movement between systems. Files show that activities take place in the suite, which support many subjects across the curriculum, but there are few computers in classrooms, and in many lessons where computers were present they remained unused. The use of ICT across the curriculum is not well developed and curriculum time for the subject is below average in Years 3 to 6; a further barrier to effective learning.
132. By the end of Year 2, pupils use a painting program to draw and colour such images as a butterfly. Higher attaining pupils show very good control of the mouse but the images produced by lower attaining pupils are not always clearly identifiable. When preparing instructions for a floor robot, average and higher attaining pupils create increasingly complex shapes whereas lower attaining pupils produce instructions for only a few moves. Pupils' are able to word-process text, altering fonts, sizes and colours. Higher attaining pupils log on and log off unaided, but lower attaining pupils need support from adults to enter, save and retrieve data.
133. By the end of Year 6, pupils create graphs to support science experiments, for example, to show the speed at which certain solids dissolve, but there was no evidence to suggest that they interpret their findings or explore patterns. They import maps and pictures from a CD-ROM into text files in work on Ancient Greece, but otherwise there was little to suggest that they add to, amend or combine information from different sources. They have just begun to consider multimedia presentations but as yet only textual elements are included. There is little to suggest that they present information with an awareness of the expected audience or yet have a grasp of the variety of form and style to suit a specific purpose. There was no evidence to confirm that they have

experience of control and modelling beyond what is expected of pupils in Year 2, or of using ICT to sense physical data.

134. There were some examples of good and very good lessons observed during the inspection, helping classes to make up for limitations in earlier years, however, teaching and learning is satisfactory overall. Standards in various aspects of the subject are improving but still not reaching the expected level by Year 6. The school makes good use of the expertise of some of its learning support assistants to demonstrate and reinforce techniques. Teachers and assistants explain clearly the relevant steps involved in using programs so pupils generally grasp the principles quickly. This reduces the need for repetition and, therefore, makes better use of available time. In consequence, Year 3 pupils, for example, using an ICT simulation of a science museum began the lesson by exploring some of the available 'rooms' and ended by applying what they had learned in order to make predictions.
135. Pupils demonstrate good attitudes towards their work and are eager to show what they can do. For example, in one lesson several more competent pupils in Year 6 took the initiative in helping some classmates to keep pace with the rest. This provided a good, but quite unplanned, opportunity for independent learning,
136. Management of the subject is satisfactory. All teachers have received training under New Opportunities funding. There is some monitoring of pupils' work but not of lessons. The present co-ordinator has been in post for about a year and has identified clearly the main areas for improvement. He has prepared detailed plans to address these. Resources are barely satisfactory, although plans are already being considered for significant spending to address shortcomings. The recent provision of a computer projector has helped teachers to make learning more vivid and hence more memorable for pupils. The school has a digital camera but there were no examples to show its use. There is no functioning scanner or printer. This equipment has recently failed and the school is exploring the most economical replacement. The school makes some use of visits to the City Learning Centre to give older pupils greater experience of control and modelling, e-mail, the Internet and use of equipment with sensors, but there was no evidence available to show what they can do.

MUSIC

137. Provision appears to be good in music, but owing to the school's timetabling arrangements it was not possible to see any music lessons during the inspection. No secure judgements are, therefore, possible on standards, teaching or learning. No reference was made to music during the last inspection so it is not possible to evaluate any changes since then.
138. The school was unable to provide recordings to demonstrate pupils' attainment. From the evidence of the good quantity of written work provided for all pupils from Years 1 to 6, standards appear to be at least in line with national averages.
139. All music lessons are taken by a specialist part-time teacher. The management of the subject is good because teaching and learning are evaluated regularly and appropriate changes made as needs arise. There is a good curriculum offered to pupils, well planned in its systematic progression through all the strands required by the National Curriculum. The assessment system is good, enabling pupils' work in each aspect of the curriculum to be tracked in some detail. From Year 3, there is a particularly strong emphasis given to composition, appraisal and appreciation, in addition to performance. All pupils learn to play the recorder so their work on stave notation develops in a real and relevant context. Musical appreciation includes a good range of styles, such as classical, jazz and music from other cultures, for example, Indian raga, which contribute well to pupils' overall cultural development.
140. The examples of singing by the whole school noted during assemblies were satisfactory in terms of volume, holding notes and maintaining parts when singing rounds.

PHYSICAL EDUCATION

141. Overall, the quality of provision is satisfactory in physical education. Its strengths are the recent appointment of a committed and capable subject co-ordinator and the staff's commitment to raising standards. Areas for improvement are linked to weaknesses in staff expertise in some aspects of the subject and the lack of a playing field. No reference was made to physical education during the last inspection so it is not possible to evaluate any changes since then.
142. Lessons were seen in gymnastics but not in dance, games and swimming. Nevertheless, evidence was also gathered from discussions with staff and pupils and a study of planning. Standards are average at the end of Years 2 and 6 and achievement is satisfactory.
143. Most pupils meet the expectations for swimming as they have had good opportunities to develop their skills in a nearby pool earlier in their school careers. As a result of an appropriate time allocation and the expertise of both swimming instructor and staff, most have a satisfactory understanding of water safety and can swim the required 25 metres unaided by the end of Year 6.
144. Standards in games, particularly football, cricket and netball, are satisfactory. This is largely the result of some good extra-curricular teaching and the involvement of staff and other adults. Many boys and girls take part and their skills and attitudes improve as a result. Players from Leyton Orient come in and, as well as coaching, stress the importance of playing in the right spirit. Many pupils attend cricket coaching and the school takes part in the tournament at Chelmsford. Although the school has no playing field, it still takes part in sports' events.
145. Standards in gymnastics are satisfactory. Staff who lack confidence need a more detailed scheme to support them and enable them to see, for example, the importance of pace in a lesson. Time allocations are generous, which allow skills, such as working in pairs and on the apparatus, to be consolidated.
146. Pupils' attitudes to physical education and games are good and this helps their quality of learning and their achievement. They listen to instructions carefully, persevere and support one another well when working in pairs. They are also prompt in changing and act carefully when setting out equipment and apparatus. This was evident throughout the inspection and a good example was seen when a Year 5 class was engaged in gymnastics; pupils concentrated and co-operated fully with the very good organisation provided by the teacher.
147. The subject makes a good contribution to pupils' moral and social development, particularly in games where team spirit and a respect for fair play are inculcated. Opportunities are not always taken to develop numeracy skills, such as counting and measuring, but there is very good development of speaking and listening and a proper emphasis is laid on the correct key words. As a result, pupils evaluate each other's performances clearly and constructively. There is no evidence that ICT is used to support the subject.
148. The quality of teaching and learning is satisfactory. Features that enhance the quality of learning are the good expertise and clear instructions, so that pupils find space quickly and work well. Teachers have good relationships with pupils and their class management skills are usually good with the result that pupils' concentration is stronger in physical education lessons than in some others seen. The major weakness that checks the pace of learning is the slow pace at which some gymnastics lessons proceed. This is particularly noticeable as the school has a most effective system of changing to music, which results in a rapid entry to the hall. The major reasons for the variation in lessons seen during the inspection were linked to the levels of pace and emphasis on the development of skills in some lessons.
149. The subject is improving and the recently appointed co-ordinator is planning to enhance both the scheme of work and the systems for assessment. He has arranged for the school to enter into partnership with the local secondary school so that it can benefit from its staff facilities and expertise. Provided that this can be achieved, the subject's prospects for further improvement are good.

