

INSPECTION REPORT

Broadford Primary School

Harold Hill, Romford, Essex

LEA area: Havering

Unique reference number: 102317

Headteacher: Frances Walsh

Lead inspector: Kath Beck

Dates of inspection: 22nd – 24th March 2004

Inspection number: 255619

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	353
School address:	Faringdon Avenue Harold Hill Romford Essex
Postcode:	RM3 8JS
Telephone number:	01708 342880
Fax number:	01708 342117
Appropriate authority:	Governing Body
Name of chair of governors:	Mr David Hill
Date of previous inspection:	15 th June 1998

CHARACTERISTICS OF THE SCHOOL

Broadford is much bigger than most primary schools with 376 children on roll. There is an equal number of boys and girls. In addition, 42 children attend the Nursery part-time. All the children live in the immediate locality, but come from a range of ethnic minority backgrounds. The majority are White British but some come from Black or Black British African, Black Asian or other White backgrounds. Four children come from Traveller families. The percentage of children whose mother tongue is not English is higher than usually found. Few are at an early stage of learning English. The percentage of children identified as having special educational needs overall is lower than the national average, although the number with statements of particular need is above the national average. The school is situated on a large housing estate, built after the war, to house families from the East End of London. Some houses are owner occupied, while many are owned by the council or housing associations. Almost one third of children are eligible for free school meals and this is higher than in most schools nationally. A high number start and leave the school each year. In the current Year 6, over one third of the children did not start at the school in Year 1. Attainment on entry is well below that expected for children aged three.

The school is facing an uncertain future. Since the last inspection, the standard admission number has increased to 60. The local authority is now reorganising schools in the vicinity, including Broadford, to reduce the number of empty places. As part of this reorganisation, the local authority is considering the reduction of the school's admission number either to 30 or 45. A large fire destroyed the Nursery and infants' building, headteacher's office and administrative areas in 2001. Since then, Reception children and those in Years 1 and 2 have been taught in six temporary classrooms. The Nursery is also housed in temporary accommodation. Four new classrooms have been built as the first phase of a new school and they are due to become operational on April 20th 2004. These are not linked to the main school building. The school is part of an Excellence in Cities Cluster. It is also part of a primary leadership strategy group and the Investors in People award was renewed in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10090	Kath Beck	Lead inspector	Foundation Stage Mathematics
32670	Graham Saltmarsh	Lay inspector	
7694	Martyn Richards	Team inspector	Science Music English as an additional language
6436	Alan Andrews	Team inspector	English Design and technology Geography Religious education Special educational needs
17649	Diana Batt	Team inspector	Information and communication technology Art and design History Physical education

The inspection contractor was:

icp

360 Lee Valley Technopark
Ashley Road
Tottenham Hale
London
N17 9LN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	19
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	21
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	36

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory and inclusive school that is meeting its many significant challenges with determination and optimism. Standards in English, mathematics and science need to be higher. However, the school faces considerable difficulties with the restoration of its building following a fire. This has necessitated governors and senior managers allocating a great deal of time to a rebuilding programme. Currently staff are under a lot of pressure and uncertainty about possible redundancy as the school may be reduced in size by the local authority. The high level of mobility in the area, rising numbers of children with English as an additional language, unsatisfactory rates of attendance and punctuality hinder children's achievements across the curriculum. In spite of these factors, under the good leadership of the headteacher appointed two years ago, much work has been done to raise standards and improve the quality of teaching and the curriculum, whilst maintaining staff morale. Overall leadership, management, governance, teaching and learning are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Excellent teaching in the Nursery gives the children a really good start to their school life.
- The headteacher provides good leadership based on the maintenance of high morale and teamwork.
- The behaviour of the children and their relationships with one another are very good and means there is a calm atmosphere in which they can learn.
- Children's spiritual, moral, social and cultural developments are very good.
- The school puts children's interests first, ensuring they have trusting relationships with adults and very good access to well-informed support, advice and guidance.
- The learning mentor assists children with social and emotional difficulties very well and is a real asset to the school.
- Links with the parents and the community are very good. The school is of fundamental importance to life in the locality.
- The views of the children are sought about the school and their ideas acted upon.
- Standards in English, mathematics and science are well below the national average in Years 2 and 6. They are below the expectations of the locally agreed syllabus in religious education.
- In many lessons, the challenge for more able children is insufficient and some temporary teachers lack the skills to make a full contribution to the curriculum.
- The school does not check that children from different ethnic backgrounds progress as well as others.
- Children learning English as an additional language beyond the early stage are not assessed rigorously enough to promote best progress. Ongoing assessment of children's needs is not always as effective in lessons as it should be.
- The school's large complement of learning support assistants is not always used to best advantage, especially in Years 3 to 6.
- The accommodation seriously restricts the work of the Foundation Stage and Years 1 and 2 and impedes the school's efforts to raise standards.
- Attendance and punctuality are unsatisfactory, hindering the school's efforts to raise standards.

The characteristics of the school have changed significantly since it was last inspected and has impacted on its performance. There has been high staff turnover, including the retirement of the previous headteacher and attendance rates have fallen. However, the school has made satisfactory improvement since the last inspection. Key issues have been addressed appropriately, although the challenge for the more able children is not always high enough and there is some poor teaching to be eliminated. The quality of teaching is satisfactory overall. Children are managed well so that behaviour is now very good. Teachers' plans indicate what the children are going to learn in lessons, but they do not always identify how different needs are to be met.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E	E	C
mathematics	E	E	E	E
science	E	E*	E	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar numbers of pupils eligible for free school meals.*

From a low start, achievement is **satisfactory** overall. It is very good in the Nursery, but it is not built on rigorously enough as children move through the school. Standards in English, mathematics and science are well below those normally found in schools nationally in Years 2 and 6. They are average in information and communication technology and below those expected in the locally agreed syllabus in religious education as children find the concepts hard to grasp. In spite of the many challenges faced by the school, the trend in improvement in national test results in the junior stage is similar to the national picture. However, in the infant stage it is slower than in most schools nationally. At the end of the Reception year, children are on course to exceed the early learning goals in personal, social and emotional development. Few children will meet them in communication, language and literacy, mathematical, creative and physical development and knowledge and understanding of the world. Children with special educational needs or English as an additional language, make satisfactory progress. Arrangements to teach children in groups set by ability in Years 5 and 6 are providing greater challenge for the more able. Children's attitudes, behaviour, values, personal, spiritual, moral, social and cultural developments are **very good**. However, attendance and punctuality are unsatisfactory. This is because too many parents do not ensure their children attend school regularly or arrive in good time for the first lesson.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. Teaching is **satisfactory**. It is excellent in the Nursery where strong emphasis is placed on developing children's personal, social and emotional development and staff have high expectations of what children can achieve. As a result, their learning moves forward quickly. There is work to do in the rest of the school, especially in Year 3, to raise the quality of teaching to a similar level so that children's achievements are consistent. Traveller children are taught well. Assessment procedures are satisfactory. They are mostly new and have yet to be used effectively by teachers to plan work to meet varying needs. Some teachers set children individual targets to be achieved in a short period of time. This practice is not consistent across the school. Often the targets are not dated and this makes it hard for teachers to track the rate of children's progress.

The rich curriculum in the Nursery provides a very good range of activities that motivate all children to want to learn. A similar planned curriculum in the Reception year is restricted by unsatisfactory accommodation. This means many tasks are adult led and there are fewer opportunities for outdoor play or child initiated activities. In Years 1 to 6, the curriculum is satisfactory, but there are good opportunities for enrichment through extra-curricular provision as well as the use of visits and of visitors. Children's interests have a high priority and the school cares for them very well. The school has a generous number of support staff. They are deployed effectively in some classes, but less so in others. The school's partnership with parents and links with the community are very good. Links with other schools and colleges are also very good.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance overall are **satisfactory**. However, the leadership provided by the headteacher is good and promotes a strong, positive educational environment in which the children can learn. The interests of the children are put first and the need for team work is recognised. The school is tackling its many significant challenges with determination and optimism. In extremely difficult circumstances, the leadership is endeavouring to bring about improvements in the curriculum and in standards, whilst maintaining staff morale. The governing body supports the school well and has a clear understanding of its strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are pleased that their children attend the school. Some parents would like more information about what their children are learning. The children's questionnaires indicate that nearly all are really happy at the school, feel valued and that their views are listened to.

IMPROVEMENTS NEEDED

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

- raise standards in English, mathematics, science and religious education throughout the school;
- eliminate inconsistencies in teaching, especially in Year 3, raising expectations of what children know and can do;
- ensure lessons throughout the school meet the needs of the different ability groups, particularly the more able in Years 1 to 4 and those at a more advanced stage of learning English as an additional language;
- deploy teaching assistants effectively in all classes;
- improve the accommodation and resources;
- increase the rates of attendance and punctuality;

and, to meet statutory requirements:

- identify the ethnic backgrounds of children in the school and track their progress appropriately.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

From a low start, achievement is satisfactory overall. It is very good in the Nursery but it is not built on rigorously enough as children move through the school. Currently, standards in English, mathematics and science are well below those normally found in schools nationally in Years 2 and 6. They are average in information and communication technology. In spite of the many challenges, the school has successfully sustained a trend in improvement in national test results in the junior stage that is similar to the national picture.

