

# INSPECTION REPORT

## **NEWBURY PARK PRIMARY SCHOOL**

Essex

LEA area: Redbridge

Unique reference number: 102812

Headteacher: Mr C Whitehead

Lead inspector: Ruth Frith

Dates of inspection: 5 – 8 July 2004

Inspection number: 257009

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	679
School address:	Perrymans Farm Road Barkingside Ilford Essex
Postcode:	IG2 7LB
Telephone number:	020 8554 6343
Fax number:	020 8518 1275
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Mick Ewers
Date of previous inspection:	02/03/1998

## CHARACTERISTICS OF THE SCHOOL

Newbury Park Primary School is a larger than average community school, which provides for boys and girls aged 3 to 11 years. Pupils come from a wide range of social, economic and cultural backgrounds but overall, the socio-economic status of families is below average. An average percentage of pupils receive free school meals. When children join the school, they show overall levels of attainment which are below average. Pupil mobility varies significantly from year to year. For example, of the last Year 6 cohort, 30 percent arrived in school during Years 3 to 6. Currently, 134 pupils are identified as having special educational needs, including 10 with a statement of special educational needs. This percentage is above the national average. Those needing regular support have a range of needs with most experiencing moderate learning difficulties. Pupils come from a wide range of cultural and ethnic backgrounds; the largest community represented in the school being Tamils from Sri Lanka. Many of these families have had refugee status. Approximately 73 percent of pupils come from homes where English is spoken as an additional language and currently 120 pupils are supported by additional funding. Twenty pupils are at the early stages of learning English. Similar to other schools in the area, the school experiences difficulties in recruiting and retaining teachers, particularly those with management experience. Over the previous two years, 18 teachers have left and 13 have been appointed. There are five vacant teaching posts covered by teachers on temporary contracts. The school is currently celebrating its centenary with a range of additional activities.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2490	Ruth Frith	Lead inspector	Foundation Stage English as an additional language
9519	Sue Pritchard	Lay inspector	
18116	Christopher Taylor	Team inspector	Mathematics Information and communication technology Physical education
15236	Morag Thorpe	Team inspector	Science Geography History Religious education
32573	Mary White	Team inspector	English Art and design Design and technology Music Special educational needs

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Newbury Park Primary is a good school where pupils are inspired and motivated to learn.**

Staff create a happy and supportive environment where pupils become confident and respect the values and beliefs of others. Teaching is good and results in pupils achieving well. The school is well led and managed and very strong and purposeful links are created with the local community. Overall, the school provides very good value for money.

The school's main strengths and weaknesses are:

- Teaching and learning are good from the reception year to Year 6 and pupils achieve well. Teaching and learning are satisfactory in the nursery.
- Staff effectively identify those pupils who need additional support and help them to achieve well. The use of specialist teachers and teaching assistants is particularly good.
- Pupils' personal qualities are developed very well and this leads to very good attitudes, relationships and behaviour.
- Overall, pupils receive a stimulating curriculum that maintains their interest and offers them a wide range of learning experiences.
- Children in the nursery and reception classes do not receive sufficient opportunities to learn outside the classroom.
- A significant number of pupils do not arrive at school on time.
- Leadership by the headteacher and other senior staff is good, as are the management and governance of the school. Much time has been spent attracting new teachers and supporting them to work effectively. There are some omissions in the information sent to parents.
- Very good community links and the value the school places on the multi-cultural background of its pupils enhance pupils' learning and good relationships with parents.

