

# INSPECTION REPORT

## **THE MAWNEY SCHOOL**

Romford

LEA area: Havering

Unique reference number: 131426

Headteacher: Mrs C A Burns

Reporting inspector: Mr L Garner  
25507

Dates of inspection: 31<sup>st</sup> March – 4<sup>th</sup> April 2003

Inspection number: 248841

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



## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Mawney Road  
Romford

Postcode: RM7 7HR

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Appropriate authority: The governing body

Name of chair of governors: Mr J Bull

Date of previous inspection: January 2001

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25507	Mr L Garner	Registered inspector	Educational inclusion, including race equality Information and communication technology Art and design	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
12682	Mr J Griffin	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27426	Mr T Aldridge	Team inspector	The Foundation Stage Mathematics Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?
15023	Mr A Haouas	Team inspector	English as an additional language English Geography History	Spiritual, moral, social and cultural development
32713	Ms A Joinson	Team inspector	Special educational needs Science Music Physical education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The Mawney School is an average sized primary school with 219 pupils. The school caters for pupils from a wide range of ethnic backgrounds and this enriches the educational provision for all pupils. Over 16 per cent of pupils speak English as an additional language; this is a higher percentage than seen nationally. The percentage of pupils known to be eligible for free school meals, at 28 per cent, is above the national average. The percentage of pupils identified as having special educational needs, 24 per cent, is broadly in line with the national average, but the percentage of pupils with more complex problems, and therefore who have statements of special educational needs, is above the national average. Pupils' attainment when they start in the reception class varies widely but is generally well below that expected for children of this age. Many pupils come from homes in which there are some aspects of social deprivation and have below average skills in the way they interact with others and in their language skills, particularly in speaking and listening. A high level of pupils move to and from the school in each school year.

### **HOW GOOD THE SCHOOL IS**

This is an improving school in which the serious weaknesses identified in the last full report have been addressed effectively. The problems in teaching and the leadership of the school have been solved. The standards achieved by pupils by the end of Key Stage 2 are still not good enough, but systems to improve standards in the core subjects of English, mathematics and science are now in place and are having a positive impact on standards, especially in year groups lower down the school. Pupils who have spent most of their school years here achieve better standards than the pupils who either join the school late in Key Stage 2 or are admitted to the school for a number of short periods. Pupils are generally making good progress now because of the good leadership and quality of teaching now seen in the school. The school gives satisfactory value for money.

#### **What the school does well**

- There is very effective leadership by the headteacher and the governing body and the quality of teaching is good.
- Relationships throughout the school are very good. Pupils respect the feelings and beliefs of others very well. They have good attitudes to the work they do in lessons and generally behave well in class and around the school.
- The school cares for its pupils very well, all are valued. There are very good systems in place for promoting good behaviour and eliminating oppressive behaviour.
- The school has good links with the local community, and parents and carers think that this is a very good school.
- Children get a good start to their education because of the good provision in the reception class.
- The provision for pupils' social and cultural development is good and for their moral development it is very good.

#### **What could be improved**

- Standards in English, mathematics and science, especially when compared with similar schools.
- Standards in information and communication technology (ICT) and religious education.
- Further development in the use of assessment to guide what pupils do next and the monitoring of work in classes in the same year groups to ensure that pupils of the same age in different classes cover the same work.

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

The school has important areas to further improve but does not now have the serious weaknesses which were previously identified.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school had its last full inspection in January 2001 when it was judged to have serious weaknesses. It had a short inspection from HMI last year to check on improvement. The school has made good improvement and does not have serious weaknesses now. Standards of achievement have improved and are better than they were. The leadership of the school has improved, and the present headteacher and the governing body now lead the school very well. The quality of teaching is now good overall and pupils' behaviour and attitudes are better than they were. Parents now have a more positive view of the education the school provides and the quality of the information the school provides for them is better than it was. The provision for pupils' spiritual, moral, social and cultural development has improved and the provision for moral development is now very good. Curricular policies are now in place for all subjects. Relationships throughout the school are now very good and pupils' personal development is encouraged well.

## 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	D	E	E	E
mathematics	E	E	E	E
science	E	E	E	D

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The table shows that the standards achieved by the Year 6 pupils in the national tests last year were well below the standards of schools nationally and well below those of similar schools. However, the systems put in place in the last two years are now beginning to have an effect. Standards in the core subjects of English, mathematics and science are now closer to national expectations in year groups lower down the school, such as Year 4.

The standards achieved by pupils in Year 2 last year in the end of Key Stage 1 national tests also show a more positive view. In the 2002 national tests, standards in reading, writing and mathematics were below the national average but when comparisons are made with similar schools standards were in line in writing and mathematics and above the standards in reading.

The number of pupils entering and leaving school throughout the year is higher than that seen in most schools. Some of these pupils move schools frequently and this affects the standards they achieve. Pupils who have been in this school for a number of years are now starting to benefit from the improved provision. They achieved standards in the national tests for Year 6 pupils last year which were nearer to the national average than those pupils who joined the school towards the end of Key Stage 2. Their good progress reflects the very good leadership and good teaching that is now in place.

Children enter school with a wide range of abilities but are generally well below the standards expected from children of their age. This is particularly seen in their social development and language skills. Pupils are now making good progress in the early years mainly because of the good quality teaching in the reception and Key Stage 1 classes. The teaching in Key Stage 2 is now of a good enough standard to further improve. Standards at the top of the school are set to improve.

Because of the emphasis given to literacy and numeracy over the past years, some other subjects have not been developed as well as they should. The school recognises that pupils' skills and knowledge and understanding in subjects such as ICT and religious education are not good enough. It plans to improve provision in the near future.

Where subjects are well led and taught, and enough curriculum time is given to them, pupils in this school can do well. For example, standards in art and design are above those seen in most schools.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are generally enthusiastic in class and willingly join in activities during lessons.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, around the school and in the playground.
Personal development and relationships	Good. The school makes good provision for pupils' personal development and there are very good relationships between adults and pupils.
Attendance	Below the national average, but has improved because of what the school has done during the last year.

The school now has an ethos which is caring and includes all pupils and staff. The contribution of all members of the school community is valued. This means that relationships are very good and is why pupils enjoy their time in school and benefit from the time they spend there.

## TEACHING AND LEARNING

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

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

Pupils are taught well. The strongest teaching is in the reception class, in one class for Years 1 and 2 pupils and in one class for Years 5 and 6 pupils.

A particular strength in teaching throughout the school is the very effective management of pupils. This means that there is a consistent approach by teachers which relies on the very good relationships between teachers and pupils. Pupils are clear about the way they are expected to behave and usually do this well. When individuals overstep the mark, teachers or support staff use effective strategies to bring them back to task. Pupils who have behaviour difficulties or bring in problems from home, respond well because of the positive ethos in school. They make good progress in their learning because they usually concentrate well on the tasks they are asked to do in lessons.

The National Literacy and Numeracy Strategies have been implemented well. Pupils are now learning well and making good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall with good provision in the Foundation Stage.
Provision for pupils with special educational needs	Good. Pupils' needs are identified quickly and good individual education plans (IEPs) are put in place.
Provision for pupils with English as an additional language	Satisfactory overall; good support is given in many lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The very good provision for pupils' moral development makes an important contribution to their good attitudes and behaviour.
How well the school cares for its pupils	The school cares for its pupils well. The very good relationships seen in school mean that teachers and other staff know the pupils well and so encourage good personal, as well as academic, development.

The school works well with parents, encouraging them to come into school to discuss any problems and also to help in lessons. This is a school where all pupils and staff are valued, so pupils feel they are well cared for. For some pupils their time in school is the calmest and most supportive part of their day.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has led the school very well in a period in which many problems needed to be solved. She has done this well and this has been one of the main reasons why the school no longer has serious weaknesses. She has developed the commitment of all staff to improve the school, and teamwork is now a strength. She has had effective support from her senior management team. Still to be developed is the role of some curriculum co-ordinators.
How well the governors fulfil their responsibilities	Governors have developed their roles significantly since the last inspection and now fulfil their responsibilities very well. They bring enthusiasm and skills to their role and many are closely involved in many aspects of school life. They recognise that standards in school are not high enough and are working with the school to improve these.
The school's evaluation of its performance	The school now evaluates its performance well. It has analysed its performance in the national tests so that work is being planned to improve standards. The school recognises that the evaluation of standards in some foundation subjects needs to be improved.
The strategic use of resources	This is done well with both the school management and governors aware of the need to get best value for the money it receives and spends.

There is a satisfactory match of teaching and support staff for the needs of the school and many support staff have achieved extra qualifications to help pupils in lessons. The accommodation is good with many rooms available for group and special educational needs work. Resources are generally satisfactory to deliver the curriculum.

The school now gives satisfactory value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children enjoy coming to school</li><li>• They feel their children are taught well and are making good progress in their work</li><li>• They think the school expects their children to work hard in lessons and it is making them more mature</li><li>• They feel they are kept well informed about how their children are progressing and are comfortable in approaching school if there is a problem</li><li>• They think the school is well led and managed</li></ul>	<ul style="list-style-type: none"><li>• A few parents think that their children do not get the right amount of work to do at home</li><li>• Some parents feel that more activities should be provided out of lesson time</li></ul>

The inspection team agrees with all the positive judgements made by parents and considers that the amount of homework given and the number of after-school clubs is in line with that seen in most schools.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The national test results are used to make comparisons with schools nationally and with similar schools. Similar schools are those identified as having a similar number of pupils who are entitled to free school meals.
2. The 2002 national tests showed that pupils in Year 6 attained standards which were well below those seen in schools nationally and in similar schools. Standards in science, compared with similar schools, were slightly better, being below, rather than well below. However, comparisons of the standards attained by pupils in the tests for Year 2 pupils at the end of Key Stage 1 showed a better picture. Although the results in reading, writing and mathematics were below the national average, when compared with the results for similar schools, they were in line for mathematics and writing and above in reading.
3. This more positive picture is seen in other year groups. For example, pupils in Year 4 are achieving standards much nearer to the national expectations than those seen in the end of Year 6 tests. This is because better systems are now in place, the leadership of the school is more focused on raising standards and the quality of teaching has improved.
4. In ICT, standards are below those expected nationally, but the recently established computer suite means that the resources for the subject are now better than they were. The ICT co-ordinator has a clear view of what needs to be done and teachers are more confident in teaching the subject. Standards in religious education are below the expectations of the locally agreed syllabus. This is mainly because of the emphasis placed on English and mathematics in the last few years so little time has been given to religious education.
5. By the time pupils reach Year 6, standards in history, geography, music and physical education are in line with the national expectations. In art and design, because of the very good leadership and teachers' interest, standards are above those expected. Standards in design and technology are below average.
6. Pupils are achieving well. They make good progress from their starting level. The majority of pupils with English as an additional language (EAL) who have had continuous schooling, and those in the early stages of learning English, achieve satisfactorily against their prior attainment. Pupils achieve best when there is additional support by the EAL specialist teacher or when they are specifically targeted, for instance by the teaching assistants. Some pupils, however, who have sufficient competence but still need support, are not consistently targeted by teachers, and their needs are not specifically identified in planning and consistently addressed.
7. Children are achieving well in the Foundation Stage because of the good teaching but attainment is well below that expected.
8. Pupils with special educational needs make good progress and generally achieve their targets with support. Where appropriate, pupils are involved in the regular review of their achievements and contribute to the evaluation of progress made.