Main strengths and weaknesses

- Very good achievement in the Nursery gives children a really good start to school life.
- At the end of the Reception year, many children are on course to exceed the early learning goals in personal, social and emotional development. However, few children will meet them in communication, language and literacy, mathematical, creative and physical development and knowledge and understanding of the world.
- Standards in the core subjects of English, mathematics and science are well below average at the end of Years 2 and 6.
- Many of the children find speaking and listening and writing particularly difficult and progress is slow. This impacts on achievement across the curriculum.
- Standards in religious education are below those expected in the locally agreed syllabus in Years 2 and 6. This is because children have difficulty with many of the concepts involved.

Commentary

1. Children's achievements are very good in the Nursery as teaching is very good and often excellent. This is because the teacher and Nursery staff know a great deal about how children of this age learn. They provide many interesting things for the children to do that provoke curiosity and independence, as well as speaking, listening and thinking skills. For example, in science, children explored the properties of magnets and were fascinated with the way 'magnetic balls' stuck together as if they made a caterpillar. With another magnet the children could make the caterpillar move in all kinds of directions.

2. High expectations of children's behaviour and trust that they can work independently are firmly established in the Nursery and built on in the Reception classes. As a result, many are on course to exceed the early learning goals in personal, social and emotional development by the time they reach Year 1. In other areas of learning, children's achievements in the Reception classes, although good are hindered because of unsatisfactory accommodation. The lack of space and limited access to an outside play area slows children's creative, physical and mathematical developments, as well as knowledge and skills in communication, language and literacy and knowledge and understanding of the world. Despite the teachers' best efforts, the accommodation is unsuited to the curriculum for the Foundation Stage. There is little space to move around or play freely and this makes it hard for children to reach the early learning goals in other areas of learning.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	12.3 (13.5)	15.7 (15.8)
Writing	12.8 (11.9)	14.6 (14.4)
Mathematics	13.1 (13.8)	16.3 (16.5)

There were 53 pupils in the year group. Figures in brackets are for the previous year

3. National test results in 2003 for children aged seven are very low in reading and mathematics and well below average in writing. The picture is the same when the results are compared to similar schools. The trend in improvement is lower than that found in most schools and standards have remained low for the past three years. This is because too many children only just reach the nationally expected Level 2 and few reach the higher Level 3. Results in reading and mathematics were not as good as they were in 2002, but in writing they have improved a lot over the last two years. Boys do much better than girls in reading, but there is little difference in the attainments of boys and girls in writing and mathematics.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.3 (24.6)	26.8 (27.0)
mathematics	24.6 (24.0)	26.8 (26.7)
science	26.1 (24.5)	28.6 (28.3)

There were 58 pupils in the year group. Figures in brackets are for the previous year

4. In the same year, the national test results for children aged eleven were well below those found in all schools nationally in English, mathematics and science, as they were at the time of the last inspection. This has also been the picture for the past three years, although the trend in improvement has been similar to that found in most other schools. Results are slightly better when compared to similar schools in English where they are average, but remain well below average in mathematics and science. This is because too many children do not reach the nationally expected Level 4 or the higher Level 5. Boys do better than girls in all three subjects.

5. The main reasons for the school's low standards include:

- the high number of children starting and leaving the school over time;
- rising numbers of children for whom English is not their first language;
- low levels of attendance so that valuable learning time is missed;
- unsatisfactory accommodation in Reception, Years 1 and 2;
- insufficient challenge for the more able children in Years 1 to 4.

6. That said, almost one third of children taking the tests in 2003 in Year 6 had not been at the school for the full four years of the junior stage. Children, who have been at the school for some years, make satisfactory progress. The school adds good value to children's education in comparison to other schools with children with similar numbers of free school meals.

7. In addition, many children find it difficult to communicate effectively through speaking and listening and writing because they do not have the vocabulary to do so. This hinders learning in other subjects, such as religious education, where limited vocabulary makes the concepts required by the locally agreed syllabus difficult for the children to grasp.

8. Children learning English as an additional language make headway as they move through the school. However, once they pass the beginner stage, their progress is not as good as it could be because their particular language needs are not assessed in sufficient detail. Children from different ethnic and cultural backgrounds progress as well as others in their classes. While some lessons provide extra challenge for able, gifted and talented children in Years 5 and 6, this is not always the case and work is too easy for them.

9. The percentage of children on the school's register for special educational needs is lower than in most schools, but includes a high number of those with statements of special need. The coordinator for this area of the school's work has held the post for some four years and, currently, has one day release each week to manage the provision. All the support is given within class

lessons and relies heavily on the programmes of work provided by class teachers. The achievement of children with special educational needs is good at the Foundation Stage and satisfactory at both the infant and junior stages. This reflects the overall quality of teaching. Children take a full part in all class activities. The work of the teaching assistants is valuable in helping them to make progress, more so in the younger classes.

Pupils’ attitudes, values and other personal qualities

Children’s attitudes and behaviour are very good and this impacts positively upon life in and around the school. In general, behaviour in lessons is very good. The provision for pupils’ spiritual moral social and cultural development is also very good. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- The school has been very successful in improving standards of behaviour over the past two years.
- Relationships are very good and this helps to create a really positive community.
- Children are confident and acquire very good social skills so that there is a racially harmonious atmosphere.
- Children have a strong sense of ownership and belonging to the school knowing that their views are taken seriously.
- Unsatisfactory attendance and punctuality hinder children’s achievements.

Commentary

10. The staff have worked very hard over the past two years to improve children’s behaviour and attitudes in lessons and this has been very successful. Children’s attitudes towards life and work in school are very good and this is an improvement since the last inspection. They show thoughtfulness and care towards each other and to members of staff. They respond well to staff expectations as to how they should behave and try to listen carefully in lessons. As a consequence, behaviour in and around school is very good. Occasional lapses or challenges are managed well by the staff with a minimum of fuss and children clearly respect this, as they are happy to be in school. The school’s good work on improving children’s behaviour has reduced the number of exclusions. In the past year there have been two fixed term exclusions.

Exclusions

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	348	2	0
White – any other White background	4	0	0
Asian or Asian British – Indian	3	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	18	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

11. Most children are attentive during lessons. Their very good behaviour means they obey simple yet clear rules based on courtesy and respect. Children are very confident and outgoing; they are proud of their school and are anxious to demonstrate this. Visitors receive a warm welcome into

the school community. Children are ready to take on responsibilities which they carry out with pleasure and care.

12. The ethos of mutual trust and respect across the whole school community underpins the positive attitudes the children have towards their school and each other. This means there is a racially harmonious atmosphere. There is a highly effective and valued reward system in place in which the headteacher and all staff are fully involved. Additionally, there is a 'sharing assembly' where acts of kindness and other positive actions are praised and rewarded. There is also a "Star of the Week" and children work hard to gain this award. Parents are invited to attend these assemblies and state that they appreciate and support the school's values.

Attendance

Attendance in the latest complete reporting year 92.7%

Authorised absence		Unauthorised absence	
School data	7.3	School data	1.1
National data	5.4	National data	0.7

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

13. Attendance and punctuality at the school are unsatisfactory and this is not as good as at the last inspection. Whilst the school constantly strives to encourage children to attend regularly and on time, a significant number are seemingly not able to be constant in this. The school is aware of the children concerned and the issues involved. It continues to actively support and encourage the families where there are other external contributing factors to poor attendance, often beyond its control. The school works closely with the Education Welfare Officer in this regard. However, unsatisfactory attendance has a significant impact on overall standards.

14. As a result of the school's very good provision for spiritual, moral, social and cultural development, children grow with confidence and maturity. Children are very clear of the difference between right and wrong and this awareness is continually reinforced by staff throughout the school day. They are sensitive to differences in culture and values in the school community. In school assemblies and some lessons, they experience moments of delight, surprise or sympathy for others. They work together well, are polite and helpful to strangers and support local charities generously despite their own difficult circumstances. They enjoy the arts, the school choir and the local activities in which they participate. The strengths in these areas noted in the last inspection have been sustained despite the school's recent upheavals.

15. Social development is very good; children take full responsibility for themselves and their actions and know that this is expected of them. Personal, social and health education is formally taught very well. Leadership and management in this area are being strongly developed. Through circle time, children are encouraged to listen, be supportive and to reflect. Children are frequently encouraged to work together sometimes in pairs. They cooperate well in assisting others in answering questions or completing a task.