The school has shown very good improvement since the last inspection and successfully addressed all the main issues identified in the last report. Training for teachers has ensured that they have better subject knowledge and awareness of cultural traditions, which has led to the raising of standards in English, mathematics, science, information and communication technology and religious education. Senior staff and subject leaders now have clearer roles and provide good leadership and support. There are effective systems in place to monitor and evaluate the work of the school and these help staff to work towards achieving their aims.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Overall, pupils achieve well because of the good quality teaching and good curriculum.**

Good teaching and learning for the children in the reception classes ensures that by the time they enter Year 1 most are working at the levels expected nationally for children of that age in all areas apart from speaking, reading and writing. This is because many are still developing their wider use of the English language. Standards are well above average for children's personal, social and

emotional development. In Years 1 and 2, pupils achieve well and currently, pupils in Year 2 are reaching above average standards in English and mathematics and average standards in science and information and communication technology. In Years 3 to 6, pupils continue to achieve well and are currently reaching above average levels in English, mathematics, science and information and communication technology in Year 6. Standards across the school in religious education meet those outlined in the locally Agreed Syllabus and pupils in Years 5 and 6 achieve well. Pupils with English as an additional language achieve well because of the effective support provided. Similarly, pupils with special educational needs and those that are able and talented achieve well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils enjoy school, are eager to take part in activities, have very good attitudes to learning and behave very well. Attendance rates are satisfactory but a significant number of pupils are frequently late to school.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school and the quality of teaching are good overall.**

There are inconsistencies in the quality of provision for children in the Foundation Stage of learning with teaching and assessment being satisfactory in the nursery and good in the reception classes. Teachers generally have high expectations of pupils' work and behaviour and provide appropriately challenging tasks. Teamwork is a key feature of the school as staff share their skills and expertise to ensure that all pupils receive good learning experiences and have their needs met well. Specialist teachers and teaching assistants make a positive contribution to the pupils' learning and provision for pupils with special educational needs and those with English as an additional language is good. Overall, the school provides a good curriculum with very good opportunities for enrichment through extra-curricular activities and support for sport and the arts. Accommodation and resources are satisfactory overall but insufficient use is made of the nursery outside area. Also, the outside area for children in the reception classes is under-developed. Pupils are well cared for and supported. Their views are taken into account well so they become involved in school developments. Staff have very good links with the community and good links with parents and other schools and colleges.

## **LEADERSHIP AND MANAGEMENT**

**Leadership, management and governance of the school are good.** The headteacher and governors share a clear vision of how the school should develop. They are fully committed to running a multi-cultural school where all pupils' needs are met and where pupils are valued and helped to achieve well, both academically and socially.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents' comments are generally positive and support the view that their children like school. Most believe that teaching is good, children are expected to work hard and make good progress. A small number express concerns about the high level of staff turnover and the quality of the school dinners. Pupils enjoy the range of activities offered. Most feel teachers encourage them to work hard and give them opportunities to do things they are good at. Pupils are friendly and play very well together.

## **IMPROVEMENTS NEEDED**

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

- Raise the quality of teaching and assessment in the nursery to match that in the reception classes and develop provision for outdoor play across the Foundation Stage.
- Encourage all pupils to arrive at school on time.
- Continue to develop ways to attract and retain teachers.

and, to meet statutory requirements

- Governors should include all the required information in their report to parents and in the school prospectus.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils generally achieve well which results in them attaining above average standards in English, mathematics and science by the time they leave school.

#### **Main strengths and weaknesses**

- Pupils achieve well because of the good teaching, good curriculum and effective support.
- Currently, pupils in Year 6 are working at above average levels in English, mathematics and science.
- Pupils with special educational needs are well supported and consequently achieve well.
- Standards have risen in most subjects, mainly because of improvements in teaching, learning and the curriculum.

#### **Commentary**

1. On entry to school, children's attainment overall is below average, particularly in their early literacy skills. This is because, although some display skills which are similar to those of children in other schools, a significant number experience difficulty in communication or are at the early stages of learning English. In the nursery, staff focus on developing children's personal and social skills and on encouraging their communication with adults and each other. Overall, children achieve satisfactorily. This is successfully built upon in the reception classes where staff place a greater focus on developing the children's literacy and numeracy skills more formally in preparation for work in Year 1. Progress is good and children achieve well. By the time they enter Year 1 most are working at the levels expected nationally for children of that age in all areas apart from speaking, reading and writing. This is because many are still developing their wider use of the English language. Standards are broadly average for the children's mathematical, creative and physical development and their knowledge and understanding of the world. Standards are well above average for children's personal, social and emotional development.
2. Attainment in the 2003 national tests for pupils in Year 2 was well above average in reading, writing and mathematics when compared with pupils in all schools. These results show a significant improvement in standards from the previous year and from the previous inspection. When compared with schools with a similar number of pupils claiming free school meals, they also attained well above average standards in reading, writing and mathematics. Teacher assessment in science indicated an average percentage of pupils attained the standard expected for their age with a well above average percentage achieving a higher level. These standards resulted in the trend of improvement over the last five years being above the national trend and reflect the developments in teaching, learning and the curriculum. In 2003, boys did better than girls in reading, writing and mathematics. Over the last three years, girls did better than boys in reading and writing and boys did better than girls in mathematics.