#### **Pupils' attitudes, values and personal development**

9. Pupils form very good relationships, show positive attitudes towards school and their work, behave well and their personal development is good. The good behaviour represents a significant improvement since the previous inspection. The good partnership with parents, together with the good provision for their personal development at school, make significant contributions to these positive attitudes and values.
10. Pupils' attitudes to school are good overall. Based on parents' questionnaire returns, nearly all pupils like school. Discussions with Years 2 and 6 pupils confirm that school plays an important part in their lives. For example, they ranked school ahead of hobbies and friends and only behind family in a list of the important things in their lives. They are positive about the clubs, teachers' kindness, circle time and the opportunities for responsibility. The very good relationships amongst nearly all pupils also make a significant contribution to their positive views. They would appreciate more interesting assemblies and a modern range of library books. Attitudes in lessons are good overall. In nearly all lessons, most pupils listen and concentrate well and are keen to respond to teachers' questions. Pupils' favourite subjects and lessons are those where they are practically involved, such as art and design, physical education and design and technology. The best attitudes and behaviour occur in lessons where expectations are high and pupils are busy and engaged in a variety of activities which provide the right level of challenge for them. Pupils with special educational needs and those with English as an additional language are positive about the extra support they get.
11. Behaviour is good overall. The good and reliable behaviour of nearly all pupils is an important element in the positive atmosphere for learning that now prevails. In most lessons, nearly all pupils are at least well behaved and, in many, behaviour is very good. In many lessons, teachers still need to address the behaviour and attentiveness of a few pupils. In nearly all cases, these pupils are boys, identified as having significant emotional and behavioural difficulties. Prior to moving in groups, pupils form orderly lines and move about in a calm and responsible way. Behaviour of nearly all pupils at lunchtime, playtimes and in assemblies, is good. There is no sign of any bullying, racist or sexist behaviour. Parents and pupils confirm that bullying incidents have declined significantly and are now rare, and if they do occur are well handled by staff. They also justifiably speak very positively about the high level of racial harmony. The level of fixed-term exclusions is low, with no permanent exclusions in recent years. Pupils take good care of property and resources and help keep their school in attractive condition.
12. Relationships between adults and pupils and among pupils are very good overall. Adults act as very good role models. Teachers value pupils' work and effectively praise effort and good work. For example, pupils in Year 6 speak positively about the support they get from teachers and the fair way in which they are treated. As a result, in most lessons pupils are comfortable working in small groups, expressing views and asking questions of their teachers. This assists their learning. Very good relationships among pupils, irrespective of background and including those with special educational needs, is a very positive feature. Parents are very positive about the fair, sensitive, yet purposeful, relationships which prevail between teachers and pupils.
13. Pupils' personal development is good overall. The very good provision for pupils' moral development, together with good provision for social and cultural development, make a major contribution. A discussion with a group of Year 2 pupils reveals that

they have already got a strikingly clear and disapproving view of what represents unacceptable behaviour and why. A group of Year 6 pupils show real maturity in the strikingly insightful views they provide on the things they like and what they would like to see improved in their school. Most pupils know and calmly carry out the daily routines expected of them. Pupils show concern for others, for example, if they are ill or otherwise upset. Pupils are polite and most, regularly and without prompting, hold doors open for each other and adults. When questioned in groups, pupils are comfortable listening to different views expressed by others. They become increasingly comfortable about taking more responsibility as they move through school. For example, older pupils show initiative and responsibility in helping to organise collections for charities, such as Blue Peter and Red Nose Day. Whilst the school council plays an important part in seeking pupils' views on matters such as choice of playground equipment, its deliberations are not yet widely shared with all pupils.

14. Whilst improving, due to closer school monitoring of absence, attendance is still unsatisfactory overall. It has been well below the national average for a number of years but has shown significant improvement in the current year. Whilst the school has not done systematic data analysis to categorise absence by ethnic group or category of absence, visual inspection of the registers indicates that unnotified departures, associated with the mobility of a minority of families, make a significant contribution to the absence figures. Pupils remain on the register until their new location is established, contributing to absence. Holidays during term time is not a major contributor to absence. Nearly all pupils come to school on time and settle to their work promptly and calmly.
15. Most pupils with special educational needs have a positive attitude towards school and find the support they are given helpful. They are generally interested and enthusiastic in lessons. They are fully involved and participate in all aspects of the curriculum. They show increasing independence as their skills grow and self-esteem is usually high, with pupils actively contributing to discussions and activities, with support where necessary. Pupils with special educational needs behave well in class. Even for those on behaviour modification programmes, behaviour is not significantly different from that of other pupils because they are well supported. This is particularly the case where teachers and support assistants are consistently following the programme and reinforcing the positive behaviour expectations.
16. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are motivated and keen to learn. This contributes significantly to the progress they make.

## **HOW WELL ARE PUPILS TAUGHT?**

17. The quality of teaching and learning overall throughout the school is good. This is one of the main reasons why this is an improving school. The quality of teaching and learning is particularly strong in three classes, the reception class, one class for pupils in Years 1 and 2 and one class for pupils in Years 5 and 6. In these classes teachers have high expectations of what pupils should achieve and challenge them to improve their work.
18. During the inspection, teaching was judged to be satisfactory or better in 96 per cent of lessons. In 63 per cent of lessons the teaching was either good or better, with 15 per cent of the 54 lessons judged to be very good and one lesson judged to be excellent.

19. A consistent theme in the effective teaching is the very good class management and relationships between teachers, support staff and pupils. Pupils are clear about what they have to do and how to behave. Lessons in literacy and numeracy are taught well with the planning for the national strategies providing a good framework for the work to be done. A particularly good example is a literacy lesson for pupils in a Years 1 and 2 class. Here the teacher provides very good attention to the needs of all the different groups in the class. She keeps pupils' attention all through the lesson so they learn well and gives them the opportunity to evaluate and show their work to the class.
20. In the weaker lessons the main area for improvement is in the lesson planning. This does not always meet the needs of the pupils because it sets targets which are below the pupils' present achievement. For example, in a numeracy lesson for a class of pupils in Years 3 and 4, the work which the Year 4 pupils were given was too easy and they finished it well before the time allocated. This meant that they spent much of the lesson filling in time, which did not allow them to make the progress they should have.
21. Teachers are directly involved in the identification of appropriate targets for pupils with special educational needs and these are considered when they are planning lessons and class activities. Learning support and classroom assistants are aware of the specific needs of individuals on the special educational needs register and are able to support their learning effectively, usually with specific guidance from the class teacher. Support within the classroom is good, particularly in numeracy and literacy. There is a particularly effective system of communication between teacher and assistant in one of the classes for younger children, which ensures that they have regular, short focuses on key learning tasks throughout the day. These take only minutes but enable learning of basic skills to be reinforced. Learning assistants generally work closely with teachers in all parts of the school and are involved in reviews of pupil progress, which are held termly. Pupils are sometimes taken out of class to work individually or in small groups with a teacher or learning support assistant. These sessions allow pupils to concentrate on specific tasks without distractions. This is an effective strategy, particularly as the school is aware of the need to vary the times of withdrawal and negotiate with class teachers to avoid any disruption to other learning.
22. The quality of support provided by the EAL specialist teacher for those who are in the early stages of learning English is good. Individual pupils are effectively targeted and work is carefully matched to their needs. There were some good examples of support seen during the week of inspection by mainstream teachers, particularly in reception and a Years 1 and 2 class. This was often linked to the overall and consistent quality of individual teachers whose attention and focus on EAL needs is part and parcel of their methods and inclusive approach to involving all pupils of different abilities. The other distinctive feature of this teaching was the degree of knowledge the teacher had of individual pupils and the detailed documentation of their needs. However, this practice is not consistent and should be shared more widely. In the majority of cases, although work was sometimes effectively matched to different ability groups, this did not always extend to the identification of specific methods to support pupils in coping with the language demands of the subject.

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

23. The quality and range of learning opportunities are satisfactory and an appropriate statutory curriculum is in place covering all the subjects of the National Curriculum and religious education. The curriculum sufficiently meets the interests, aptitudes and needs of all pupils, including those identified as having special educational needs and pupils for whom English is an additional language. The school has made satisfactory progress in addressing curriculum issues since the last inspection.
24. The quality and range of learning opportunities for children in the Foundation Stage are good. The curriculum is broad, balanced and relevant to the children's needs and covers all the recommended areas of learning. It is well planned and organised, to ensure that children make good progress along the 'stepping stones' that lead to the nationally recommended early learning goals by the end of the reception year. There is a good balance between adult-directed activities and child-initiated play. Yearly, termly and weekly planning is detailed and appropriately linked to all the six areas of learning. Literacy is encouraged in all areas of children's learning and classroom activities, and a high priority is placed on this.
25. The curriculum for pupils in Years 1 to 6 is satisfactory and fully meets the requirements of the National Curriculum, the locally agreed syllabus for religious education, and drug and sex education. It is broad and relevant to the needs of all pupils but is not well balanced. For example, in Years 1 and 2, there is an over-emphasis on literacy and the topic-based approach for teaching geography, history and religious education means that these subjects are not always taught or delivered in sufficient depth. There are also weaknesses in the way that the school day is organised. Some lessons are too long, especially for younger pupils. This has been identified by the school and more balanced revised timetables are to be introduced next term. The range of work covered in subjects is generally satisfactory, although there are shortcomings in the quality of learning activities in design and technology, ICT and religious education.
26. Satisfactory policies are now in place for all subjects and these provide sound guidance. There is a clear subject planning framework now in place based on a two-year cycle to allow for the mixed-aged classes. This clearly shows when topics should be taught. Subject guidance for all subjects is soundly established based on national or local education authority guidance, which provides a clear structure for weekly lesson planning. A weakness is that this does not always clearly indicate what pupils are expected to learn and do. Teachers of similar aged pupils now plan most lessons together so that pupils receive similar learning experiences and activities. This is usually successful but depends on how well teachers interpret the planning. However, in mathematics, in Years 3 and 4 planning in one class is different from the other two and pupils receive different experiences. A weakness in some lesson planning is that pupils of different abilities and year groups undertake the same tasks. This means that pupils do not always make as much progress as they could because activities are too difficult or too easy. The use of ICT to support learning in all subject areas is not yet fully developed.
27. Permanent subject co-ordinators are now in place for most subjects, although they do not yet fully manage their areas. This means they are unsure of standards or whether planned lessons are delivered. They now need to take much more responsibility for monitoring the quality of teaching and learning, planning and pupil standards. This would identify strengths and weaknesses in teaching, for example, those subjects where lessons are not always delivered with the same depth and rigour so that similar aged pupils do not cover the same learning.