16. Children's cultural development is very good; a significant amount of work has taken place to inform, involve and enrich children's learning of their role in a wider multi-cultural society. There is a significant emphasis upon visual art, music, food and culture from other lands reinforced by displays of national dress and other artefacts around the school.

17. Extra curricular activities further develop and broaden the social, cultural and community dimensions to school life. These include a choir, a gym club and sewing club together with breakfast, computer and mathematics clubs.

18. Children from ethnic minority groups and those learning English as an additional language grow in self-confidence as they move through the school. They receive support to play a full part in lessons, although activities are not always planned well enough to meet their needs.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education for its children. The curriculum in the Nursery is very rich, but it is restricted by unsatisfactory accommodation in Reception and Years 1 and 2. It supports learning outside the school day well. Satisfactory teaching, learning and assessment enable children to achieve appropriately for their capabilities. High quality teaching in the Nursery provides children with a really good start to school life. Children are cared for very well and a learning mentor is an asset to the school. The partnerships with parents, other schools and the community are very good.

Teaching and learning

Overall teaching is satisfactory. It is good in Reception and excellent in the Nursery. Some good and very good teaching was observed particularly in the infant stage. There is some poor teaching in the junior stage. Children's learning is satisfactory overall, although it varies according to the quality of teaching. Assessment is good in the Foundation Stage and satisfactory in Years 1 to 6.

Main strengths and weaknesses

- Excellent teaching in the Nursery that enables children to make a really good start to life in school.
- Reception class teaching is usually satisfactory and sometimes good, building successfully on what children already know.
- In Years 1 and 2, some good and very good lessons were observed.
- High priority is given successfully to promoting very good behaviour so that there is a positive environment in which to learn.
- Teachers' planning is not always rigorous enough to meet the different needs of the children as their expectations of what children can achieve are not always high enough.
- The deployment of teaching assistants is not always effective.
- There is some poor teaching in the junior stage.
- Ongoing assessment of children's needs is not always as effective as it should be.

Commentary

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	4 (8%)	26 (52%)	19 (36%)	0 (0%)	1 (2%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen. Percentages have been rounded up.

19. All the teaching observed in the Nursery was very good or excellent and this is an improvement since the last inspection. The Nursery teacher is very knowledgeable about the needs of young children and how they learn best. The Nursery has been reduced in size considerably in the past year. Although it was not destroyed in the fire, the Nursery building was demolished to make way for the new classrooms. The replacement building is much smaller. However, Nursery staff make the most of this and ensure that children are presented with a really exciting learning environment that motivates them to want to learn. Resources and activities are very well organised and planned so as to capture children's interest and imagination. They are given many opportunities for learning that successfully promote high levels of achievement especially in personal, social and emotional development. Relationships are very good and this helps children to have fun while they are learning in a calm and positive atmosphere. Support staff in the Nursery are deployed really effectively and make a significant contribution to children's progress.

20. Teaching in the Reception classes is usually satisfactory and sometimes good as teachers build on what children already know. They make the best of very difficult circumstances, working in buildings that are inappropriate for the Foundation Stage Curriculum. Children are challenged appropriately to reach the early learning goals, especially in personal, social and emotional development. However, the pace of some lessons is slow and children do not achieve at the same rate as in the Nursery. Teachers have high expectations that children will take on responsibilities around the classroom and act sensibly in cramped conditions. All the areas of learning are planned in detail and lessons are organised so that children take part in a good range of activities indoors as well as outdoors, weather permitting. Classroom assistants are deployed effectively to enhance learning of different ability groups.

21. Teaching in Years 1 to 6 is satisfactory overall. However, lessons observed in one Year 1 class were very good in mathematics and science. Physical education was also taught very well in Year 2. This high quality teaching stems from the teachers' secure subject knowledge and expressive, encouraging, yet purposeful manner that ensures children develop confidence and feel secure about what they are doing. Tasks in these lessons were matched well to children's abilities and involved them in practical tasks that made learning real. These factors are not consistent across all classes, as the more able children are not always catered for fully. The unsatisfactory accommodation and limited space in Years 1 and 2, restricts the range of strategies teachers can use to help children learn.

22. In other year groups, teachers' planning does not take into account sufficiently the needs of the different ability groups. In Years 5 and 6 children are set by ability for mathematics and English. In mathematics, the higher ability group is large and includes some gifted and talented children who are not always challenged to the high standards of which they are capable. In other year groups, especially Years 3 and 4, teachers' expectations of what children can achieve are not high enough.

23. Throughout the school, teachers insist on high standards of behaviour. Children respond very well to this, listening to their teacher attentively and respecting the contributions of their classmates.

24. Difficulties with the accommodation mean that the school has a large complement of teaching assistants. In Reception and in Years 1 and 2, assistants provide additional security and enable children to receive considerable attention. In some other classes, however, they are not used effectively enough to raise achievement. Time is often spent listening to the teacher, rather than responding to children's particular needs.

25. Poor teaching observed in one class in Year 3, stemmed from tasks that were too difficult for the children to accomplish. While the teacher moved around the class supervising the children, little guidance was offered to help them understand what they had to do and so complete the tasks successfully. In another brief session, books children were asked to read were too hard for them so that they were unable to apply or extend their reading skills.

26. Procedures for assessment are satisfactory, although teachers do not always use this information well enough to plan work to meet needs. In the Nursery, assessment is very good and is used really effectively to plan the next steps in children's learning. In other year groups, marking and feedback in lessons give children a satisfactory understanding of how they can improve. However, some teachers are not always fully aware of how well children are achieving in lessons in order to adapt work to challenge them more.

27. While children at an early stage in learning English as an additional language are well taught, the school does not have sufficiently robust procedures in place for detailed assessment of their individual needs once they pass beyond the beginner stage. As a result targets set for them tend to be too general. The few children from Traveller families are taught well and the school makes good use of specialist support from the local education authority. While teachers sometimes plan work suited to more able, gifted and talented children, this is often not the case. Children find work too easy, or spend time unnecessarily on simple tasks before they can move to extension activities.

28. The teaching of children with special educational needs, including those with a statement of special needs, is good at the Foundation Stage and satisfactory at both the infant and junior stages. All the teaching is undertaken by class teachers who are often helped by teaching assistants. Children's individual targets for improvement are identified clearly. Activities are chosen to reflect the needs of the children and to stimulate learning. This is particularly successful at the Foundation Stage. Relationships are good and children are usually keen to please and to do their best. Their self-esteem is maintained and they are enabled to experience success.

The curriculum

The curriculum overall is satisfactory. In spite of the difficulties in the accommodation, the programme of work for the youngest children is good. Accommodation is unsatisfactory. Resources are sufficient to meet the needs of the curriculum.

Main strengths and weaknesses

- Despite the problems the school has faced in recent years, it has sustained the broad and balanced programme of activity noted in the last inspection.
- The Nursery curriculum is very good.
- The school makes very good provision for children's moral and social development.
- While progress has been made since the last inspection, many lessons still provide too little challenge for more able pupils, especially in Years 1 to 4.
- Checks to ensure children from minority ethnic groups progress as well as others are still at a very early stage of development.

Commentary

29. The last inspection found that the curriculum was satisfactory, but with some strengths and some weaknesses. The strengths noted have been sustained through a difficult period and there have been improvements in the areas of weakness. In particular, the previous inspection criticised the provision for more able children and this became a key issue for improvement. In response the school has identified its talented and gifted children and arranges some additional activities, including a gifted and talented day, to challenge them. Children are now organised into ability groups for English and mathematics in Years 5 and 6 and this is helping to raise standards. However, there are still too many lessons that offer little suitable challenge to children of higher ability and the school has more to do in this regard. While there have been marked improvements in the provision for information and communication technology since the last inspection, the criticism that information and communication technology applications are little used in other subjects remains true.

30. The school rightly gives priority to developing children's literacy and numeracy skills and has introduced national programmes of work to improve standards. While these are generally having a positive impact, their unimaginative interpretation in some classes reduces their effectiveness. All other required subjects are taught and the school's programme for promoting children's personal, moral and social development is very effective. The curriculum is enriched effectively by some visits to places of interest, such as museums, local churches and mosques. Community figures sometimes visit to share their skills and experiences with the children. There is a small but well supported programme of out-of-school clubs and the school takes a full part in local musical and sporting activities.

31. The programme of work for the Nursery provides many rich experiences that promote children's enjoyment in learning across all curriculum areas. It offers the children many imaginative opportunities to take part in teacher led or child initiated activities. The strong emphasis placed on children's personal, social and emotional development means they achieve highly in this area of learning. In the Reception classes, the carefully planned programme is not as rich as it is hindered by the unsatisfactory accommodation. Children are not free to move in and out of the classroom

without adult supervision. Resources are also restricted and if the weather is unpleasant, children are confined to the classroom.