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

Standards in:	School results	National results
reading	17.2 (15.8)	15.7 (15.8)
writing	16.6 (14.2)	14.6 (14.4)

mathematics	17.8 (16.0)	16.3 (16.5)
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*There were 89 pupils in the year group. Figures in brackets are for the previous year.*

3. Attainment in the 2003 national tests for pupils in Year 6 was average in English and mathematics and above average in science when compared with pupils in all schools. These results were similar to the previous year in English and science but slightly lower in mathematics. When compared with pupils who attained similarly in the Year 2 National Curriculum tests, pupils also attained average standards in English and mathematics and above average standards in science. These results continued the school's trend of improvement in line with the national trend. The school was successful in broadly meeting its targets for the percentage of pupils reaching the standard expected for their age in English and mathematics. In 2003, boys did better than girls in mathematics and science and boys and girls achieved similarly in English. Over the last three years, boys did better than girls in all three subjects though only marginally in English.

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

Standards in:	School results	National results
English	26.7 (27.1)	26.8 (27.0)
mathematics	27.3 (28.5)	26.8 (26.7)
science	29.6 (29.4)	28.6 (28.3)

*There were 89 pupils in the year group. Figures in brackets are for the previous year.*

4. Evidence from this inspection shows improvement because of better teaching, learning and assessment and a sharper emphasis on raising standards brought about by improved leadership and management systems. Also, a range of additional strategies has been adopted to support pupils with special educational needs and lower attainers, particularly in literacy and numeracy. This has resulted in most pupils achieving well from the reception year to Year 6. In the current Year 2 and Year 6, standards are above average in English and mathematics. In science, standards are average in Year 2 and above average in Year 6. Good improvements have been made in the provision for information and communication technology (ICT) and pupils are now working at levels expected for their age. This shows a significant improvement since the last inspection when pupils' were attaining below average standards. A similar picture can be seen for religious education where pupils' standards are now similar to those outlined in the locally Agreed Syllabus and pupils in Years 5 and 6 achieve well. In the areas of physical education observed during the inspection, pupils achieved satisfactorily and reached standards appropriate for their age.
5. Pupils of higher ability are appropriately challenged and this helps them to achieve standards in line with their capabilities. Results of the 2003 national tests and teacher assessments for Year 2 pupils showed that a well above average percentage of pupils attained a level above that expected for their age in reading, writing, mathematics and science. Results of the 2003 national tests for Year 6 pupils showed that an above average percentage of pupils attained a level above that expected for their age in mathematics and science. The school has identified those pupils who are gifted and talented, and provision in class and in school clubs and activities helps to ensure that they are appropriately challenged. Pupils with special educational needs reach standards in line with the targets in their Individual Education Plans and achieve well. This is because difficulties with learning are quickly identified and they receive effective support from teachers and teaching assistants. There were no signs of underachievement for either girls or boys during the inspection although there are differences in attainment in the national tests.

6. There are no signs of underachievement by specific minority groups although there are not enough pupils from some minority ethnic groups to analyse any trend in their progress and attainment. However, the school data and test results indicate that individual pupils have achieved well by the time they leave school, particularly those who experience their entire primary education at the school. Pupils from families with refugee status are well supported and any particular difficulties they may experience quickly identified. This ensures that they achieve well. Pupils at the early stages of learning English are well supported by specialist teachers, their class teachers and teaching assistants and make good progress in developing their vocabulary and use of both spoken and written English. Others who are more fluent in English achieve well and frequently reach the levels expected for their age by the time they leave school at the end of Year 6.