28. The curriculum is socially inclusive and successfully incorporates all pupils, including those with special educational needs. There is a good special educational needs policy which sets out the school's intentions clearly. Teachers and other staff are aware of pupils' particular needs and are able to support them well. Consideration is given, for instance, to those with hearing difficulties.
29. The curriculum for special educational needs is made accessible by using a variety of teaching methods so that pupils who learn better visually or by handling materials may benefit. On several occasions pupils were seen engaged in 'Brain Gym', exercising their minds by performing activities which relate to both sides of their brain, before beginning a session. Pupils enjoy these activities and seem better able to focus after these short, active breaks.
30. Strategies for teaching basic literacy and numeracy skills are satisfactory and are beginning to be effective in raising standards. Pupils in the Years 5 and 6 classes are now taught in ability sets in literacy and numeracy, which means activities are more closely matched to their needs. The early literacy and additional literacy support programmes are securely in place to support the lower attaining pupils.
31. Provision for extra-curricular activities is satisfactory and there is a sound range of clubs and activities. These include football, netball, art (funded by Education Extra national award), choir, recorder and sewing clubs and all are popular and well supported. There is also a breakfast club and after-school club and the school has been identified as an example of excellence in childcare. There are occasional football matches with other schools, music festivals, drama workshops and inter-school quizzes which promote pupils' personal and social development well. There is a satisfactory range of educational visits linked to the curriculum within the local area and further afield in support of subjects such as history and geography. The curriculum is further enhanced by visitors to the school which have included musicians, community police, school nurse and the local Member of Parliament. These visits and visitors soundly extend pupils' knowledge and understanding of the world beyond the classroom.
32. There is equality of access and opportunities for all pupils backed up by well thought out and expressed procedures, and provision overall is very good. Good provision is made for those pupils identified as having special educational needs so that they have access to the National Curriculum but, in addition, receive well focused and relevant support from teaching assistants or special needs support staff in areas where they experience difficulties. All pupils are fully included in all lessons and activities and pupils are accepted into the school from a wide range of deprivation and backgrounds and they are well supported. Staff give very good support to pupils with English as an additional language and their parents. Festivals of other faiths and cultures are celebrated in assemblies and classrooms with both staff and pupils taking the lead. Older pupils are trained in peer mediation activities and a 'buddy' system is in place in each classroom to support pupils, and this works very well.
33. Provision for pupils' personal, social and health education is satisfactory. The school is involved with the Healthy Schools Initiative. Sex and drug education are delivered through the science curriculum and, more specifically for the Years 5 and 6 pupils, with targeted lessons run by the school nurse and community police. A school council has recently been revived and provides pupils with the opportunity to be involved in the decision making of the school. In all classes pupils have a range of responsibilities which prepares them well for citizenship. Prefects (nominated by teachers), peer

mediators and class 'buddies' provide good opportunities for pupils' personal and social development.

34. The school is very much part of the local community and the community makes a good contribution to pupils' learning. The school is linked with West Ham Football Club who help with football training. 'Reading Partners' from the Havering Business Partnership give extra reading practice. There are regular visits from the police liaison officer and school nurse, and older pupils entertain senior citizens with a 'harvest tea'. Older pupils take part in a citizen roadshow and receive awards for their participation. Links with the local churches and other faith groups, however, are underdeveloped and currently do little to enrich the curriculum or give opportunities for spiritual, personal, social and cultural development.
35. Relationships with other schools and educational partners are satisfactory. Links have been developed with local playgroups. A teacher from a local secondary school visits during the summer term to help with the teaching of design and technology. The school is part of the North Romford Consortium of schools and the headteacher meets regularly with colleagues. Other staff are invited to termly co-ordinator meetings as well as special training days.
36. The school makes satisfactory provision for pupils' spiritual development, very good provision for their moral development and good provision for their social and cultural development.
37. Pupils' spiritual development is promoted through daily assemblies where pupils are encouraged to reflect upon aspects of their own learning and the world they live in through a range of themes. Religious festivals and special occasions are used well to develop pupils' insights into different beliefs and values and the significance attached to them. This was reflected in the discussion pupils had about Ramadan where the fasting of young children was debated with good contributions from Muslim pupils. It is equally promoted through circle time when opportunities are created for pupils to reflect on subjects that matter to them. Award assemblies are effectively used to celebrate pupils' achievement and raise their self-esteem. However, overall, spiritual development is not systematically planned across the curriculum.
38. The school promotes pupils' moral development very well. This is reflected in the clear expectations, pupils' clear understanding of sanctions and the positive promotion of awards. A good system is used for classes to discuss and negotiate their own class rules. Moral development is promoted through the personal, social and health education curriculum and the readiness of teachers to occasionally suspend lesson time to discuss issues or problems which arise at lunchtime. Care is taken to reflect with pupils and help them through discussion to resolve conflicts and recognise the effect of their actions on others. Learning support assistants play a pivotal role in this with pupils enabled to calm down after any tantrums and quickly reintegrate within the class. Teachers help pupils to gain a wider understanding of moral values through the use of stories, current affairs and topics such as the pollution in the environment and measures that need to be taken to reduce it.
39. Provision for pupils' social development is good. The school has a positive system for rewarding pupils, making them feel valued and praising their achievements. For instance, pupils are encouraged to contribute to decision making when they participate in the school council meetings and when they raise money for charities. With respect to the latter, much of the decision making as to which charity to support and methods for fund raising are initiated by the pupils themselves. Good systems

are also in place to enable pupils to take up specific responsibilities with a number of pupils acting as peer mediators, playtime 'buddies', prefects and class monitors. For instance, every July when pupils visit their new classes, the older pupils are paired with a younger counterpart and act as 'induction buddies'. A number of opportunities are used, such as the breakfast club, to support pupils' social development with a specific focus on those whose social skills are poor. Visitors, such as the local Member of Parliament, are used well to develop pupils' thinking as citizens as they are able to question him on the paucity and poor conditions of some of the local amenities and the restrictions the council has created on the choice of a secondary school. During the week of inspection some good examples were seen where pupils were given opportunities to work collaboratively, for instance when they brainstormed ideas in pairs and when sharing work, with excellent practice in one case of pupils supporting each other in evaluating their learning.

40. The school makes good provision for pupils to gain understanding of their own cultural heritage through the study of British history and literature and of multicultural Britain through the contribution of a number of staff from different ethnic origins. Teachers, parents and pupils contribute well to raising pupils' awareness of different cultures. This is particularly so when different faiths are discussed. Opportunities are also created in assemblies for pupils to make presentations about their country of origin. Special occasions, such as the infants' music festival, are capitalised upon to introduce songs from different cultures and registration undertaken in different languages.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

41. The pastoral care arrangements for pupils are very good overall, with particularly strong features in the personal support for vulnerable pupils and the prevention and elimination of all forms of oppressive behaviour. Procedures to promote and ensure pupils' wellbeing are very good. The school has very effective arrangements for induction to reception and other classes. Transfer arrangements with the secondary schools are well established and appropriate. Pupils confirm that they are very well cared for when they are ill or otherwise distressed. The school works hard and deals very effectively with the significant minority of pupils who are socially or emotionally vulnerable. The headteacher devotes considerable time and energy to addressing these important issues. Child protection procedures and those for children in care are good. Adults in the school know the procedures to follow and the designated staff member. Strong links exist with social services and other outside agencies.
42. Procedures to ensure pupils' health and safety are good overall. Teachers make pupils aware of health and safety issues in lessons such as physical education, design and technology and science. This effectively contributes to the development of a safety conscious attitude amongst pupils. Appropriate arrangements are in place to ensure safe use of the Internet. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out. Fire drills are carried out regularly. First aid arrangements are well established and appropriate.
43. Procedures to monitor and promote good behaviour and discipline are very good overall. Mutual respect and tolerance are the practical basis of all behaviour in school and nearly all pupils respond positively. Clear school rules are acknowledged by pupils, and they speak positively about the fair way in which good behaviour is recognised and sanctions applied. Ongoing praise in lessons and assemblies are routine features. Measures to create and maintain discipline are appropriate, proportionate and consistently applied by staff.

44. Procedures for monitoring and eliminating oppressive behaviour, including bullying and racism, are very good overall. The small minority of pupils with significant behaviour difficulties are clearly identified. Behaviour improvement plans and the local education authority's behaviour support service are very well used to support these pupils. The school has successfully integrated a number of pupils who were excluded from other schools, which is a positive indication of the effectiveness of its measures. There is a clear proportionate set of sanctions in relation to classroom and playground behaviour. The lunchtime staff are very well supported by teaching staff and senior management in relation to playground incidents. Parents are effectively involved where concerns arise. Incidents of bullying or racism are openly confronted, based on conflict resolution principles. Pupils confirm that they feel comfortable reporting rare incidents of bullying or other anti-social behaviour. Parents and pupils confirm that the measures taken to resolve such cases are usually very effective. The maintenance of such a harmonious atmosphere, given the high level of pupil mobility and wide range of ethnic and social backgrounds, is an impressive achievement.
45. Procedures to monitor and improve attendance and punctuality are now good overall. The education welfare officer is effectively involved in helping to resolve the significant number of cases where there are persistent attendance difficulties. First day of absence contact, whilst time consuming, has been a particularly effective measure in improving the attendance of these pupils. This is reflected in a significant improvement in attendance in the current year. Pupils receive certificates in recognition of full termly and annual attendance. However, the overall management of attendance is still an area for improvement. Raw information is not converted into a form that supports regular monitoring and data analysis, based on the magnitudes of different categories of absence, for example. As a result, the school does not have a sufficiently good understanding of the nature of its attendance issues to identify a full range of effective actions.
46. Procedures to monitor and support pupils' personal development are good overall. Pupils and their needs are well known to staff. Good work and attitudes are celebrated, on a weekly basis, in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem. The practice of using circle time to discuss current class issues is an effective way of reinforcing key messages and is appreciated by Year 6 pupils, for instance. A brief report on pupils' personal development forms part of the annual report to parents. Parents are very positive about the school's part in helping pupils become mature and responsible. They are particularly impressed by the school's emphasis on kindness, politeness and respect for everybody leading to a happy learning environment. They also value the increasing opportunities for pupil responsibility provided by the school council, charitable collections and peer mediation, for example.
47. Procedures for child protection and ensuring the welfare of pupils who have special educational needs are good. Records are well maintained and organised. Assessment procedures for pupils with special educational needs across the school are good. There is appropriate support and help from outside agencies, including the educational psychologist, behavioural support services and speech and language service. Pupils with special educational needs have individual education plans which include relevant targets. Plans are written by class teachers, with the support of the special educational needs co-ordinator. Targets focus on a small number of development points for each pupil. They are specific and achievable. They are written clearly, avoiding educational jargon, so that they are readily understood by pupils.

They may relate to particular development needs, literacy, numeracy, behavioural difficulties or a mixture of these.

48. Records show that pupils make good progress towards these targets, which are carefully assessed, usually at three points in the year. Pupils move up or down the register and the school is encouraged to monitor these movements and use them to evaluate the effectiveness of any new strategies introduced.
49. Teachers and other staff working with pupils with special educational needs are aware of their targets and can support pupils in working towards achieving them within the classroom. For example, a pupil was supported very effectively in creating a very formal and structured piece of reporting as part of a Years 5 and 6 class activity which began with a role-play. He was helped to choose suitable words, using his own explanations as a starting point.
50. The school has systems in place to keep detailed records of pupil performance and uses them to set clear targets for individuals based upon their starting points and national expectations. Careful analysis of these records is helping the school to identify ways in which the curriculum may be developed to meet the needs of all pupils as fully as possible. All teachers have agreed what records they will need to keep for their classes and at regular times in the year pupils are assessed to help ensure they are making the expected progress. Class teachers now need to make better use of this information in their day to day teaching by considering the needs of various groups of pupils in their classes and planning accordingly.
51. The school has effective induction procedures for pupils with English as an additional language, including late arrivals and refugees, so that pupils are settled quickly and are fully integrated. This clearly contributes to the progress they make. Both parents and pupils happily share their knowledge of their own community.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

52. Overall the partnership with parents makes a good contribution to the quality of education provided and the standards achieved. The school now justifiably enjoys the trust and confidence of nearly all parents.
53. Parents are positive about what the school provides and achieves. Over a quarter of parents replied to the questionnaire and 16 attended the pre-inspection meeting. Nearly all confirm that their children like school and make good progress. They consider that the school has high expectations and helps pupils become more mature and responsible. They are positive about the teaching and the good levels of care given to pupils by staff. Most feel comfortable approaching this well led school with suggestions, questions or concerns. Most now feel well informed about their children's progress.
54. Links with parents make a good contribution to pupils' learning. The school is well aware of the diversity in its parental community and works very hard and effectively to cater for the needs of all. Teachers are accessible, approachable, listen and usually effectively address parents' concerns. Pupils' reading diaries provide a routine communication link between home and school. Parents are fully involved when concerns about pupils' progress, behaviour or attendance arise.
55. The quality of information given to parents is good overall. This is an important improvement since the previous inspection. Ongoing contacts and parents' evenings,

where pupils' targets are shared, mean parents are given good opportunities to get regular updates on progress or concerns. The quality of pupils' written annual reports is good. Reports convey a clear sense of what pupils are doing and give a clear indication of pupils' progress in the tested subjects and their general personal development. Key targets are systematically identified in English, mathematics and science, together with areas for improvement in attitudes, where needed. However, reports lack a simple indication of how well pupils are doing by national standards in order to give parents some context for the identified targets. Regular newsletters keep parents well informed of ongoing school life. The attractive prospectus gives a clear outline of the school's expectations and character. The governors' annual report to parents gives a clear outline of the issues they are working on.