32. Overall, the school makes satisfactory provision for children with special educational needs and they are enabled to take a full part in the life of the school. The procedures for identifying such children are sound and recent changes in the national Code of Practice have been implemented successfully. The special needs coordinator liaises appropriately with outside agencies and the children benefit from this. Children's individual education plans include targets for them to achieve. They are precise, realistic and reviewed regularly.

33. Children come to the school from a wide range of cultural, ethnic and linguistic backgrounds. A significant number learn English as an additional language. Those at an early stage in learning English are supported well and make good progress. The school makes good use of high quality support from the local education authority and as a result children quickly become orally confident. However progress beyond this stage is not promoted so well. The school does not yet have sufficiently detailed assessments of the particular language needs of the individual children and the targets set for them are too general. Many still find difficulties in handling complex ideas in English, in reading and writing, as well as in speaking. The school does little to celebrate the bilingualism of many of its children. There was no evidence during the inspection that children from different ethnic backgrounds progress less well than others, but the school has been slow to introduce assessment and monitoring procedures to ensure this is so. This is a statutory requirement and should be implemented immediately. The small numbers of children from Traveller backgrounds settle well into school. They benefit from good support through the local education authority and progress in line with their abilities.

34. The school has a much larger complement of staff, especially teaching assistants, than is usual for its size. This is in part a response to the need for adequate supervision for infant children dispersed around the site in temporary classrooms since the fire. While most staff are trained well and suitably experienced for the work they do, there are some exceptions. Some temporary teachers lack the skills needed for effective teaching and in some instances teaching assistants are not used to best effect in classrooms.

35. The present accommodation is unsatisfactory. The temporary classrooms for the Foundation Stage and infant classes lack appropriate facilities for a full and active curriculum. It is not clear that the new building soon to be opened on site will provide sufficient accommodation for all the children at present dispersed around the playground. The school's resources for learning are satisfactory, although there are few books to enhance learning in history.

Care, guidance and support

Children are cared for very well, their views are sought and a happy and safe environment has been created for them. The school is mindful of their health and safety. A learning mentor is an asset to the school.

Main strengths and weaknesses

- In the Nursery children are inducted so well that they make a very good start to school life.
- Children's views are sought and acted upon very well.
- Children have very good access to adults for advice and guidance.
- The learning mentor assists children with social and emotional difficulties effectively.
- There are some minor Health and Safety issues to be addressed.

Commentary

36. The children are provided with a very caring and supportive environment. All staff know the pupils very well. Child protection measures are comprehensive and effective. Parents are right to be very pleased with the care the school offers to their children. Their view that the school is developing them to become mature caring individuals is confirmed by the inspection evidence.
37. Induction procedures are particularly comprehensive and reassuring for both parents and children with initial meetings with Foundation Stage teachers, graduating to morning and lunchtime visits by the children. Parents and carers are actively encouraged to participate in the process and the school welcomes the opportunity to discuss and resolve any problems.
38. Staff are particularly vigilant to ensure that children in the Foundation Stage, together with all other pupils, are carefully supervised and safe at all times. Good attention is paid to the health and dietary needs of individual children. This in turn heightens pupils' awareness and understanding of healthy living and personal safety.
39. The overall provision for health and safety is good. Accidents are rare as staff do their best to ensure children's safety. However, there are some uneven and loose areas in the main school playground and some perimeter fencing requires repair.
40. As a consequence of the high level of care, teachers and support staff know and respect their pupils well, responding to individual needs as they are presented. Children know and trust the adults in the school and they are very confident in their relationships with them. They know who to turn to and what to do if they have any problems or difficulties.
41. Through the effective school council, the children have been involved in submitting their design ideas to a local art student to paint a new Friendship Bench. The school council has also been closely involved in developing a "Buddy System" and all new children to the school have a class "Buddy". In discussion, the school council was keen to point out that a lot of work has taken place to keep bullying or inappropriate behaviour to an absolute minimum and that, as a consequence, it was rarely an issue in the school.
42. The school has initiated and is developing a Peer Group Mediators scheme where selected children are trained to identify any interpersonal problems and to care for isolated or lonely children through the use of the Friendship Wall, Friendship Bus Stop and the new Friendship Bench. Peer Group Mediators will wear a yellow cap to identify them in the playground.
43. The school runs a subsidised breakfast club, which welcomes both pupils and their parents. It ensures that children start the day with a proper meal. During the inspection it was noted that this club contributes to the caring, social ethos of the school a great deal.
44. A recently appointed learning mentor has proven to be a significant asset to the school. Working with both staff and parents she has observed children and improved provision for pupils with learning, emotional and social difficulties. Development of the responsibilities has been rapid. Record keeping is outstanding, regarding learning styles and attainments. This information needs to be used effectively by all class teachers.
45. Children from ethnic minority groups enjoy the same high quality care and support as other children. Staff are alert to cultural differences and sensitive in handling issues of relationships.

Partnership with parents, other schools and the community

Partnership with parents and links with the community are very good. Links with other schools and colleges are also very good. This very good provision is similar to the time of the last inspection.

Main strengths and weaknesses

- The school strives to involve and engage parents and carers in its life and is of fundamental importance to the life of the local community.
- Very good, close links with the community enrich the work of the children.

Commentary

46. Parents are very satisfied with what the school provides. Those who attended the meeting before the inspection were very supportive of the school. They have confidence in the staff and believe the teaching to be good. They are appreciative of the support the school gives to them as well as their children.

47. The headteacher and staff work very hard to engage parents in the life of the school and in supporting their children's learning. Many parents are actively involved in helping the school, on visits and various school functions and activities. The Broadford Fundraising Group has held a series of highly successful events to raise funds to support the school. These include disco and bingo nights, a balloon race, Christmas festivities and fundraising fairs. The Group recently polled other parents and carers on attitudes to school uniform and over 98% of the respondents voted to continue with it. The group is now forming a second-hand uniform shop within the school.

48. School newsletters are regular and informative, as is the school prospectus. They celebrate success and provide excellent detail about life in the school. School reports to parents are detailed, informative and user friendly, written in plain English with targets for children to achieve and a space for parents and carers to add their own comments. The school is happy to discuss any matters of concern with parents and offer support. There are also formal opportunities each term for parents to discuss their child's progress with the teacher.

49. The school's links with the local community enhance and enrich the curriculum. Examples include a highly successful Christmas Appeal for a nearby Hospice and support for Havering Women's Aid from the last Harvest Festival. The school raised a substantial sum for the "Jeans for Genes" 2003 appeal. In each example, the children were directly involved in the fund raising and learned to appreciate those who are less fortunate.

50. Collaborative activities include an inter school "Mini Olympics" hosted at a local secondary school whose sports staff also visit and train the children. As a result of this and other initiatives, links with other schools in the area are strong. The school participated in an art exhibition at the Central Library in January followed by a Science Workshop in February. This culminated in the production of an inter school newspaper entitled *The Harold Hill Times* in which the school features. Regular visits to local places of interest, including places of worship such as the local synagogue, enrich children's understanding of life in the community. Other visits to Colchester Zoo and the Imperial War Museum at Duxford add to curriculum provision.

51. The school was highly commended as an *Investor in People* following an assessors' report in February 2003 granting a further three years for the award to continue. During the last summer holiday the school building was given over to The Family Information Group (FIG) to support local disabled children and their families. The school also participates in the Havering Home/School Support Scheme. Referrals are made by the school regarding children with anger management and other social concerns. The scheme works with parents by training them to manage challenging children. This initiative also assists families to deal with a range of other issues impacting upon their everyday lives. Both parents and professionals spoken to during the inspection, saw the school as a

fundamental element in supporting the local community. This was reinforced by a recent professionally conducted poll to parents who responded that they were most happy with “*the delivery of caring approachable teachers and community spirit*”. In addition, the school is hired by local groups in the evenings.

52. The school can call on community figures to help with translation and interpretation when necessary and has the facility to produce letters and documents in several community languages. While there are no particular arrangements for home/school liaison with non-English speaking, or ethnic minority families, the school’s close community relationships make this unnecessary at present.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. Governance is satisfactory.

Main strengths and weaknesses

- The headteacher provides good leadership. Teamwork is encouraged successfully.
- Strong emphasis is given to raising standards.
- The governing body helps to shape the future of the school in a purposeful way.
- Governors have a clear understanding of the strengths and weaknesses of the school.
- Leadership of the Foundation Stage is very good.

Commentary

53. The school has had to manage very serious issues since the last inspection. There have been considerable difficulties with the accommodation following a fire and this has necessitated the governors and senior managers allocating a great deal of time to a restoration programme. Children’s achievements across the curriculum are hindered because of high levels of mobility in the area and low rates of attendance. In addition, staff are currently under pressure and uncertainty about possible redundancy.

54. The headteacher was appointed in January 2002 and is providing good leadership that promotes a strong and positive educational environment in which the children can learn. There is a high commitment to inclusion and working together in racial harmony. Emphasis is successfully given to the maintenance of staff morale and teamwork. The interests of the children are put first and the school’s ethos of a caring, inclusive community is reflected successfully in its daily life. In difficult circumstances, the school is endeavouring to bring about improvements in the curriculum and in children’s work, including those with special educational needs or English as an additional language.