### **Pupils' attitudes, values and other personal qualities**

Pupils have very good attitudes to learning and behave very well. Their spiritual, moral, social and cultural development is very good. Their attendance is satisfactory but the punctuality of a significant minority is unsatisfactory.

### **Main strengths and weaknesses**

- Pupils have a strong work ethic; they enjoy school and get to do exciting things in lessons.
- Relationships and racial harmony are very good.
- Pupils easily and naturally absorb their own and others' cultural traditions.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils attend school regularly but some are often late.
- The school works hard to challenge prejudice and stereotyping and is mostly successful in these areas.

### **Commentary**

7. Despite significant staff movement since the last inspection adults are remarkably consistent in their approach to promoting the very good standard of conduct evident in all classes. This results in very well behaved pupils with lively and positive attitudes, who work and play together harmoniously in this diverse, multi-cultural school.
8. The attitudes and behaviour of children in the Foundation Stage are very good. They cope well with the early introduction they are given to school routines and benefit from arrangements such as home visits, and school tea parties, where parents and children get to know the staff. Children concentrate well and respond to the encouragement of staff as they learn to communicate by speaking clearly in sentences. This applies to all children but particularly to those with special educational needs and those who are learning English as an additional language. Children mix together well and soon learn to trust the staff.
9. Throughout the school, pupils' very good attitudes have a positive effect on what they achieve. Suitably demanding activities and a strong pace stimulate pupils into being active and willing learners who enjoy their lessons. Their thinking skills are constantly developed so that they are able to move on from being able to describe the way something has happened to being able to analyse and predict what will happen next. A strong sense of spiritual awareness is promoted. Teachers provide frequent opportunities for pupils to reflect on their learning, particularly as a lesson draws to its close. A very good example of this was seen in Year 2 where pupils were learning to compose and write diary entries. When, afterwards, they were carefully introduced to 'The Diary of Anne Frank' they spent a few moments before assembly quietly reflecting on her life.
10. The school understands that it has a part to play in challenging perceptions, such as the role of women in society. Steady progress is being made in this direction but more needs to be done. Pupils have looked at racial stereotyping but the school council has yet to discuss the problem

of boys having more than their fair share of the playground for their football games. Parents agree that the school is good at helping pupils to form fair opinions about situations and to challenge racism. This is a school where common factors contributing to racism, sexism and bullying are very deliberately addressed. Pupils are given very good opportunities to feel important. Cultural backgrounds and traditions, languages and religions are celebrated and accepted naturally by pupils, staff and visitors alike. 'Language of the Month' activities include class displays that list key words and phrases and show positive images of the language speakers. This activity is particularly effective in raising pupils' self-esteem as they teach others about their language and features of their cultural background.

11. Pupils are very well behaved and respond very positively to the caring ethos of the school and very good provision for their moral and social development. No incidents of inappropriate behaviour were observed in classes or in the playground. No pupil has recently been permanently excluded from the school and the one pupil temporarily excluded is on a programme of re-integration. Disciplinary measures work well.

## 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	103	0	0
White – Irish	3	0	0
White – any other White background	37	0	0
Mixed – White and Black Caribbean	11	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	12	0	0
Mixed – any other mixed background	11	0	0
Asian or Asian British – Indian	133	0	0
Asian or Asian British – Pakistani	62	0	0
Asian or Asian British – Bangladeshi	23	0	0
Asian or Asian British – any other Asian background	207	0	0
Black or Black British – Caribbean	15	1	0
Black or Black British – African	47	0	0
Black or Black British – any other Black background	6	0	0
Chinese	2	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	0	0	0

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

12. The basic curriculum is enriched by a wide range of visits and visitors, well chosen to help pupils discover environments that differ from those they are used to. Pupils take part in learning activities that motivate and excite, broaden their horizons and encourage a closer engagement with school. In just one week of the summer term for example, both boys and girls were involved in events ranging from ballroom dancing in the school hall to sailing on the local reservoir and, in the case of the latter, doing so bravely but safely in blustery weather conditions. Experiences such as these promote a sociable atmosphere, confident relationships, both in and out of school, and a real sense of achievement. They also act as very effective deterrents to intimidation, and promote self-esteem.