56. Parents' involvement makes a good contribution to pupils' learning and the life of the school. Discussions with pupils indicate that most have somebody at home who checks that set homework is done. Most parents are keen for their children to do well and respond positively to individual requests to discuss issues, such as pupil progress, behaviour and attendance. Many parents attend and enjoy Christmas concerts and other performances and sports days. Parental attendance at parents' evenings is generally high, with most pupils represented. The school works hard to follow up any parental absences to minimise their impact on pupils' learning. Parents also provide effective wider support for school. For example, all parent governor positions are filled and there is a significant level of adult helpers, mostly parents. Parent governors play an important role in ensuring that the misunderstandings and concerns of some parents are positively addressed. The active Mawney fundraisers group provides good support by organising a range of social and fund-raising events. These activities also help to establish and maintain good informal links between staff, parents and pupils, as all parties are involved in many of the events. The events, therefore, also contribute to pupils' wider social and personal development.
57. Where possible, parents of pupils with special educational needs are involved at all stages. They are encouraged to contribute to the review process and support their children's learning needs at home if this is appropriate. They are normally involved in target setting but if this is not possible the special educational needs co-ordinator will try to contact them by some other means. There are school systems in place to ensure that parents are aware of their children's targets.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

58. The school is very well led by the headteacher who took over the school when it had serious weaknesses. She has worked hard to put curricular and management plans in place which are now beginning to improve the standards of work seen in school. A particular strength of her leadership is the way she has created an ethos in which all staff at the school regard themselves as part of the team who can make a contribution to the overall development of pupils. Teamwork is regarded as the main reason why staff feel that the school is improving.
59. The members of the senior management team have supported the headteacher well. They have contributed well in monitoring planning and looking at the way the school needs to develop.
60. The school development plan is now an effective document because the headteacher, many staff and governors have been involved in its creation and monitoring. It effectively identifies the important priorities for how the school can improve.

61. The governing body is now highly effective. It has taken note of the issues raised by the last inspection report and has worked hard to take a more active role in the life of the school. Governors have undertaken extensive training and so have gained a better understanding of their responsibilities. They are now much more involved in the day-to-day life of the school which gives them a greater understanding of what needs to be done in the future. They are now able to bring the benefits of a wide range of experience and expertise to help the school. This is mainly because they now get very good information from the headteacher about how the school is performing.
62. The co-ordinators of English, mathematics and science manage their subjects well. However, the co-ordinators for some other subjects do not, as yet, have opportunities to monitor standards closely enough, so their roles are not as well developed as they should be.
63. Finances are well managed by the headteacher and school administrator on a day-to-day basis and are well monitored by an effective governors' finance committee. The principles of best value are understood and acted upon. For example, governors compare the cost of buying in education authority services with those available from local firms.
64. The special educational needs co-ordinator is effective. She provides good leadership and management of the special educational needs provision. She is well organised and conscientious. She has established good procedures to enable pupils to benefit from one to one or small group support away from the classroom. Governors discharge their responsibilities for special educational needs through the headteacher. The special needs governor is experienced. She works as a volunteer within the school and has regular informal meetings and discussions with the special educational needs co-ordinator. They discuss movements on the register and any particular issues related to pupils' needs. This governor has a good understanding of the school's responsibilities and she also understands how pupils' different needs may be met.
65. The school has an adequate number of qualified and experienced teachers to meet the needs of all pupils and cover the requirements of the National Curriculum and religious education. Procedures for inducting teachers new to the school and new to the profession are very good. They are well planned so all staff feel well supported. All teachers new to the school are well supported by a specific teacher. Teachers new to the profession receive regular non-contact time, have an experienced member of staff to support them and written targets from regular observations. New staff, including non-teaching staff, are well supported through school and local education authority in-service training and are encouraged to attend. All recently appointed teaching assistants have received training. Procedures for the continued professional development of all staff through school and local educational authority training are good. Teachers and pupils are well supported by a good number of suitably trained and experienced support staff. They make a valuable contribution to the work of the school, and in particular to the good progress made by pupils identified as having special educational needs or who are acquiring English as a second language. The efficient administrative staff, meals supervisors, caretaker and cleaners are valued members of the school team and make significant contributions to the smooth running of the school.
66. The accommodation is satisfactory overall. There is a rolling programme of redecoration, and rooms are generally bright and well looked after by the caretaker and the cleaning staff. Indoor accommodation is spacious, although some individual

classrooms are relatively small. Specialist areas have been created for lessons such as music and ICT and these are beginning to impact on learning in these subjects. Accredited providers for pre-school and after school activities have been encouraged to use available space within the school so that these facilities may be accessible to families in the area wishing to use them.

67. Access for the disabled has been improved through the addition of a shower/changing room adjacent to the first aid area. The playground areas have been improved by including seating, tables and, for younger pupils, large play apparatus to allow climbing, crawling and balancing.
68. The quality and range of resources in the school are generally adequate to meet the needs of the range of pupils and the school's curriculum. They are good in art and design, ICT, music and science. Resources are accessible and well used. There is a good range of books in the library to cater for most subjects. However, the libraries are not organised attractively enough to encourage pupils to browse and spend more time over book selection. Many of the books are old in both libraries, with the infants' library being relatively inaccessible and not sufficiently used.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

69. To improve the quality of education provided the governors, headteacher and staff should:
  - (1) improve standards in English, mathematics and science to bring them up to the levels achieved by pupils in similar schools by the end of Key Stage 2, by continuing to implement the strategies which are beginning to have an effect on standards lower down the school;  
(paragraphs 2, 3, 88 to 100, 101 to 109, 110 to 119)
  - (2) improve standards in ICT by ensuring that all aspects are taught and by monitoring the teaching and learning, particularly in lessons taught in the computer suite;  
(paragraphs 4, 100, 108, 136 to 138)
  - (3) improve standards in religious education to bring them closer to those expected by the locally agreed syllabus by ensuring that a reasonable amount of time is spent on this subject each week, matching work more accurately to pupils' age and ability and giving pupils more opportunities to record what they have done;  
(paragraphs 155 to 159)
  - (4) develop further the use of assessment to guide what pupils do next, and monitor work to ensure that pupils of the same age in different classes cover the same work.  
(paragraphs 50, 109, 119)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	25	18	1	1	0
Percentage	2	15	46	33	2	2	0

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

### 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)	219
Number of full-time pupils known to be eligible for free school meals	61

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	36

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	36

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	57

### Attendance

#### Authorised absence

	%
School data	8.4

#### Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	17	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	23
	Girls	15	16	16
	Total	34	36	39
Percentage of pupils at NC level 2 or above	School	83 (68)	88 (85)	95 (85)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	23	24
	Girls	15	16	16
	Total	35	39	40
Percentage of pupils at NC level 2 or above	School	85 (75)	95 (90)	98 (90)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	28	21	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	23
	Girls	10	10	17
	Total	28	27	40
Percentage of pupils at NC level 4 or above	School	57 (53)	55 (53)	82 (74)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	24
	Girls	10	10	15
	Total	27	28	39
Percentage of pupils at NC level 4 or above	School	55 (61)	57 (63)	80 (78)
	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	107	0	0
White – Irish	2	0	0
White – any other White background	22	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	4	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	4	0	0
Chinese	4	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	28	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)	8.9
Number of pupils per qualified teacher	24
Average class size	23

#### **Education support staff: YR – Y6**

Total number of education support staff	13
Total aggregate hours worked per week	160

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	716,309
Total expenditure	723,625
Expenditure per pupil	2,794
Balance brought forward from previous year	29,645
Balance carried forward to next year	22,329

### **Recruitment of teachers**

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

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	219
Number of questionnaires returned	60

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	30	5	0	2
My child is making good progress in school.	65	27	8	0	0
Behaviour in the school is good.	48	33	10	7	2
My child gets the right amount of work to do at home.	45	33	17	3	2
The teaching is good.	70	23	3	0	3
I am kept well informed about how my child is getting on.	62	28	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	18	10	0	3
The school expects my child to work hard and achieve his or her best.	62	32	5	0	2
The school works closely with parents.	50	33	10	2	5
The school is well led and managed.	50	35	7	8	0
The school is helping my child become mature and responsible.	62	33	2	2	2
The school provides an interesting range of activities outside lessons.	45	28	18	3	5

## **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**

70. The Foundation Stage is a strength of the school. The quality of teaching and learning is consistently good and most children make good progress and achieve well. However, standards are still well below the national expectations by the end of reception. In the last inspection report no mention or judgement was made about the Foundation Stage so it is not possible to comment on improvements since that time.
71. The standard admission number for the school is 45 and there is one admission a year. They are all admitted into the reception class in the September after their fourth birthday. Admission is sensibly phased over the first two weeks so that not all enter at the same time with the older children admitted first. Few have had pre-school experience. There are currently 22 children in the class all of whom attend full time. Six children have been identified as having special educational needs and five are learning English as an additional language with three at an early stage of English acquisition. Fourteen children are already aged five. Admission and induction arrangements are good and parents are happy with these. Children and their parents attend for several afternoon sessions in the summer term before they are admitted in the September. There is much movement of children in and out of the reception class which causes disruption as staff are constantly introducing new children to classroom procedures.
72. Initial teacher assessments show that the majority of children enter reception with very low levels of attainment in all areas of learning. This is because many have low levels of English in speech and language, or are learning English as an additional language. Most make good progress but records and inspection evidence show that most are still well below expectations at the end of reception. Although many children make good progress, especially in personal and social development, few are likely to achieve the targets known as the early learning goals in mathematics, knowledge and understanding of the world, physical development, creative development and personal, social and emotional development by the end of reception. Many are still well below expectations in communication, language and literacy.
73. The curriculum is consistently well planned in yearly, termly and weekly plans and is firmly based on the early learning goals linked to themes such as 'light and dark', 'toys' and 'people who help us'. All staff work very closely together, are fully involved in weekly planning sessions and know what to do. The co-ordinator provides good leadership and management and monitors planning well. Careful planning, monitoring and assessment ensures that children receive a good balance of experiences. The consistently good teaching ensures children, including those identified as having special educational needs and English as an additional language, make good progress and most achieve well. Overall, staff have a good understanding of the needs of children in the Foundation Stage. Relationships are very good which is a major strength of the Foundation Stage. The teacher is very knowledgeable and enthusiastic and this is reflected in children's attitudes to school. Relationships with parents and carers are very good and they are supportive. Regular termly meetings are held to report on progress and identify areas for development. Staff also meet informally with parents and carers when they collect their children at the end of school.