55. The overall management of the school is satisfactory and ensures that it runs smoothly on a daily basis. Visitors are welcomed and everyone is enabled to get on with their tasks. Teachers are making the best of some temporary accommodation and are coping well with inconveniences caused by new building that is underway. A positive working environment is created that encourages children to give of their best. Their talents and interests are nurtured and every effort is made to assist them in areas of difficulty.

56. The governing body operates satisfactorily. It supports the school well and fulfils its statutory duties, including promoting the fundamental importance of inclusion. Governors have a sound understanding of the school’s strengths and the areas in need of development. They have guided the school through a very difficult period and are helping to shape its future in a meaningful way. Committee structures are in place, meetings are held regularly and governors attend training when possible. Together with the headteacher, they ensure the school’s resources are applied appropriately to help raise standards. Individual governors vary in their availability to visit the school.

Overall, however, they are sufficiently involved in its activities and are developing their role as a critical friend in a satisfactory way.

57. The headteacher rightly places emphasis on the importance of improving the quality of teaching and learning. There is a programme of lesson observations that involves the identification of areas for improvement. This is part of the school's efforts to raise standards and is proving beneficial, although some unsatisfactory and poor teaching was seen at the junior stage. The school's results in national tests are analysed carefully with assistance from the local authority. The findings are used to help formulate the school improvement plan. This is a collaborative task that involves the governing body. The school sets itself challenging targets and everyone does their best to meet them. A performance management system is in place that includes support staff. Good emphasis is given to staff training and there is a mentor system for those new to the school. This helps build staff confidence and enhances a team approach.

58. Subject leaders are enthusiastic and keen to help raise standards in their areas of the curriculum. A number of them have been given the opportunity to observe lessons undertaken by their colleagues and to give written and verbal feedback. This too is helping to raise standards. Some of them are relatively new to their responsibilities and are still settling into their role. However, the leadership of the Foundation Stage is very good and enables children to make a really purposeful start to school life.

59. The education of children learning English as an additional language is led and managed well, with the support of local education authority specialists. Governors are not yet meeting the statutory requirement to monitor and report the progress of children by ethnic group.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,076,688	Balance from previous year	51,781
Total expenditure	1,148,663	Balance carried forward to the next	1,600
Expenditure per pupil	2,908		

60. The school faces a difficult financial future. The last full financial year ended with a very small budget surplus indeed. Governors did not make sufficient financial provision for increasing staffing costs in the current year and have needed to approach the local education authority to underwrite a large deficit. In view of the uncertain future of the school, it has been allowed time to return the budget to balance. The headteacher and governors, supported by the local education authority, are currently working on a programme of spending reductions. This will inevitably involve reductions in staffing levels and this has created uncertainty and anxiety.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good** overall.

61. The main barrier to learning in the Foundation Stage is the unsatisfactory accommodation. The Nursery is housed in a temporary classroom that is small and can only cater for one Nursery class. All the space is used very effectively to maximise learning opportunities. However, it is much smaller than the Nursery that was demolished to make way for the new classrooms after the fire. As a result, the school has reduced significantly the number of children it can admit to the Nursery each year.

62. The Reception classes have been taught for the past three years in very small temporary classrooms set some distance from the main school building. To ensure the children's safety, all the classrooms have security locks, making it impossible for the children to move in and out of the classroom independently. Out door play provision is planned for carefully, but is dependent on the weather. Toilet facilities are also some distance from the classrooms. This means adults have to accompany children across the playground each time they wish to visit the toilet. Additional teaching assistants have been employed to support teachers who would otherwise be isolated.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The Nursery children are curious and eager for new experiences.
- There is very good development of independence skills, especially in the Nursery.
- Children enjoy very good relationships with adults and their classmates, working together happily.

Commentary

63. As soon as children enter the Nursery they are encouraged to be independent and make choices about their work. As a result, they make a very good start to their education. This is built on in the Reception classes so that many children are on course to exceed the early learning goals by the time they enter Year 1.

64. In the Nursery, resources and limited space are organised very well so that children can concentrate on their chosen activities for extended periods of time. They play in the role-play area, on the computers, make models in the design and technology room, explore the properties of magnets or complete jigsaw puzzles, obtaining the resources they need. Sometimes, adults are also involved and at other times the children prefer to be on their own or with their friends. Behaviour, in the lessons observed was always excellent as children played very happily together. As soon as new interest is introduced into the class, children are keen to find out as much as they can.

65. In Reception, teachers also have high expectations of children's behaviour and attitudes to learning. Lack of space in the classrooms means it is difficult for the children to make as many choices about their work. However, they work happily together and are very sensible when moving about the classroom.

66. Very good relationships throughout the Foundation Stage means there is a really positive, racially harmonious learning environment. Children also learn much about the cultures of their

classmates through celebrations, such as The Chinese New Year, Christmas or Divali. They also taste food from different countries and take responsibility for keeping their classrooms tidy.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are many opportunities to develop children's speaking and listening skills, especially in the Nursery.
- Favourite stories are at the centre of learning across the curriculum.
- Children are encouraged to try and communicate in writing at a very early stage.

Commentary

67. In the Nursery, there are many opportunities for children to develop their speaking and listening skills. Role-play, such as the garden centre and exploration of the properties of magnets provoke children into talking, asking questions and giving opinions. As children do not have a wide range of vocabulary, adults often play alongside the children to ensure that they learn new words and use them correctly. There are role play areas in the Reception class, but these are small and cramped and this makes it hard for children to learn effectively. As classrooms are small, role play interrupts other activities.

68. Favourite stories, such as *The Very Hungry Caterpillar*, or *Handa's Surprise*, are used effectively to stimulate children's interest in books, as well as learning through mathematical and creative development and knowledge and understanding of the world. Nursery and Reception staff use props, such as puppets, to help children act out the stories to promote speaking and listening as well as early reading skills. In Reception, staff use techniques from the National Literacy Strategy to help children begin to read. Guided reading in Reception, gives the more able children a good start.

69. In the Nursery and Reception, there are many opportunities, such as the *Post Office*, and *writing corner*, for children to begin to form their letters. In Reception, some children can write their name and simple sentences unaided. Despite high quality teaching in the Nursery and some good teaching in Reception, few children are on course to reach the early learning goals in this area of learning by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Mathematical development is enhanced by many practical activities in the Nursery and teaching techniques from the National Numeracy Strategy in Reception.

Commentary

70. In the Nursery, children enjoy exploring patterns, making them with two dimensional shapes and looking at symmetry with mirrors. Using building blocks, they make towers and discuss whether they are *taller* or *shorter* than objects or people in the classroom. Number rhymes, games using dice, dominoes and role play in the shop, all help children to understand the importance of mathematics in daily life.

71. In Reception, children count to 10 and work on simple addition and subtraction sums. They too learn number rhymes and enjoy exploring different ways to make 5 or 10 with small bricks.

Teachers use techniques from the National Numeracy Strategy, such as mental and oral starters to the lessons and investigations of numbers to enhance achievement. However, children enter school with few skills in number and despite good achievements are not on course to reach the early learning goals by the time they enter Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The Nursery provides a stimulating curriculum, but in Reception, it is restricted by the accommodation.

Commentary

72. Throughout the Foundation Stage, children enjoy:

- completing jigsaws;
- looking at caterpillars through magnifying glasses and watching them turn into chrysalis and then butterflies;
- finding objects that float or sink;
- going on walks to find signs of spring or mini beasts;
- making different kinds of homes and houses from recyclable materials;
- growing things;
- learning how they have changed from when they were babies;
- making fruit salad and tasting unusual fruits from the story of *Handa's Surprise*;
- using the computer to develop literacy and numeracy skills.

73. The Nursery curriculum is particularly rich as children often develop their knowledge and skills in outdoor play sessions. However, the Reception classes are restricted by the number of resources in the classroom and space to work. As a result, while children achieve well, overall, they are not on course to meet the early learning goals despite high quality teaching in the Nursery and the best efforts of teachers in Reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Teachers in Reception do their best to overcome the limits of the accommodation.

Commentary

74. The curriculum in the Nursery and Reception classes gives children the chance to develop their dexterity by moulding their name in malleable materials, rolling out and shaping pastry, dough or clay, writing and constructing models from a wide range of materials and toys. They handle tools, such as scissors and other objects, with increasing control. Outside, children ride tricycles and play with hoops and balls. Indoor activities, such as lessons using the gymnastics apparatus, helps the children to balance, travel along, move around, climb, roll and show awareness of space. However, few children move with confidence or imagination in Reception.