## Attendance

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.4
National data	5.4	National data	0.4

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

13. As shown by the table above, and by the inspection evidence, most pupils have satisfactory records of attendance. The fact that too many have a rushed and delayed start to their day is an issue that neither the school nor the education welfare officer has found easy to resolve. Why some pupils are regularly late is difficult to determine because staff do not, as a matter of routine, ask for and record reasons for lateness. There is insufficient data to show where the main problems lie and whether they impact on learning. However, the unsatisfactory punctuality of pupils puts additional pressure on staff who spend extra time settling in their late arrivals. Some parents have to be constantly reminded to send in reasons for their children's absence from school. Staff work hard to get hold of the information and the school has an unauthorised absence figure very similar to most other primary schools.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. The quality of teaching and learning is good. The curriculum is good overall with very good opportunities for enrichment. The accommodation and resources are satisfactory. Pupils are well cared for and support, advice and guidance are very good. Staff seek, value and act on the pupils' views well. Links with parents and other schools and colleges are good. Links with the community are very good.

### **Teaching and learning**

Teaching, learning and assessment are good from the reception classes to Year 6 and satisfactory in the nursery.

### **Main strengths and weaknesses**

- The good teaching and learning in the reception year to Year 6 helps pupils to achieve well.
- Teaching and learning in the nursery are more effective in developing the children's personal, social and emotional development.
- Expectations of pupils' behaviour are high and pupils respond well. This helps to create a good ethos for learning.
- Teaching assistants support the pupils well and help them to make good progress.
- The good assessment in the reception classes to Year 6 ensures that work is set at an appropriate level.

### **Commentary**

14. Teaching in the nursery is satisfactory overall and helps children to make a settled start to their learning; most progress is made in their personal, social and emotional development. Pupils make good progress from the reception year to Year 6 and achieve well. This is because of the good overall quality of teaching and the provision of a good curriculum. The table below gives an outline of the quality of lessons seen during the inspection. Teachers use the expertise of teaching assistants well in lessons and this enhances pupils' learning. A higher percentage of very good or excellent teaching was seen in the junior part of the school and it was spread across nearly all subjects. The unsatisfactory lessons were also spread across

the school and were seen in English, science, religious education and the nursery. Key features of these lessons were either the inappropriate nature of the work which did not extend learning sufficiently or insufficient matching of work to groups of pupils so their needs were not fully met.

**Summary of teaching observed during the inspection in 78 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (4%)	21 (27%)	33 (42%)	17 (22%)	4 (5%)	0 (0%)	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.*