74. Good assessment procedures are firmly in place and regularly maintained. However, these are not always clearly linked or focused on all the recommended 'stepping stones' which form part of the early learning goals, and this is an area for development. Although there are good procedures for assessing children's daily progress in taught tasks, procedures for monitoring children in less formal activities are not so well established. All children are fully integrated and staff make sure that children have equal access to all activities. There is a clear Foundation Stage development plan which identifies the raising of standards through monitoring and assessment and improving indoor and outdoor resources.
75. The reception classroom is well equipped although rather cramped. Good use is made of all available space and the room is well organised into learning areas. There are attractive and stimulating displays to encourage learning which includes children's work. There is safe access to a secure but rather small outdoor play area, which is very much an extension of the classroom when used. However, it is not covered which means access can only be during fine weather which restricts its use. There is no space for climbing equipment or using large-wheeled toys but sound opportunities are provided in the infant playground, although this is usually restricted to break-times. In both outdoor play areas there is an urgent need for storage facilities with easy access for equipment, which currently has to be lifted in and out of classrooms when needed. Reception children also make regular use of apparatus facilities in the hall on a timetabled basis.

### **Personal, social and emotional development**

76. Most children enter reception with very low levels of personal, social and emotional development and this area is given a high priority. Staff provide a very good start to school life by providing a welcoming, calm and happy environment with consistent and well-organised routines and activities. This provides children with security and helps to build up their self-confidence, self-esteem and enthusiasm for school. Children learn to trust the staff and relax into routines quickly. They enjoy the carefully arranged activities provided which develop concentration and independence. Children are encouraged to play and work together, sharing materials, showing consideration for others and building relationships in all activities. About half can confidently put on coats unaided and most go to the toilet and wash their hands independently. They learn to sit and talk together on the carpet at the beginning and end of sessions. This develops self-control and encourages good behaviour. Staff promote personal development and independence well by ensuring equipment and resources are easily accessible. Children follow the clear instructions from staff and try hard to please. A few persevere for extended periods of time at an activity of their own or the teacher's choosing and are beginning to collaborate together, showing independence and confidence.
77. The quality of teaching and learning is good. Most children respond positively to the care of the staff and to the very good role models they provide. Teachers encourage children to take responsibility by providing opportunities for choice and by involving them in jobs such as tidying away at the end of sessions. Children are taught right from wrong from their earliest days in reception in a firm but positive way. This ensures they develop good attitudes to school and form very good relationships with staff and with each other. At least half are likely to achieve the early learning goals by the time they leave reception.

## **Communication, language and literacy**

78. On entry to reception, the majority of children have very limited speaking and listening skills and staff place a high priority on developing this area. Many good opportunities are provided to stimulate speech, such as through role-play in the 'Oak Toy Shop', in matching and counting activities and sharing of books, so that children begin to talk and listen to others. Discussion and questioning are used very well by staff to encourage children to listen and speak. Children develop an enjoyment of books through daily shared-book activities. Most can turn the pages correctly and are beginning to understand that print and pictures convey meaning. Children are taught to recognise the title and the author and enjoy talking about pictures in books. They are becoming familiar with letter sounds and a few are beginning to recognise these in their names and initial letters in words through spoken and written activities. Many children are at an early stage of writing, tracing over writing examples and practising letter shapes. At this stage in the year, most children can recognise and write their own names although many do not form letters correctly. A small number are beginning to write independently.
79. The quality of teaching and learning is good. Children's literacy skills are effectively developed with daily sharing of stories and books through shortened elements of the National Literacy Strategy. Children regularly take self-chosen books home to share with parents who receive clear guidance on how to help. High frequency words are readily on display and are also taken home for children to share and learn at home. All children have targets which are shared well with parents in the home/school diary. Staff use every opportunity during activities to develop children's understanding of language and to extend their vocabulary through careful questioning. Imaginary settings such as the 'Oak Toy Shop' provide good opportunities for children to engage in conversation with others, to use their imagination and contact imaginary people by telephone. These activities are especially helpful for children at the early stages of learning English. However, few children are likely to achieve the expected standards in communication, language and literacy by the end of reception.

## **Mathematical development**

80. On entry to the reception class, most children have little understanding of counting, number, shape, space and measures. Staff provide a good range of well-planned activities to develop these. For example, children count on and back to 22 during registration. They order numbers to ten, sing number rhymes and take part in counting and matching activities, recording their results in simple number sentences. Staff help children to see mathematics all around them, for example by looking for shapes around the classroom and using them to make models and pictures. About half the children currently recognise and name two-dimensional shapes such as squares, triangles and rectangles and three-dimensional shapes such as cubes, spheres, cylinders and cones. A few are beginning to understand words such as 'bigger than' and 'smaller than', 'more' and 'less', 'heavier' and 'lighter'.
81. The overall quality of teaching and learning is good across the Foundation Stage. Clear planning and organisation, together with interesting and imaginative activities, such as counting and matching games and number rhymes ensure that children are well motivated and learn well. Good use is made of a wide range of counting materials, plane and solid shapes and other resources to help children in their learning. Staff take every opportunity to develop mathematical language taking opportunities for reinforcing number activities in other subject areas. A few more able children are encouraged to record answers to simple addition and subtraction sums

in work books. About a quarter of the children are likely to achieve the required standard by the end of the reception year.

### **Knowledge and understanding of the world**

82. Attainment is very low on entry to reception and, despite good teaching, few are likely to achieve expected standards by the end of the year. Children are given regular opportunities to develop their competence in using computers. Most control what happens on the screen by using a mouse or keyboard, for example to draw pictures on the screen, move shapes to build a crane and create pictures. Children use a range of construction materials and recycled materials effectively to make models such as robots and animal homes. They are introduced to a wide range of materials from the natural and man-made world through good displays and structured activities. Water and dry and wet sand are constantly in use, linked to purposeful activities. They explore materials that are rough and smooth and investigate with torches and magnifying glasses. They watch things grow and care for them in the classroom and garden area. They know about people who help them, from visitors such as the police and nurse. They visit the local park to view and smell a sensory garden and have experience of small animals from a visit by the 'pet man'. Different languages of children in the class, such as Benghali and Polish, are acknowledged and valued through class, group and individual singing of songs and rhymes other than in English. Children develop a sense of the past by finding out and talking about present and past events in their own lives and those of their families and friends. Through religious education lessons, children learn about festivals and celebrations of others such as Divali and Chinese New Year, which further develops an awareness of other cultures.
83. The quality of teaching and learning is good because activities are well planned and organised and build on children's natural curiosity. Many successful opportunities are provided through direct teaching as well as independent play. Visits and visitors develop children's understanding of the local area and wider world. A few more able children are likely to reach the required standards by the end of reception.

### **Physical development**

84. Children enter reception with varying standards of ability, with many below that expected in handling small items and running and climbing because of few opportunities in the past. They are developing an awareness of others and are beginning to co-operate and share large toys. Provision is less well developed for independent daily use of large-wheeled toys and climbing and sliding activities, with opportunities mainly restricted to break-times. However, these children have regular access to the larger apparatus in the hall and enjoy the opportunity to run and move in different ways, climb and balance.
85. The overall quality of teaching and learning is good. Good management and control of behaviour ensures that children follow instructions and move safely in the outdoor play area and in the hall. Good quality intervention and support from staff challenges the more able children and gives support to those with less confidence. Planning indicates that lessons are well thought out and organised and that good use is made of apparatus in the hall and in the outdoor play area to promote children's physical development. A good range of activities teach fine-motor skills using pencils, brushes, scissors and small apparatus such as jigsaws and construction toys.

## **Creative development**

86. On entry to the reception most children's creative development is very low. Despite a wide range of activities, only a few children are likely to attain the early learning goals for creative development by the time they finish in reception. Children are given many opportunities to experiment with paint and colour, working in small and large scale. Displays of printing pictures and self-portraits show children that their work is valued. In role-play areas they engage in imaginative play and act out in the 'Oak Toy Shop'. They use glue and shapes with developing care as they make shape pictures and robot models. They are encouraged to manipulate tools such as scissors, glue sticks and printing materials, both imaginatively and in a more directed fashion, as they make pictures linked to partitioning in mathematics. Children enjoy singing familiar songs and rhymes from memory and all join in well. Computer technology is used regularly for children to investigate and produce pictures using an art package.
87. Teaching and learning are good and children are well motivated, interested and co-operate and learn well. This is largely due to staff enthusiasm and the children's positive attitudes to their work. The well-planned provision of a wide range of both directed and free choice opportunities develop children's creativity effectively. These include exploration and use of a variety of painting, modelling, collage and printing activities, which are often linked to topics, as well as opportunities for imaginative role-play in designated areas such as the 'Oak Toy Shop', and with 'small world' toys. During these activities children are helped to develop skills well and to express their own ideas with growing confidence through the good support of staff.

## **ENGLISH**

88. Results in the 2002 National Curriculum tests showed that standards attained by the end of Year 2 in reading were below the national average and above average when compared to similar schools. This was an improvement over the last two years when attainment was well below average. Writing was also below the national average and average when compared to similar schools. By the end of Year 6, standards were well below the national average and that of similar schools. Results over the last three years for younger pupils have improved in reading but have remained low in all skills for older pupils. Evidence from the inspection broadly confirms these results. However, when account is taken of the high rate of mobility, the majority of pupils, including those with special educational needs and English as an additional language, make satisfactory progress by the time they leave school, given their low attainment on entry.
89. Standards in speaking and listening are below average in Year 2 and well below average in Year 6. In Year 2, higher attaining pupils listen and speak confidently in response to teachers' questions and at the end of lessons when they share their work. Where teaching is effective and the promotion of listening and speaking is part of the teacher's daily routines and methods, as it was in one Years 1 and 2 lesson, the pupils' verbal responses and participation are distinctly stronger and were clearly reflected in pupils' disposition to take part, both in response to the teacher and when working in pairs. However, whilst the majority of pupils listen well, a significant proportion are more tentative when attempting to speak and need a lot of prompting, for instance when responding to shared texts.
90. By the end of Year 6, higher attaining pupils engage well in speaking and listening, when given the opportunity. However, a great number lack confidence in speaking and tend to give short answers. Many do not volunteer in response to teachers'

questioning. Although a system for recording pupils' attainment in speaking and listening is used, opportunities for promoting and using these skills across the curriculum are not systematically identified and planned. For instance, one effective method used in the infants in literacy lessons, enabling pupils to brainstorm ideas in pairs both for the purpose of learning and for evaluating it, is not being used elsewhere. In addition, pupils are not made aware of the importance of these skills, and do not receive feedback from their teachers on their performance and targets to improve further.