75. In the Nursery, there are many opportunities for children to develop their physical skills outside, although they do not have climbing apparatus. Reception teachers plan carefully to develop skills in this area of learning out in the playground or in the school hall. Resources are limited and all activities are teacher led so that children can work in safety. Limitations with the accommodation

and space mean that few children are on course to reach the early learning goals by the time they reach Year 1.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A good range of opportunities to develop children's creativity.

Commentary

76. Photographs of children in the Nursery show a good range of opportunities for children to make models from wood using a saw, hammer and nails or recyclable materials. Children take part in a range of role-play activities, such as the hospital, shoe-shop and supermarket, so that learning is made real for them. Paintings of flowers from first hand experiences are high quality. Children mix their own colours and really enjoy making hand, leaf and foot prints. The story of *The Very Hungry Caterpillar* provided the stimulus for a display of children's collage work. In addition, children make train tracks and use a variety of construction toys imaginatively. Similar activities are planned for Reception children, but there is less room in the classrooms for them to fully explore their creativity. This means few children are on course to meet the early learning goals by the time they enter Year 1, despite good teaching.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are well below those found in most schools, but children's achievements are satisfactory for their ability.
- Teaching and learning are good overall, but better at the infant stage than at the junior stage.
- Programmes of work are varied and usually appeal to children's interests.
- Some good use is made of children's individual targets to help them improve.

Commentary

77. Lesson observations and scrutiny of work shows that standards in all aspects of English are well below those expected nationally at the end of both the infant and junior stages. This represents a fall since the last inspection when standards overall were judged to be below the national picture at age seven and match the national average at age eleven. The fall has come about because of considerable barriers to learning faced by the school, including serious difficulties with accommodation following a fire, low rates of attendance and high numbers of children starting and leaving the school other than at the usual times.

78. The starting point for most of the children is low. The school has worked hard to raise standards, but its results in national tests since 2000 reflect the difficulties it has faced. The 2003 results in reading and writing were well below the national average at the infant stage as were the overall English results at the junior stage. However, when compared to schools in a similar context the 2003 junior results were average.

79. The school analyses its results in national tests carefully and is aware that the boys are doing better than the girls. As a result, it is making efforts to ensure that girls are given every opportunity to succeed.

80. Lesson observations and scrutiny of work together show that, in spite of the school's difficulties, children's achievements over time are satisfactory, including those with special educational needs or English as an additional language. The national initiative on literacy has been introduced well and is playing an important part in helping to raise standards. Programmes of work are varied and usually appeal to children's interests. Some good use is made of individual targets to help children improve. Class texts are chosen well and homework is used regularly to extend what is done in lessons. Children in Years 5 and 6 have been placed in ability sets and the school is monitoring the impact this has on standards. However, brighter children in Years 3 and 4 are not always challenged and extended enough.

81. Children are pleased to talk to visitors about their work and matters that interest them. There are occasions when they contribute to discussions well. An example of this was seen when an upper set of Year 6 children were considering how to build up suspense in story writing. However, at both the infant and junior stages most children find speaking and listening skills difficult. This includes those who are not learning English as an additional language. Children are polite and respectful and respond well to encouragement, but many use only a limited range of vocabulary and sometimes find it hard to ask questions of their own, offer opinions, express preferences or communicate more than simple meanings clearly. This hinders their progress in all subjects.

82. Children enjoy listening to class texts and the school tries hard to stress the importance of reading and the enjoyment it gives, for example through the use of Book Fayres. Most children take reading books home regularly and reading diaries are used to show the progress they make. This is

a helpful link between parents, teachers and children, but the response from parents is sometimes disappointing. At the end of both the infant and junior stages children's reading skills are generally well below that found in most schools, although a small number of brighter children read fluently and with growing expression. Teachers give appropriate attention to the acquisition of reading skills. They encourage children to use letter sounds and the context of what they are reading to help them work out new or difficult words, but many find this difficult. Most have a satisfactory understanding of main characters in a text and can recall story lines. However, few have their own favourite stories or authors and their research skills are limited.

83. The school has worked hard to raise standards in writing. The children have benefited from this, although many still find it very difficult and standards are well below average at the end of both the infant and junior stages. They write for a range of interesting purposes, for example when older children were asked to write a letter of complaint about an imaginary visit to a Theme Park. Most understand how to sequence events in the right order, but ideas lack imagination and are not often extended so as to add interest. Grammatical structure and spelling are given appropriate attention, but children make simple errors and there is little evidence of words being used to add variety and interest. Handwriting is usually joined, although some children do not take enough care over presentation. Marking is up to date and includes some good reminders about children's individual targets. However, still more could be done to make clear what children need to do to improve.

84. The overall quality of teaching and learning in the lessons observed was good, although one was poor. The teaching at the infant stage is consistently good and better than at the junior stage. Teaching assistants are utilised more effectively in the Years 1 and 2 than in the rest of the school to support different ability groups. The structure of the literacy hour has given teachers clear guidelines about the organisation of lessons and in most cases they use this effectively. Resources are prepared carefully and lesson plans are usually clear about what children are to learn and how. This is often explained to them at the beginning of the lesson so that they know what they are going to do and how it links with previous work. Most children have good attitudes towards the tasks set and behave well. The good teaching stems from:

- positive relationships and an expectation that all children will work hard and do their best;
- a range of interesting tasks that hold children's interests and are matched to their needs;
- secure subject knowledge that is shared effectively with the children and used to reinforce basic skills, such as the use of capital letters, full stops and question marks;
- skilful use of questions to assess what children know and understand;
- a sense of purpose that ensures time is used productively.

85. In the poor teaching observed, the task, about how to write a set of instructions, was far too difficult for the children to accomplish and they did not know where to start. To their credit many tried hard to do so, but achieved little. The teacher seemed unsure about how to proceed and there was almost no attempt to build up skills in a systematic way. As a result, very little progress was made in the time available.

86. The subject leader is in his first year at the school and is a member of the senior management team. He is enthusiastic and leading the subject satisfactorily. Monitoring of teaching and learning has included scrutiny of some children's books and observation of lessons with support from personnel from the local authority. Resources overall are satisfactory.

Language and literacy across the curriculum

87. The school's efforts to reinforce language and literacy across the curriculum are generally satisfactory. Reading is an integral part of much of the children's work. However, the library area is confined and not easily accessed by children in classrooms outside the main building. Opportunities for language development are provided in many lessons, for example when discussing the making of slippers in design and technology. Children are given writing tasks in most subjects, but often find this difficult and progress is slow.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The school is making determined efforts to raise standards.
- Some very good teaching in Year 1 is not built on sufficiently in Year 2.
- The subject is led and managed well.

Commentary

88. At the time of the last inspection, standards were judged to be similar to the national picture in Year 2 and Year 6. However, few children reached the higher Level 5 at age eleven. Since that time, there has been a decline in standards. In national tests in 2003, results were very low in Year 2 and low in Year 6. More children in Year 6 reached the higher Level 5 than in previous years.

89. This decline in standards is due in part to the decline in rates of attendance. Many children do not attend school often enough and this is impacting on their achievement so that they do not do as well as they should. The school's circumstances have also changed, with increasing numbers of children starting and leaving the school at different times or whose mother tongue is not English. Also one third of the children in Year 6 in 2003 did not start at the school in Year 1.

90. The school is making determined efforts, in a time of uncertainty to raise standards. In Years 5 and 6, children are now taught in sets according to their ability. Teaching in these year groups is mostly good and children are challenged appropriately for their age group. New 'Unit Plans' have been implemented throughout the school to ensure that the mathematics curriculum is covered fully and children's knowledge and skills are built up systematically. However, these plans are not always adapted to meet the needs of the children in the class. Also, some teachers follow the plans exactly and this leads to long periods of explanation. For many children this is too much as their limited language skills make it hard for them to sustain their concentration and grasp the concepts. In addition, little time is left in lessons for children to apply the new learning in practical activities. Some teachers ask children to record much of their work on marker boards. This is good practice to get children to think hard and write down their thoughts rapidly for some of the lesson. However, the scrutiny of work shows little formal recording to illustrate understanding and this makes it hard for teachers to check children's progress and adapt tasks to meet their needs. This is also true in the more able mathematics group in Year 6, where some children work through the same activities as their classmates, yet they are capable of completing more difficult work.

91. Teaching in one Year 1 class observed during the inspection was very good and children learned a lot in the lesson about addition and subtraction of number bonds to 10. The teacher's very good knowledge led to the organisation of a very good range of simple activities that built up children's knowledge and skills in small but accurate steps. Errors were quickly identified and explained by the provision of good examples on the class marker board. The lesson included a wide range of teaching strategies that appealed to children's different ways of learning. The activities involved children in looking carefully, listening intently and becoming involved in practical tasks. The lesson moved at a brisk pace. Children's learning also moved at a very good rate as their interest was captured and they were really motivated to take part.