15. The quality of teaching and learning has improved since the last inspection, particularly in the percentage of lessons that were judged to be very good or better and in the reduction of lessons that were judged to be unsatisfactory. Despite changes in teaching staff, the headteacher, deputy headteacher and assistant headteacher have shown good leadership in creating a team of staff with a shared sense of purpose and have helped them to improve their teaching skills through good quality continuing professional development. Teachers demonstrate a consistent approach to teaching based on good knowledge and understanding of the school's policies, procedures and expectations.
16. Another significant improvement since the last inspection has been the way staff assess what pupils have achieved and use this to place them in appropriate groupings and provide work of appropriate challenge. Teachers use their knowledge of pupils well in lessons and encourage them to improve and work harder if they think they can. Most are also effective in indicating through their marking how pupils can improve their work. Pupils become confident in their abilities and aware of how they can improve their work and attain higher standards. Although assessment of children in the Foundation Stage is good in some areas, for example for pupils with special educational needs and those in the reception classes, improvements are needed in the nursery to ensure that children learn more. Also, information gathered from assessment activities is not used sufficiently well to plan work which matches pupils' individual needs.
17. In the best lessons, teachers have a clear idea of what they want pupils to learn and share that with them. They provide appropriate support and challenge, which ensure that pupils of all levels of attainment maintain a good pace in their learning. Lessons are planned so that the expertise of teaching assistants can be fully utilised either through supporting within lessons or through teaching small groups of pupils. Pupils benefit from this teaching, which is specifically targeted to their level of ability, and learn well. Expectations are high and the pace of learning is good.
18. The quality of relationships between staff and pupils is very good and this has a significant influence on how staff successfully manage the pupils in their care. Teachers are very encouraging and supportive, which results in pupils becoming confident in their abilities. Staff have consistently high expectations of behaviour and pupils respond well to these as they know what is expected of them. This creates a good climate for learning.
19. Pupils who speak English as an additional language progress in line with their peers and currently have their needs met well within mainstream classes and through additional specialist support. Teachers and support staff are effective in ensuring their good participation in lessons by teaching the meaning of unfamiliar vocabulary and enabling them to ask and answer questions. Specific sessions such as those taken by a specialist teacher in the reception classes are particularly effective in developing learning through experience. For example, when children moved through the school on a *Bear Hunt*, this activity made them more familiar with different areas of the school, developed their observational skills and their understanding and use of vocabulary. Pupils from minority ethnic groups and of different faiths and backgrounds are well supported, so that they are included in all class activities and

progress at a similar rate to their peers, in line with their capabilities. Staff are sensitive to the needs of such pupils and value the diversity within the school.

20. The school has improved its work with higher-attaining pupils and is continuing to develop work with those who are able and talented. This is helping to extend their learning. Within the setting arrangements for numeracy, pupils of higher attainment are well challenged. Teachers have consistently high expectations and set work which interests the pupils and encourages their thinking. Talented pupils are well supported, for example, in physical education and dancing, when they have opportunities to develop their skills in a dance club and take part in competition. Teachers are also aware of differences that may occur in the responses and learning of girls and boys and therefore use a variety of methods to ensure that all are included and interested.
21. The teaching of pupils with special educational needs is good, both in class and in withdrawal groups. Staff are effective in quickly identifying pupils' needs and appropriate support is given either through specialist staff or class teachers. Pupils' needs are assessed regularly and targets set for improvement. Enthusiastic teaching motivates the pupils well so they make good progress and achieve well. The special education needs rooms are well-organised and provide a calm, well-resourced environment in which pupils can develop individual skills. A particular feature is the development of resources for parents to borrow in order to extend learning at home. The audio book loan scheme is an example of this.

## **The curriculum**

The school provides a good curriculum overall with very good opportunities for enrichment. The curriculum effectively caters for the strengths and particular needs of all pupils and ensures good progression in their learning. The accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- The curriculum is broad, very relevant to pupils' needs and experiences and fully meets statutory requirements.
- There is a wide range of extra curricular activities, educational visits and visitors to the school.
- The curricular provision for religious education is very good.
- The provision for pupils' personal, social and health education is very good.
- The provision for special educational needs is good.
- The effective procedures for reviewing the curriculum enable the subject leaders to take positive actions.
- The curricular provision for the Foundation Stage is satisfactory overall.
- There are some weaknesses in the accommodation and resources for the Foundation Stage.

## **Commentary**

22. All subjects of the National Curriculum are well planned; the provision for religious education and pupils' personal, social and health education are very well planned. The national strategies for teaching literacy and numeracy have been adapted well to match the needs of the pupils in this school. All pupils are included in every subject and relevant aspects of school life. The school has improved the curricular planning since the last inspection.
23. The curriculum is very inclusive; the headteacher and staff work hard to ensure that all pupils receive a good range of experiences and opportunities that are appropriate for their age, abilities and special requirements. Since the last inspection the headteacher and staff have worked diligently to reorganise and improve the curriculum. It now meets statutory requirements for all National Curriculum subjects and religious education. The headteacher and staff have developed policies and schemes of work to ensure good curricular coverage and the progressive development of pupils' knowledge skills and understanding in all subjects. These measures have a positive effect on improving pupils' achievements in all subjects,

including those where there were weaknesses at the time of the last inspection. The headteacher and staff have developed effective systems for preparing pupils socially and academically for the next stages of learning. There are effective links between reception classes and Year 1. The transition from Year 2 to Year 3 and the transfer from Year 6 to the secondary stage of education are both effective.