91. By the end of Years 2 and 6, standards in reading are below average. In Year 2, above average pupils enjoy reading and are able to talk about the plot. They read with confidence and with good expression. The majority of pupils are familiar with the layout of non-fiction books and use the contents and index pages to find information. Average pupils read many words accurately but need help with unfamiliar words. They are not forthcoming when invited to comment on the book and do not use what they read to predict what might happen.
92. By the end of Year 6, higher attaining pupils use a range of strategies to help them in their reading and discuss a variety of texts. They predict what might happen using their knowledge of the plot and characters and justify their predictions. Average pupils read with a fair degree of fluency and accuracy, but lack confidence when talking about their reading. A number of pupils lack skills in inferring and interpreting what they read beyond the literal meaning as well as referring to texts to support their views. However, despite a low starting point, many pupils make at least satisfactory progress. But teachers' assessment is not sufficiently focused on diagnosing pupils' strengths and areas where they need to make improvement. Although opportunities for guided reading are used frequently, they are not linked to specific learning objectives to enable the teachers to focus systematically on specific skills and use the assessment to inform subsequent planning. Library facilities are sound but much of the stock in both libraries is old and the facilities are not attractive to encourage pupils to browse and use them to the full.
93. By the end of Year 2, standards in writing are below average and well below average in Year 6. In Year 2, higher attainers develop their ideas in sequence, use capital letters with most words correctly spelt and begin to use joined writing. They produce a range of writing with examples of instructional writing, sequencing a story and labelled diagrams. However, whilst many pupils manage to communicate meaning, a high proportion do not write in sentences, sustain ideas and develop them sufficiently. Again, this is due to their limited speaking skills. Handwriting is broadly satisfactory and improves as pupils get older.
94. By the end of Year 6, higher attainers produce a variety of narrative and non-narrative texts ranging from letters, annotations of texts, biographies and obituaries. However, a high proportion lack confidence and understanding to produce work using vocabulary that is rich or is arranged in a way that captures and holds the reader's attention. Pupils' spelling is weak, especially for pupils of average and below average ability but handwriting is broadly satisfactory with many pupils producing joined and neat writing. However, evidence from the analysis of pupils' work shows that they do not write extensively, with most pieces not extending beyond a page at best, although sessions for extended writing are on the timetable.
95. Pupils' overall achievement is enhanced because they have positive attitudes to learning. They are keen, highly motivated and engage well with activities. They are attentive listeners and many work collaboratively when given the opportunity.

96. The quality of teaching and learning is satisfactory overall with a number of lessons seen during the week of inspection being good or very good. One lesson was excellent. Where teaching is particularly effective, learning objectives are thoroughly explained to pupils to focus their attention and, in combination with skilful questioning, actively used throughout the lesson to consolidate and extend learning. A distinctive feature of very good lessons is the attention given to individual pupils and the appropriate levels of challenge provided, whether they have special educational needs or English as an additional language. In these lessons, effective use is also made of whole class teaching to rehearse and practise the skills pupils have to apply in their independent work.
97. All these strong features were amply demonstrated in a Years 1 and 2 class where all pupils were fully involved as the teacher constantly made a point of involving those who did not spontaneously volunteer, but was highly sensitive and supportive through prompting, giving pupils time to think, and constantly praising their efforts. Very effective methods were used to promote pupils' speaking as they brainstormed their descriptions of the market as a setting for the story. This rehearsal of language was aptly shared and later used in an independent writing task where lower attainers had strips of card with sentences modelled or started for pupils to complete. However, the best part of the lesson came at the end, when pupils were asked to share their writing and evaluate each other's efforts. Because this method was developed over time, the pupils took to it spontaneously as a matter of routine and the impact of the teaching was clearly reflected in the positive way pupils addressed the task and showed effective collaboration.
98. Where teaching is less effective, this is mainly due to the lack of attention to individual pupils, especially those who do not volunteer to participate, including pupils with English as an additional language. From evidence of pupils' work, marking of written work is, overall, inconsistent with strengths and weaknesses often not explicitly identified and guidance as to how work can be improved not provided.
99. Provision for teaching literacy skills across the curriculum is underdeveloped because they are not systematically identified either in long- or short-term planning. Good examples were noted in some lessons with good opportunities for speaking and listening effectively promoted in literacy lessons in the infants, and occasionally in history in Years 3 and 4 where, for instance, the teacher played the role of a high priest at the time of Ancient Egyptians, and the pupils as time travellers, questioned the priest about the burial rituals. In a religious education lesson, the same teacher used the writing of the scroll and events of Holy Week as the context for pupils to write the script of a live report on the arrival of Jesus in Jerusalem, acting as CNN or BBC reporters, to very good effect.
100. The subject is satisfactorily led by the co-ordinator who is very keen to raise pupils' achievement. Much of the monitoring of the subject is undertaken by the headteacher and officers from the local education authority, with the outcomes being used to identify priorities for developing the subject and pupils who need extra support. However, the co-ordinator is not fully involved in this process, especially in evaluating developments and developing a clear overview of the subject. Assessment arrangements are good overall. Some of the training previously provided has resulted in some good practice in the matching of work to different abilities. The use of ICT is underdeveloped and opportunities for its use are not systematically identified, particularly for the purpose of drafting and redrafting.

## MATHEMATICS

101. Results of the national tests in 2002 showed that standards at the end of Year 2 were below the national average and at the end of Year 6 were well below. When compared to pupils from similar schools, standards were broadly average at the end of Year 2 but well below at the end of Key Stage 2.
102. At the end of Year 2, standards of work seen during the inspection are below average and well below at the end of Year 6. This is similar to that seen at the time of the last inspection. At the end of Year 2, most pupils, including those identified as having special educational needs and English as an additional language, make good progress and achieve well. At the end of Year 6, the progress of pupils overall is satisfactory. There are various reasons for the lower standards at the end of Year 6. Also many pupils have entered the school half way through Key Stage 2 and have not had a full four years of schooling in this school. Many of the pupils who arrive at the school have low attainment. At Year 6, the recently improved quality of teaching has not had sufficient time to have a significant impact on standards of this group of pupils, who also have gaps in their knowledge and understanding from past weaknesses in teaching. However, scrutiny of pupils' work lower down the school clearly shows pupils are often making good progress with standards nearer that expected.
103. Progress since the last inspection has been satisfactory and most of the issues for action have been addressed. There is clear evidence that standards are rising and the quality of teaching has improved. There are good procedures in place for tracking pupils' progress and analysing test information. However, more effective use should be made of this information in teachers' planning and teaching to raise standards further. Ongoing assessment procedures, a weakness at the time of the last inspection, are now soundly in place in Years 1 and 2 but need further development in Years 3 to 6 so that work set more closely matches the needs of pupils. Opportunities for pupils to use mathematics in problem and practical situations have improved in Years 3 and 4 but need to be developed much more in Years 1 and 2 and in Years 5 and 6. The use of computer technology for skills practise and as an aid to learning is underdeveloped.
104. Many pupils enter Year 1 with standards that are well below average. Pupils are taught in three mixed-aged parallel classes. It is clear that standards are steadily improving in Years 1 and 2 because of improved planning, teaching, learning and monitoring. Teachers plan together but better and more consistent use of resources should be made so that pupils of similar age and ability receive comparable experiences and challenge. In Year 2, most pupils understand simple addition and subtraction with lower attaining pupils working with numbers up to ten and higher attaining pupils using numbers up to 100. They recognise coins up to £1 and higher attaining pupils solve simple shopping and addition and subtraction activities, correctly. Most pupils recognise odd and even numbers and count soundly up to 100 in steps of two, five and ten with some understanding the relationship to multiplication tables. Higher attaining pupils gather information and record results in simple lists, tables and block graphs. These pupils recognise simple times on a clock face, including quarter past, half past and quarter to, with lower attaining pupils recognising hours and half hours. Most recognise and know the names of regular two- and three-dimensional shapes but not all are sure of their properties. Pupils' knowledge and understanding of non-standard and standard measures are underdeveloped because of limited opportunities. Most enjoy mathematics and usually settle quickly to tasks showing good concentration and interest in their work.

105. Grouping of pupils in Years 5 and 6 by ability since January has meant activities are now more closely matched to pupils' needs. Pupils are beginning to explain the methods and strategies they use to solve problems, although there is a significant number who lack confidence and need encouragement. Most pupils have a sound grasp of place value to 1000 and the four number operations. Higher attaining pupils satisfactorily complete written calculations involving multiplication and division by ten and 100 and explain what has happened to the digits. The majority of higher attaining pupils correctly order fractions and show some understanding of the link between equivalent fractions, percentages and decimals. They use this understanding to solve problems involving fractional parts of numbers and quantities. Most pupils find perimeters and areas of regular shapes and a few understand how to use a formula to calculate these. They recognise different types of triangles and have a developing understanding of positive and negative numbers. However, their understanding of using appropriate measures in length, capacity, mass and time are unsatisfactory because they have limited opportunities. There is little evidence of undertaking activities on shape or data handling and their knowledge and understanding is below average. Pupils are encouraged to apply their knowledge to solve real-life problems, but most are at an early stage.
106. The quality of teaching is satisfactory overall and pupils are learning well. In the good and very good lessons, teachers clearly share the lesson purpose with pupils and use questioning well to challenge pupils. Activities are well matched to pupils' needs, lessons proceed at a good pace and the last part of the lesson is used well to allow pupils to explain what they have been doing. In some lessons however, introductions are too slow and instructions as to what pupils have to do are unclear. Activities are too easy and quickly completed with no carefully planned extension activities, the pace is too slow which means pupils lose interest and are not given sufficient opportunity to discuss what they have been doing at the end of the lesson. Overall, the quality of teachers' planning is satisfactory. However, it does not always clearly show what pupils in the mixed-aged classes are expected to learn and do. Teachers do not always clearly share the purpose of the lesson with pupils so that they are unaware of what they will be learning and what is expected. This means that they are unable to settle confidently into activities.
107. Most pupils have a positive attitude to mathematics and say they enjoy their lessons. Interest, attitude and behaviour are usually good. Homework activities, when given, soundly support and extend pupils' learning. Classroom assistants are used satisfactorily to support groups of pupils during the main part of the lesson.
108. ICT is not used sufficiently well to aid and extend pupils' learning and this is an area recognised by the school for development. Not all teachers know the range of programs available or how to use them effectively so computers in classrooms are rarely used. Links between mathematics and other subjects such as art and design, history and geography are not sufficiently developed to give pupils opportunities to use their mathematical knowledge and understanding and there are missed opportunities. Group and individual targets have been put in place but these are not always relevant to pupils' needs and few pupils know what they are so their value is lost.
109. Management and co-ordination of mathematics is good. The experienced co-ordinator provides good support and encouragement to colleagues and has undertaken a thorough analysis of test results across the school. This has identified a weakness in mental mathematics and the school has recently focused on this with some success. The good assessment procedures for monitoring attainment, tracking pupil progress,

and for using optional tests, enables teachers to identify pupils who need additional support and set group targets for improvement. There has been regular monitoring of teaching and learning which has been successful in improving the quality. Focused and rigorous monitoring should now to be extended to pupils' books to identify weaknesses and improve practice and presentation. Assessment and ongoing recording systems are well established in Years 1 and 2. However, the information is not always used as well as it could to ensure pupils are not repeating activities. Procedures now need to be developed in Years 3 to 6. This would mean teachers having a better understanding of what pupils can do and understand, and make it easier to plan for pupils' needs and build on what they know. This would help teachers provide more appropriate activities for pupils in the mixed-age classes. A collection of samples of assessed pupils' work would help teachers make more accurate assessments. There is a satisfactory range of basic learning resources in each classroom and more in a central store, but these are not always used sufficiently to support pupils' learning.