92. In Year 2, teaching observed was satisfactory. The curriculum for the age group was followed. Clear explanations, with illustrations of how to draw a simple graph, gave children a good idea of what they had to do. However, expectations were not high enough as there was little challenge for the more able children. Records also indicated that no children are expected to reach the higher Level 3 in national tests in 2004. Teachers check children's progress frequently, but do not make enough use of this information to move children's learning on at a fast enough rate. Relationships with the children are very good and supportive and teachers do their best to motivate

them to want to learn. Learning objectives are made clear to the children, but long explanations give them little time to apply their new skills. The accommodation hinders children's learning as it is hard for teachers to move around the room and in whole class sessions, children are cramped, sitting on small carpeted areas and not always able to see the marker boards. Additional teaching assistants are deployed well in group work, but often spend time listening to the teachers. The confined space makes it hard for children who find it hard to get along with their classmates to concentrate. Learning is interrupted when children become unhappy because another child nearby has upset them in some way. New, more spacious classrooms, due to become operational on 20th April ought to overcome this problem. The scrutiny of work and lessons observed in Years 3 and 4, indicate that children's learning is not taken along at a fast enough rate and there is much catching up to be done in Years 5 and 6.

93. Leadership and management are good. The subject leader is new to the position and has taken determined steps to identify strengths and weakness. Skills in lesson observations have been raised with guidance from the local authority. A good action plan has been drawn up to deal with issues relating to challenge for the more able, quality of teaching and the raising of standards. The subject leader is currently working in the infant stage in a classroom across the playground and some distance from the school. This makes it hard to provide immediate influence over the junior classes. Scrutiny of work has identified the problems in tracking children's progress so that teachers can use the information more effectively to plan work to meet needs.

Mathematics across the curriculum

94. With the exception of information and communication technology and science, there is little evidence to show that mathematics is used effectively across the curriculum. In information and communication technology children compiled different graphs using a spread sheet. In science, there is some evidence of work being recorded in tables or graphs.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Science is taught very well in the infant classes.
- Teachers have a confident grasp of the subject.
- Standards are lower than at the time of the last inspection and some of the work provides too little challenge for more able children.
- In some classes, especially in the juniors, teachers accept poorly spelt and untidy work, undermining the school's attempt to raise literacy standards.

Commentary

95. The standards in Years 2 and 6 are below average. This means they have slipped since the last inspection, when they were found to be average. This is in part due to the school's changed circumstances since then, but also results from the children's weak language skills which mean they find some lessons hard to follow and have difficulties in explaining their work in written form. When set in the context of their abilities, children in the infant classes achieve satisfactorily. The junior children however, could do better if teachers were more consistent in their approaches and paid more attention to the importance of language, both spoken and written, in the work. Achievement in Years 3 to 6 is unsatisfactory. The achievements of children with special educational needs and those learning English as an additional language are similar to those of others in the class and they have extra help when necessary. Children who learn science quickly under achieve because work is not hard enough for them.

96. The results of national tests and assessments in 2003 also indicate a falling in standards since the last inspection. They show standards at the end of Years 2 and 6, well below those in most schools and lower than in schools with a similar intake of children. Over the last three years the decline has been halted and the present inspection provides evidence, especially in the infants, of improvement.

97. Most children reach the end of the infants with good experiences of practical science work. They are used to predicting what will happen in their experiments and they record their observations in words and pictures. Many find writing difficult and their pictorial records are often more accurate and detailed than those in written form. They identify some of the man-made and natural materials in daily use and most can explain a little about how different habitats suit different animals. In one lesson in Year 1, inspired by very good teaching, children showed levels of understanding in line with expectations for their age.

98. At the age of eleven, most children are beginning to understand the importance of fair testing if results are to be reliable. They have learned about the part played by friction in everyday life by testing different footwear for grip on smooth surfaces. They can select an appropriate procedure, such as sieving, filtration, evaporation or magnetism, for separating mixtures and explain the reasons behind their choices in general terms. In some lessons, children are too dependent on teachers passing on information orally. Their levels of understanding are low as they do not have the vocabulary to comprehend the concepts. These misunderstandings are also evident in the written work where mistakes abound. Few children are orally confident enough to give a full, clear explanation of their findings.

99. All the lessons observed in the inspection were satisfactory and those in the infants were very good. In the best of the lessons the imaginative and engaging activities capture and hold the children's interest. A Year 2 lesson, for example, used story, video and simple costume to help children understand why animal's eyes and ears are of particular sizes and located on different parts of the head. These young children learned that animals' bodies are adapted to the lives they lead. By the end of the lesson they could explain why a wolf's eyes and a deer's eyes are in different positions and even use terminology such as "predator" correctly. When teachers' expectations are as high as this children's achievements are very good.

100. However, teaching over time, together with evidence from a scrutiny of children's work during the present school year, shows weaknesses that hold back achievement. The written work children undertake in science contributes little to their learning. Some is simply copied from a whiteboard or worksheet and other pieces are carelessly written and muddled. In several cases, poor spelling, even of key science vocabulary, goes uncorrected. The school's efforts to improve literacy are undermined. Lessons seldom provide activities to extend children who learn science quickly. Practical work is often too narrowly prescribed by the teacher, leaving little room for children to show initiative in planning and carrying out simple tests of their own. The use of information and communication technology to extend and enrich work in science is still at a very early stage. Teaching assistants are not always deployed to best effect to enhance children's learning.

101. Leadership and management of science is satisfactory and the programme has been enriched by extra activities such as a Science Club, a science week, including a visit from a theatre group and a science challenge programme at a local secondary school. The subject leader checks children's progress regularly and sees other teachers' science lessons on a cyclical basis. The subject leader teaches in the Foundation Stage and her influence is largely within the infant classes. The programme to monitor and evaluate provision in the junior classes has just started.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Children enjoy information and communication technology.
- Teaching assistants are sometimes used well to support learning.
- The subject is led well, but budget problems are hindering the next steps in development.

102. Standards are average in Years 2 and 6 as they were at the time of the last inspection. Year 1 children can use the mouse appropriately to give the computer instructions or to move items around the screen. Year 2 children know how to use the shift key, space bar and return key on the keyboard when entering text. However, they work slowly and generally with one hand as they try to find the right letters on the key board and this limits the quantity of work produced. The use of a roamer enables the children to learn about control technology by programming it to follow a route moving in different directions.

103. Children in Years 5 and 6 have developed their skills so that they can experiment with layout, change the font, size, colour of text and import images from art programmes to maximise the impact of the presentation of their work. However, in lessons, many children are still using only one finger on each hand to type text and this limits their speed and progress. In Year 6, children use information and communication technology to construct frequency charts, while in Year 5 children have used a programme to draw musical instruments. Throughout the school, children understand that information and communication technology can be used as a method of communication and investigation.

104. Overall, the quality of teaching and learning observed during the inspection was satisfactory with some examples of good practice. Lessons in the cramped computer suite are planned well and organised effectively, building upon children's prior work. Most teachers and teaching assistants have secure subject knowledge, give appropriate demonstrations and explain the purpose of the lesson and the requirements of the tasks concisely and clearly. Clear introductions ensure that children settle to work quickly and productively. Children with special educational needs are particularly well supported and those with English as an additional language are also well supported so that they too make gains in their learning.

105. Good use is made of teaching assistants who work with teachers on planning, take groups in the current computer suite and support children with special educational needs and those with English as an additional language. Where they have been well briefed or are working continuously with a particular pupil their time is being used productively.

106. All children observed, enjoyed using the computers and generally worked well collaboratively. Sometimes, children's interest is really captured and temptations to misbehave are ignored. This reflects much of the school's success in improving children's behaviour and attitudes in lessons. Staff plan tasks that children can work on together and this contributes effectively to their social development. A computer club for Years 4 and 5 is enriching the information and communication technology curriculum.

107. The subject leader has a good understanding of the subject and has been a key figure in moving forward developments in the subject. Training opportunities and day to day support are made available to all staff. However, uncertainty over funding and the size of the school are hindering new developments. A purpose built computer room in the new building will not come into use on 20th April as there is not enough money to purchase new computers. Appropriate assessment procedures are often included in teachers' short term planning. New procedures to monitor progress more carefully have been introduced but they are not being applied consistently across the school.

Information and communication technology across the curriculum

108. Overall, information and communication technology is used appropriately to support learning in other areas of the curriculum. Two examples were observed during the inspection. In geography Year 4 pupils used the Internet for research when answering questions on Chembakolli. In a science lesson, Year 5 pupils were confidently using a spreadsheet to enter the times of sunrise and sunset, in a given period.

HUMANITIES

109. Only one lesson was seen in geography and history. It is therefore not possible to make a judgement about standards or overall provision

110. An examination of timetables and teachers' planning shows that programmes of work in **geography and history** are linked to national requirements and frequently presented in an interesting way. However, scrutiny of children's work and of displays around the school, show that their achievements are hindered by a lack of writing skills. Writing is usually brief and lacking in structure and clear understanding.