24. The provision for pupils with special educational needs is good. All of these pupils have full and equal access to all aspects of the National Curriculum. For example, children with specific learning difficulties are fully included in the activities of the class through one-to-one support from both teachers and learning support assistants. Other pupils' needs are similarly met individually or in groups, through planned activities which link to their targets. Individual Education Plans are thoughtfully prepared and contain targets that are achievable over time.
25. The provision for pupils' personal, social and health education is very good. Pupils have regular lessons for specific elements of this aspect and 'circle time' activities where they sit in a circle and talk about specific topics or issues of concern and listen to others' points of view. Elements of other subjects such as science, history and geography also enhance pupils' learning and understanding in this aspect. The school provides a highly enriching curriculum; this includes a wide range of after school activities, including football, netball, dancing and musical activities. The curriculum is further enriched by a wide range of visits to places of interest, both within the local area and further afield. These include regular visits to museums and places of geographical and religious interest. All pupils in Year 6 have the opportunity to take part in a residential visit where they develop new skills in outdoor pursuits, team building and geography. Pupils' learning is further enhanced by a wide range of visitors to school including people who demonstrate circus skills and adults in period costume. A visitor dressed as the scientist Michael Faraday enhanced pupils' scientific learning, and their historical knowledge and understanding were brought to life by visitors in Tudor period costumes. Pupils' physical education is enriched by opportunities for sailing in Year 6.
26. The school has a satisfactory number of teachers, most of whom are suitably qualified, while others are gaining qualified status. A small number of parents showed concern about the turnover of teachers in one class during a school year; however, the quality of teaching and achievement was good. There is a satisfactory number of teaching assistants across the school and they provide good support, particularly for those pupils with special educational needs. Overall the quality of the accommodation is satisfactory for each area of the curriculum. Extensions to the accommodation are planned to improve facilities and accommodate the planned increased numbers on role. Some parts of the accommodation are not easily accessible to pupils and adults with special mobility needs. There is good outdoor provision for physical education for pupils in Years 1 to 6 and in the nursery. The reception classes still lack good outdoor provision which would allow all areas of learning to be developed according to national guidance. The library for pupils in Years 3 to 6 is too small and there are insufficient books to enable pupils to use them for independent work. One attractive feature is the walled school garden and many pupils benefit from the gardening club and all benefit from the enriched environmental education. Resources for learning are satisfactory overall and allow all aspects of the curriculum to be taught.

### **Care, guidance and support**

The arrangements for pupils' care, welfare and safety are good. The provision of support, advice and guidance based on monitoring pupils' needs is very good. Good account is taken of pupils' views.

### **Main strengths and areas for improvement**

- Pupils have very good and very trusting relationships with adults in school.
- First aid, welfare and child protection issues are dealt with efficiently by vigilant staff.

- Well-targeted support is given to pupils through careful observation of their needs.
- Members of the school council are very good advocates for their school.
- Pupils are not satisfied with the quality of school meals and are making efforts to improve them.
- None of the school's documents refer to the arrangements the school has for disability access.
- Not all pupils wear the correct kit for their physical education lessons.