## SCIENCE

110. Standards of attainment in science at the end of Year 6 remain below average compared to schools nationally. Standards at the end of Year 2 are more closely in line with schools nationally but in both cases there are currently too few pupils working at the higher levels of attainment for their age group.
111. There has, however, been improvement in pupils' ability to carry out scientific enquiries through simple investigations since the previous inspection. Pupils are now given many more opportunities to find answers to scientific questions through investigation, and they are clearly improving their skills. They are increasingly able to plan fair tests, carefully observe outcomes and reach conclusions about their simple experiments.
112. Looking back to last year, the 2002 national tests for eleven-year-olds showed school performance in science as well below the average for all schools. When this performance was compared with pupils' results at the end of Key Stage 1, below average progress was indicated. However, there had been a great deal of pupil movement in the intervening four years, and it is likely that this was not an accurate picture. The school should establish an effective system for tracking pupils' individual progress in science so that it is better able to evaluate exactly what progress is made by pupils each year. This will help to identify which strategies for learning are working well.
113. Figures published for seven-year-olds are based on teacher assessment only. In 2002, attainment was assessed as being higher than national expectations.
114. Pupils have access to a broad curriculum. It covers all the areas required by the national curriculum and includes opportunities to develop the skills of scientific investigation.
115. Pupils in Years 1 and 2 make good progress. They acquire knowledge, skills and understanding through a range of activities carefully planned by their teachers. By the end of the key stage they are able to distinguish between living and non-living things and understand the criteria which separate plants from animals. They understand the dangers of electricity and are able to illustrate these pictorially. They can describe what happens to different materials when they are heated or cooled and use simple scientific terminology accurately to describe changes of state, such as 'melted' or

'frozen'. They recognise that some objects reflect light and others do not. They raise questions and begin to seek answers by trying things out.

116. Pupils in Years 3 and 4 make sound progress in their acquisition of scientific knowledge. They are able to plan their own simple investigations. They are aware of the need to make tests fair and they can identify the circumstances which may prevent this. For instance, one girl was very dismayed when she unwrapped one of her containers to find that it did not contain the right amount of water. She had completed her experiment but realised that this invalidated the result. They find out which substances dissolve in water and can relate these investigations to their own experiences, predicting what might happen. They investigate whether salt is a better cleaner than toothpaste. They sort materials by hardness or flexibility. Pupils are able to make connections between their own movements and the way a hinge or ball-and-socket joint works to accurately predict how a skeleton is jointed.
117. In Years 5 and 6, pupils continue to build their knowledge. They learn about plant structures and can name and describe the functions of the different organs. They can explain the apparent motion of the sun across the sky or use a diagram to illustrate the different phases of the moon seen from earth. They can describe food chains and name the producers and consumers.
118. The quality of teaching and learning seen was good overall but there were some inconsistencies, even when the planning had been shared across parallel classes. There were also inconsistencies in the way books were marked and in the amount of feedback given to pupils to help them improve. Homework was generally not used as well as it could be to reinforce learning or extend thinking.
119. The science scheme provides a good framework to help ensure that all aspects of the science curriculum are covered and that pupils' skills are gradually built up. But teachers should track pupil progress more carefully and plan for the experiences needed by different groups. This is particularly important when classes include more than one age group.

## **ART AND DESIGN**

120. Art and design has a high profile in the school. Much good quality work is on display and the work seen in pupils' sketchbooks and in lessons show that standards throughout work produced is better than in most schools.
121. A feature of art and design is the wide range of work, using a range of resources, which is evident. Pupils in Key Stage 1 have produced dramatic pictures using red, orange and yellow to create an impression of a massive fire and contrasted this by sticking houses cut out of black paper in the foreground. They use line, colour and images well to produce patterns to suggest emotions such as anger. They link some of their work to other subjects, for example by carefully crayoning patterns on 'Elmer the Elephant' cutouts from their literacy work.
122. Pupils have looked at the work of various artists such as Van Gogh, and produce their own version by using painted swirling patterns in the sky. Pupils in a Years 1 and 2 class are looking at the texture and pattern of various materials they can see in their classroom. They use crayons well to make rubbings of wood bark, the tiles in the school hall and other surfaces. They use scissors and glue well to make these rubbings into a picture collage which shows how the different patterns fit together. They then try to copy the textures by using pieces of string and wool.

123. Pupils in Key Stage 2 build on the good start they have had in the early years. In Years 3 and 4 they have used paper to weave into effective patterns. They have produced effective three-dimensional models of monsters. They have used paint very well to produce effective landscapes. The pupils in Years 5 and 6 produce fabric mats which have effective patterns painted on them. They use shading and colours well when looking at and drawing, plants and shells. Again, they link some of their art work to what they are doing in literacy. They have been studying the story of the 'willow pattern' plate and produce good illustrations of the plate. Pupils in Year 4 have looked at the work of artists such as Van Gogh and Turner. They recognise that Van Gogh uses thick paint while Turner uses paint which is more watery. They use the painting of 'The Fighting Temeraire' to produce good quality paint sketches.
124. The quality of teaching seen in the five lessons observed was good. In two lessons seen it was very good. The subject co-ordinator leads the subject very well. She has produced schemes of work which give teachers good support and has identified the skills which need to be taught before each topic can be tackled. She monitors planning on a weekly basis and has been able to show good practice by teaching other classes. The art club she has established produces high quality work which encourages other pupils to improve the quality of their work.

## **DESIGN AND TECHNOLOGY**

125. Evidence from the limited displays around the school, pupils' work, teachers' planning and conversations with pupils and teachers indicates that, by the end of Years 2 and 6, pupils achieve standards that are below those found nationally. Most pupils, including those identified as having special educational needs and English as an additional language, make unsatisfactory progress and achievement is not as good as it should be. There is no significant difference in relation to gender or ethnicity. No judgement was made about design and technology in the last inspection report so it is not possible to make a judgement on progress since then. During the past two years the school has placed a big emphasis on raising standards in English, mathematics and science, which has meant design and technology has not had a high priority. The school made the decision not to teach the subject on a weekly basis but to concentrate teaching over a much shorter period. However, this means pupils do not develop sufficient knowledge and skills over time or have sufficient opportunities to practise the small focused practical tasks before making the final models.
126. In Year 2, from the evidence available and talking to pupils, the making of the moving toys and a moving vehicle, shows that lessons were soundly planned for the making stage, although teacher directed. However, not all pupils were sufficiently involved in the designing and planning stages to allow them to use their imagination. They are often provided with a limited range of materials rather than discovering what is suitable for themselves. Pupils enjoy their design and technology lessons but there is little focus on evaluating their work by talking and writing about what they have learnt and how they could improve. Cutting, sticking and joining skills are satisfactory overall.
127. In Year 6, standards are below those expected nationally because pupils have had insufficient experience of using a range of tools and materials in the past. The limited amount of teachers' planning indicates that the subject does not have a high priority in the school. Talking to pupils indicates that they enjoy design and technology lessons, such as making slippers, although activities are teacher directed rather than pupil led. The emphasis is on making, and pupils do not have enough opportunity or time to talk

about, and record, the planning and designing stages in sufficient detail to provide clear guidance for the making stage. Examples of pupils' designs and plans show simple drawings lacking clear dimensions or making details. There are few focused practical tasks where pupils investigate properties of a range of materials or the best way to join them before making the final product. This means pupils are unsure of the best materials to use or how they will choose and make best use of them. Because of this, many lack the skills and knowledge necessary to produce quality products.

128. It is not possible to make an overall judgement on the quality of teaching as no lessons were seen during the inspection and there was very little evidence of pupils' past work. Teachers clearly plan together in teaching groups using national guidance but expectations in some year groups are not high enough and there are weaknesses in teachers' knowledge and understanding of National Curriculum requirements. Across the school there are insufficient opportunities for pupils to look at objects to see how they have been made and disassemble them. There are few examples of pupils detailed step-by-step planning and designing using words, labelled sketches and models before they embark on the making process. In most lessons the emphasis is on making and the principles of designing and evaluating are not sufficiently embedded or taught as an integral part of the process. There is currently no use of control or ICT, and construction kits are not used sufficiently to support pupils in their work.
129. The co-ordinator, who is in a temporary capacity, has a sound understanding of what needs to be done to implement National Curriculum requirements, although leadership and management is unsatisfactory overall. There has been no opportunity to significantly develop the subject and there has been no rigorous and regular monitoring of teaching, learning or planning to ensure the subject is being taught in sufficient depth. Annual plans are now in place using national guidance but this needs to be supported with more detailed half-termly planning so that teachers can develop lesson plans and fully deliver National Curriculum requirements. Although there is useful skills development guidance available for teachers, there are currently no assessment procedures in place across the school, and these need to be developed to ensure continuity and progression so that pupils build on what they have learnt. The co-ordinator has identified the need to develop a photographic record and samples of pupils' work annotated with National Curriculum levels which will help teachers with assessment. Resources are soundly organised and readily available in a central store. They are sufficient to deliver the National Curriculum although more tools and a wider range of resources and materials are needed to widen pupils' experiences.

## **HISTORY AND GEOGRAPHY**

130. Although it was only possible to see one history lesson in Years 3 and 4 and one geography lesson in Years 5 and 6 during the week of inspection, evidence from the analysis of work, the scrutiny of planning and discussion with pupils indicates that attainment by the end of Year 2 is below average and broadly in line by the end of Year 6 in history and geography. Pupils in Year 2 do not achieve as highly as they could whilst the majority of pupils in Year 6 achieve satisfactorily. The reason for the lower achievement in the infants is due to the insufficient use of recording and the harnessing of literacy skills to develop this more systematically. Although this is particularly true in the infants, it equally applies to older pupils where many of the lower attainers tend to rely on the use of pictures and simple worksheets, with work often not fully completed.

131. In geography, pupils in Year 2 identify Australia on a world map and describe how they might get there from the United Kingdom. They identify features which are similar, for instance recognising that both are islands. The majority demonstrate simple mapping skills, for instance when they draw a route from home to school and describe landmarks they pass on their way. In history, pupils demonstrate basic knowledge and understanding of events surrounding the Great Fire of London, for instance, how it started and why it spread. In their study of toys, higher attainers prepare a questionnaire about what toys their grandparents had, as a basis for an interview. Work by average and below average pupils is poorly presented, indicating that expectations are not as high as they should be.
132. In Year 4, in geography, higher attainers demonstrate sound skills in plotting co-ordinates and using symbols, for instance when recording the weather. They use information about the weather in different countries and identify the kind of clothing that might be appropriate for different destinations. In their study of contrasting localities, they identify similarities and differences between their own locality in Romford with Cornwall as a holiday resort. In Year 6, in their study of water, pupils demonstrate sound knowledge of how water gets to where it is needed and how it can be transported. They observe the drainage system in the school and the stopcock showing where water enters the school. They use a school plan on which they identify the features noticed during the tour using a coded key.
133. In history, pupils in Year 4 develop a good understanding of the burial rituals of the Ancient Egyptians. They use role-play effectively when gathering information from the teacher playing the role of the high priest, and ask pertinent questions. They use this knowledge, together with books, to describe the stages of preparing the dead for burial with higher attaining pupils explaining some of the rituals used. By the end of Year 6, pupils build on their previous learning and develop their understanding of chronology as they produce timelines marking specific events like the birth of Shakespeare and the time of The Great Exhibition. In their study of Victorian Romford, higher attainers produce well-written pieces identifying differences between Romford at the time of Queen Victoria and now.
134. The quality of teaching in history and geography is satisfactory. In the best teaching, effective links are made to previous work, enabling pupils to draw on what they already know, for instance when pupils recall the discussion on the tomb of Tutankhamun. There were also some good examples of work carefully matched to challenge higher attaining pupils. In geography, good use is made of the school premises to examine and develop knowledge of the water system. However, from evidence of the analysis of written work, marking is unsatisfactory, with little comment being made on what pupils are achieving against learning objectives and on what they need to improve. In one case, work for an EAL early stage learner has not been marked for a long time with the teacher explicitly acknowledging in a written comment that the pupil finds technical language difficult but without any support being provided to help her.
135. In both the history and geography fieldwork, experiences are limited to the local area. There is currently no co-ordinator for either subject and little has been done in terms of monitoring standards of teaching and learning through classroom observations. The school benefits from good resources in history as the school has had its centenary and the occasion was well used for pupils to dress as Victorians. In both subjects, assessment procedures and the use of ICT are underdeveloped. Although there were examples of the use of history to promote literacy skills, this was limited to one class and such opportunities are not identified systematically in planning.