111. In **geography** infant children have used maps, atlases and globes to find places around the world and have also compared life in a seaside town with their own. They have looked at their routes to school and noted special features, such as different kinds of housing. Year 2 children have shown particular interest in their studies of St. Lucia and compared it to their own locality. They have also studied the weather and its effect on the way people manage their lives. Junior children have developed their skills further and can gain information from maps. They have studied their local neighbourhood, including the shopping areas. Good links have been made with literacy and with information and communication technology in studies of Chembakolli a village in southern India. Children have enjoyed this work. Junior children have considered river features and the water cycle.

112. In the one lesson seen the overall quality of teaching was good. Year 2 children were comparing life in St. Lucia with their own. They were using books and pictures to find similarities and differences. Tasks were planned well so as to meet the needs of all abilities, including those with special educational needs. The teacher checked children's understanding and gave them time to reflect and think about what they were doing. The subject leadership and management are satisfactory. As part of the monitoring of teaching and learning, children's books have been scrutinised with the help of the local authority. Resources are satisfactory and easily available to teachers.

113. In **history**, Year 1 children compare new and old toys and recognise them through their different designs and properties. Children in Year 2 know about the Great Fire of London. They are aware of where and how it started and give reasons for why it spread so quickly. In Year 3, children develop their sense of chronology through the use of time lines and by following the sequence of events of the Roman invasion. Year 4 children know about Henry VIII. Teaching in the lesson observed in a Year 5 class was good. Effective use was made of sources such as photographs and first hand evidence. However, the subject has not been a high priority for development in the school and there is little evidence of monitoring of provision. The subject leader checks that the curriculum is covered appropriately and that relevant resources are available. The range and quality of books is barely adequate however, the artefacts provided are wide ranging and do much to enhance the subject. They are carefully stored, easily accessed and act as a stimulus and support for learning.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The programme of work is based on the locally agreed syllabus.
- Children have little grasp of the more abstract ideas associated with the subject and few have yet acquired the linguistic facility necessary to gain a sound understanding of them.
- Leadership of the subject is good.

Commentary

114. Weekly timetables and teachers' planning show sufficient time is given to the subject and programmes of work are appropriately matched to the expectations of the locally agreed syllabus. Visits and visitors add interest to the programme and help make learning real for the children. For example, they have visited local churches and a synagogue.

115. Lesson observations and scrutiny of children's work indicate that most do their best to succeed. Their achievements over time are satisfactory, but at the end of both the infant and junior stages standards are below the expectations of the locally agreed syllabus. Many children have a sound knowledge of Christian festivals, including Easter, Christmas and Harvest. They also know about festivals from other faiths, such as Diwali. They have studied the importance of sacred books and the use of symbols to represent significant events and people. However, children have little grasp of more abstract ideas and few have yet acquired the linguistic facility necessary to gain a sound understanding of them. They draw and colour to illustrate their work, but their progress is often hindered by the lack of writing skills.

116. The quality of teaching observed was good. Lessons were planned well and linked effectively to the overall theme of Easter. Good reminders were given about earlier work and this helped build children's knowledge and understanding in a systematic way. Questions were used skilfully and children were given time to think. A range of activities, including readings from the Bible and the use of artefacts, helped hold their interest. One Year 2 lesson ended really well with children listening to part of Handel's Messiah as a means of reinforcing that Easter Sunday was a happy day. Teachers controlled the children well and had suitably high expectations of what could be achieved in the time available. As a result, children's behaviour and attitudes to work were good.

117. The subject leader has held the responsibility for less than a year, but is already providing good leadership and management. Policy statements have been updated and, as part of the monitoring role. Children's work in Year 6 has been scrutinised and areas for development identified. The subject leader has also planned the assembly themes and organised the infant Nativity play. Resources are satisfactory and easily available for teachers.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

118. Only three lessons were seen in **design and technology** and two in **art and design** and **music**. It was therefore not possible to make a judgement about provision overall.

119. Programmes of work in **design and technology** are linked to national guidelines. Emphasis is rightly placed on the need for children to design, construct and evaluate the products they make. At the infant stage they have made model dragons and tested different ways of joining materials. Year 2 children are currently designing and making hand puppets. Junior children have studied packaging and made their own boxes. They have also made bags as part of a lunch time sewing club. In Year 5, they have designed and constructed a range of musical instruments using materials such as card, paper, string and wool. The results are particularly pleasing. Older children

have made model cars and hats and are presently designing and making slippers for themselves. Overall, however, children's designs lack imagination and in the construction process they are often reluctant to experiment or make choices. They show a growing understanding of the importance of evaluating their products and identifying ways in which they could be improved, but a lack of writing skills hinders their ability to record their findings.

120. The quality of teaching in lessons observed was satisfactory overall. One lesson was good. Resources are prepared thoroughly and this helps ensure time is used productively. Appropriate attention is given to health and safety and children take note of what they are told, for example being careful when using needles or scissors. Clear explanations are given about tasks to be undertaken, including reminders about previous work. In the good lesson, questions were used effectively to make children think hard about how they could improve their product. Opportunities were provided for them to share ideas and help one another so that good social development took place. Children with special educational needs were supported well and enabled to succeed. Leadership and management of the subject are satisfactory. Resources are also satisfactory. Most are distributed around classes, but some are stored centrally.

121. Children experience a wide range of experiences in **art and design** including two and three dimensional work and have experimented with a good range of appropriate media. This includes water colours, pastels, coloured pencils and crayons, drawing pencils, collage, paper and fabric printing, weaving and sculpture.

122. Children have opportunities to study the work of famous artists, to examine their techniques and to use their influence in their own work. For example, children in the infant stage created colourful pictures in the style of Kandinsky. They also used oil pastels, pencils and crayons to create pictures in the style of Picasso. Junior children have used a combination of computers and paint to create a pattern display in the style of Andy Warhol. Inspired by Matisse, children created a sea-scene using collage. A display of patterns was stimulated by art work from Guatemala. Children in Year 1 explored pattern, texture, colour shade and tone effectively through weaving by using unusual looms such as plate racks, baskets and coat hangers. They made creative decisions about the materials they were using. Some of the weaving strips were fabric which had been drawn on using fabric crayons. They were able to explain what they liked about their work and how it could be improved.

123. Art and design is integrated into other aspects of the curriculum. For example in Year 6, children investigated Ancient Greek patterns and costumes to produce a Greek outfit which they wore for a play they had written. Science and art and design were combined when Year 3 children sculpted flowers in a vase when they had been studying plant life.

124. Lessons observed during the inspection were good. Skills are taught systematically and promote children's creativity. Sketch books are used effectively in all classes to practise skills, record observations, collect material for design and as a form of assessment. Behaviour in lessons was good. Children listen to and watch with interest demonstrations and are both careful and creative in their work. They show an obvious enjoyment of the subject. Cultural development is fostered by children studying a diverse range of cultures which include Greek and Guatemalan. The subject is led successfully and a good photographic record of work throughout the school is kept to maintain standards.

125. For some time the headteacher has taken responsibility for **music** as no one else was able to take on the task. A good programme of work, well suited to the needs of non-specialist teachers, has been introduced. It has ensured that children's experience of music is broad and enjoyable and that their skills build up systematically from year to year. The choir, commended in the previous inspection, still operates, but there is no longer any provision for children to learn to play an instrument. The school continues to take part in local and area music activities.

126. Most children sing tunefully and maintain rhythm and pitch well. They recognise differences of voice in music they hear and can distinguish choral from solo singing. They describe how

particular tunes make them feel happy or sad. Year 6 children can describe some of the main features of different types of music, such as opera and operetta and know a little about important composers.

127. All the music lessons seen were good. Teachers communicate their own enthusiasm to the children, demonstrating and singing together. Lessons offer interesting but challenging activities and build carefully on what has gone before. Recorded music is very well chosen and thoughtfully used in lessons.

128. In **physical education**, all activities required in the curriculum are covered. Children are developing good coordination and use space and resources appropriately. In a very good dance lesson observed in Year 2, children improved their performance because of the teacher's high expectations. Good coaching and evaluations of performance added to the children's enjoyment. A good games lesson in Year 6 enabled children to build up their skills. They practised over and underarm bowling working in small groups before moving on to a game of rounders. Time was taken to help children develop their skills further as they were given guidance on how to evaluate their work. Curriculum enrichment includes a gym club for mainly Year 4 children. The club is well run with much attention given to the development of skills. Children are working towards the British Gym Proficiency Awards. The teacher running the club is well supported by an assistant. During the year, children also have opportunities to participate in cricket and tennis coaching.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

129. The school's programme for promoting children's personal, social, health and citizenship development is very effective. The school council enables the children's views to be heard through a democratic process. Circle times allow children to talk about issues that concern them in a secure environment. Issues relating to the awareness of the misuse of drugs and sex education are managed in a sensitive and thoughtful way. The school has high expectations of the children so they contribute significantly to the school community, taking responsibility for their behaviour.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets children needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).