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

136. Standards in ICT are below those expected by Year 2 and Year 6, but have the potential to reach a better standard. The recently installed computer suite gives pupils more opportunities to use computers. The recently appointed co-ordinator is enthusiastic about the subject but recognises that standards are not as high as they should be. Pupils' attainment in both key stages is limited because they lack experience of the controlling, monitoring and modelling aspects of the subject. Pupils do not have enough opportunities to learn how computers can process information and react to the effect of selecting different options to an imaginary situation. The school has recognised that these areas of the subject need to be addressed and have plans to do this.
137. Only one lesson was seen during the inspection and although the attainment of the Year 6 pupils seen was below that expected, they were learning well. This shows that when the suite has been in use for a longer time standards are likely to rise. Pupils use the computers in their classrooms regularly and the work undertaken usually complements the work of the rest of the class. Pupils' work is generally of the standard expected but does not yet cover the wide range required. Years 1 and 2 pupils have used a wordprocessing program to produce labels with good decorative edges. Years 3 and 4 pupils have produced work with titles which have interesting shapes, such as a shadow effect, and good quality adverts for selling a property in the area. They have created graphs from information they have gathered, for example, the colour of hair of the pupils in their class. Years 5 and 6 pupils have also used wordprocessing well and have inserted pictures into the text. They created a wedding invitation for 'The Beckams!'
138. The quality of teaching seen in the only lesson observed was good. The teacher made good use of the large white screen now available in the suite. The subject is now well led. The co-ordinator is enthusiastic and has taken it upon herself to increase her knowledge with training sessions offered by the local education authority. She recognises the need to develop the monitoring of teaching and the assessment of what pupils know and understand.

## **MUSIC**

139. Standards of attainment in music are satisfactory by the end of Year 2 and Year 6. This is an improvement in standards since the previous inspection. Pupils of all ages, including those with special educational needs and pupils who have English as an additional language, make good progress in singing, composition and listening. Pupils are developing confidence in performing and in appraising both their own compositions and those of others.
140. In Years 1 and 2, pupils enjoy singing songs and rhymes. They have opportunities to create their own music and begin to build their vocabulary for describing musical sounds and naming instruments such as 'high', 'low', 'pitch', 'note' and 'chime bars'. They listen carefully and respond with actions.
141. In Years 3 and 4, pupils are able to initiate and copy complicated patterns of beats and rests confidently. They can name many of the percussion instruments. They plan, remember and play a combination of sounds expressively to represent a story and create a mood. They can improve and discuss their work effectively.

142. In Years 5 and 6, pupils can respond to poetry with their own compositions, working together co-operatively to plan, compose and perform a piece for the class. They can improvise melodic phrases as part of this group performance and work together to develop their ideas.
143. Pupils have few opportunities to attend instrumental lessons within school but there is a recorder club which is well attended. Pupils participate at local events where possible and, during the week of the inspection, Year 2 pupils sang and played at a festival with other local schools.
144. Teaching and learning in lessons is good. Teachers plan a range of activities to enable learning in all areas of the music curriculum. They use carefully structured questioning to promote learning and identify assessment opportunities in their planning. For example, in a very good lesson seen, younger pupils played a game based on identifying differences in pitch. They enjoyed the game and it allowed the teacher to assess which pupils could identify the difference every time and which pupils needed further opportunities to hear the difference.
145. In a good lesson for the older pupils, they offered suggestions for instruments and sounds to represent parts of a poem and this allowed the teacher to check their knowledge of the instruments and how they might be used.
146. Pupils participated sensibly, with high levels of concentration, in all the lessons seen and they were supportive of one another.
147. Pupils have an opportunity to gain further knowledge of composers and pieces of music as they enter and leave assemblies. This is a good strategy but is currently given too little focus to be really effective and needs to be reconsidered and improved.

## **PHYSICAL EDUCATION**

148. Five full sessions and one part session of physical education were seen during the inspection. From the evidence available, the quality of teaching and learning is good throughout the school. Standards of pupil attainment by the end of Key Stage 1 are in line with expectations. Standards of achievement in Years 3 and 4 are satisfactory or better. Standards in the only lesson observed for Years 5 and 6 were below expectations in ball skills. However, this may have been due to their lack of recent experience, as this session was the first in a series of lessons introducing cricket skills. There has been satisfactory progress since the previous inspection and improvements have been made to the learning environment by removing unnecessary equipment from the infant hall to enable better use of the space available.
149. In lessons seen, pupils in Years 1 and 2 explored ways of travelling along the floor, using space creatively. They practised different movements and then began to arrange them into sequences. For instance, pupils used part of the story 'Where the wild things are' as a stimulus. They moved in different ways to portray the moods of the main character and eventually created a dance sequence. They were 'happy' or 'angry' and became a group of monsters at a party! Pupils with less confidence were able to take their cues from others and all pupils participated with enthusiasm.
150. Pupils in Year 3 and 4 demonstrated skills in floor exercises which they were able to transfer to free standing and wall apparatus. These pupils concentrated fully on their movements. They divided into two groups and each group assessed the other in

terms of the criteria they had been given. They selected pupils who most clearly met the requirements to demonstrate their sequences to everyone. This was a good way of helping pupils to understand exactly what was expected of them and it set high standards. The teacher also gave individual advice to help pupils improve their performance such as 'land softly', 'stretch in the air'. The pace was good and pupils moved responsibly, having careful regard for the safety of others.

151. In Years 5 and 6, pupils worked in pairs to develop their ball skills. They were taken through a series of tasks, which were designed to prepare them for games such as cricket. Although pupils were enthusiastic, their level of skill was not as high as anticipated by the temporary teacher taking the class and he had to adjust his teaching to give more time for basic practice. The teacher demonstrated technique and gave pupils appropriate feedback and encouragement and they made satisfactory progress.
152. Teachers plan together using the physical education scheme of work. The physical education co-ordinator should check planning for consistency and continuity across the age groups to ensure that pupils develop their skills progressively without gaps or overlaps.
153. Pupils' behaviour in physical education is good. They listen well and move carefully to avoid interrupting the work of others. They have good attitudes towards others in the class and encourage one another to do well. Physical education is inclusive, all pupils participate fully.
154. Resources are satisfactory in most respects but provision for athletics is limited by the lack of a school field and the school may need to explore alternative ways of practising some athletic skills.

## **RELIGIOUS EDUCATION**

155. At the end of Year 2 and Year 6, standards are below the expectations of the locally agreed syllabus. All groups of pupils, including those identified as having special educational needs and those pupils who have English as an additional language, do not make sufficient gains in their knowledge and understanding. There is no significant difference between standards achieved by pupils of different gender or ethnicity. Although lessons are carefully planned they are not always delivered with sufficient depth and rigour and on a regular basis. There is insufficient detailed recorded work across the school and evidence from pupils' books clearly shows that some teachers' expectations are too low. During the past two years the school has placed a heavy emphasis on raising standards in English, mathematics and science, which has meant religious education has not had a high priority. No mention was made of religious education in the most recent inspection report so that it is not possible to make a judgement on progress since that time.
156. In Year 2, there is very little evidence of recorded work in pupils' workbooks because the subject is taught through topics and integrated with geography and history. Also many pupils have limited literacy skills and this hinders their capability to make written records. However, from discussions with pupils it is clear that they know more than they write. Pupils are aware of things that are special to them, what makes them happy and sad and who they love and how they show it. They have soundly recorded their thoughts in class booklets. They are aware that the Cross is a special symbol to Christians and that Christmas and Easter are special events. However, from talking to them they have little awareness of aspects, characters or stories from Christian

and other religions. They have had little opportunity to find answers to questions about religion from different sources of information. Most say they are interested in the subject and listen attentively to what their teachers and others have to say.

157. In Year 6, pupils' knowledge and understanding is below expectations. They are aware that religious writings are common to the major religions but are unsure of their names and to which religion they belong. Their awareness of the symbols, artefacts and festivals associated with these faiths, and some of the different ways that groups express their beliefs, is not high enough. Although they have visited a local church, few can describe the inside and the significance of the furniture found there, such as the altar, pulpit and font. They are unsure of the names of religious buildings of other faiths. Most have some awareness of Christian ceremonies, such as baptism, marriage and funerals and that people have personal, moral and cultural values and commitments, many of which are grounded in religious belief. They know that Christmas is a special time for Christians and have retold the story in simple text and pictures and from different viewpoints. They are aware of some aspects of the life of Jesus such as his birth, temptations and the Easter story. Pupils' attitude towards religious education varies but most show satisfactory interest and behaviour in lessons.
158. The quality of teaching in lessons seen and from looking at pupils' books is satisfactory overall. However, there are weaknesses and inconsistencies in teachers' expectations and the rigour and depth in which lessons are taught. Most teachers plan lessons carefully together in teaching groups using the good support material provided from the locally agreed syllabus. However, there are differences between classes in teachers' expectations of what pupils can achieve and do. Pupils usually undertake the same activities in the mixed-aged classes which makes little allowance for different levels of ability. Teachers' knowledge and understanding is variable and this has an effect on the quality of teaching and learning. Teachers do not always share the purpose of the lesson with pupils, so they are unsure of what they are to do. There are missed opportunities for pupils to undertake focused conversations, develop speaking and listening skills and promote their personal and social development. Questioning is often directed to those who put their hands up rather than to individuals, so not all are involved. A lack of expectation and challenge means that the higher attaining pupils are not challenged enough and there are examples of unfinished work. There is some good imaginative use of literacy, for example writing as a reporter, or translating a story into a modern day example so that pupils can learn from religion. Good use is made of staff and pupils in explaining practices, traditions and festivals of the various religions represented in the school. Most teachers manage pupils well and lessons proceed at a steady pace. Teachers acknowledge pupils' work but marking provides little guidance for pupils on how they can improve. Teachers ensure that all pupils are fully included in all activities.
159. Leadership and management are satisfactory. The co-ordinator, who works part-time, provides sound support for colleagues and provides sound leadership and management. There is a yearly overview showing when topics should be taught using the locally agreed syllabus. Teachers plan together in teaching groups using the good locally agreed syllabus materials. However, arrangements for the monitoring of teaching and learning and the standards of pupils' work are unsatisfactory. This would ensure that the subject is being taught effectively and would identify weaknesses in teaching and learning. Assessment procedures, a weakness at the time of the last inspection, are still inadequate although the locally agreed syllabus gives sound guidance for developing this. There is a satisfactory range of resources, including videos to support teaching. These are carefully organised and readily available in a

central storeroom with all teachers having a list. The use of ICT for research and drafting work needs to be developed. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development but the subject does not have a sufficiently high profile in classrooms and about the school.