### **Commentary**

27. Parents consider that their children are treated fairly in school and this is borne out by the inspection evidence. Teachers and support staff show great concern for the well-being of all pupils and exercise a high degree of fairness, goodwill and patience in their dealings with them. This has a positive impact on the pupils' personal development. A school council is in its infancy but has already demonstrated to pupils that they have a right to express a view, through a representative, if necessary.
28. Pupils are reassured by the presence of caring staff who deal calmly and sensitively with their problems including those they bring from home to school. Staff are well trained and exercise their child protection responsibilities with vigilance and care. There are well established links with social services and other support agencies. Good attention is given to road safety, particularly in the wake of a recent accident involving a pedestrian in a road near to the school. First aid is provided very efficiently and very well. The very experienced welfare assistant is an asset to the school and provides a very good service to pupils seeking advice on health or personal matters. Entries in accident books are monitored to identify trends and highlight any areas for improvement in the control of health and safety risks. This represents very good practice.
29. The school has long term plans to improve access for pupils with disabilities. However, contrary to what is required by law, no mention is made of the plans in the school's written policies. The recently revised policy on school visits, for example, does not set out how the school will meet the needs of pupils with disabilities on trips out of school. The school's health and safety policy is not followed rigorously. Some pupils take part in physical education lessons in clothing which does not fit, or is not part of the school's standard physical education kit.
30. Through the curriculum and sports activities, pupils are introduced to aspects of healthy living, though more could be done to emphasise healthy lifestyles and discourage childhood obesity and its associated problems. To this end, the school council is working with representatives from the school meals service in an effort to improve the quality of meals available in the school. The very capable chair of the council summed up the members' views very well, arguing her case confidently with the two representatives. Pupils' views are listened to through other channels. For example, all pupils in Years 3 to 6 used an interactive website devised by the headteacher to record their views on a range of issues. Their responses have been collated and provide another measure against which the school can judge its effectiveness. The school reacted quickly to reports of bullying made by a very small percentage of pupils who responded to the programme. These were dealt with immediately. All incidents of racism or bullying are recorded and monitored by staff and governors who work together to eliminate intolerance in the school.
31. There are good ways of checking and recording how well pupils are doing in all subjects. The information gained from monitoring pupils' progress is good. It is analysed by senior staff to provide suitably challenging, yet realistic, targeted support for individual pupils. As a result, pupils know what they have to do to achieve better standards. Pupils with special educational needs and those learning English as an additional language receive good support. Their learning, social and emotional needs are clearly identified and their day-to-day care is well managed.

## **Partnership with parents, other schools and the community**

The involvement the school has with the local community is very good and helps promote the good links the school has with parents. Links with other schools and colleges are good.

### **Main strengths and weaknesses**

- Links with the community broaden pupils' experience of other cultures from a variety of perspectives and encourage parents to become more closely involved with the school.
- The school takes good account of parents' views and deals very effectively with their concerns.
- Reports to parents include good targets to help pupils improve.
- Too many parents take a relaxed attitude towards getting their children to school on time.
- The governors' annual report and the prospectus both omit some required information.

### **Commentary**

32. From the 98 questionnaires returned and the 16 parents who attended the pre-inspection meeting, the evidence is that most parents support the school. A small percentage expressed concerns about the high level of staff turnover but, although this has posed some challenges for the school, there is no evidence to suggest it has adversely affected the achievement of its pupils.
33. Any doubts or worries parents might have about their children's progress are answered in a climate of trust that is built up from the first contact they have with the school. Most children are visited at home before they start school and this helps parents engage with the staff through their shared observations of the child. The school is very responsible in contacting parents early if there is a concern about a pupil's academic or personal progress. Most parents have no difficulty in getting their views across to staff in a polite and friendly manner, and most leave feeling satisfied with the response they receive. The headteacher is usually available to parents at short notice which means many of their queries are answered on the spot. Effective liaison with parents, particularly those whose children need extra support, underpins the good teaching in school.
34. Parents feel confident that the school has assessed their children's progress accurately. They form this opinion from their regular attendance at consultation evenings and from the written reports, where targets as to the next step forward are given for all subjects. However, information in pupils' reports about punctuality does not always clarify the negative impact lateness has on the pupils' achievements. Parents of pupils with special educational needs are kept well informed of pupils' targets and are involved in setting new ones. All parents are provided with good information about the educational provision for their children which includes information on what is being taught each term and regular newsletters. A well designed, interactive school website provides links to school documents and a fascinating audio introduction to the many languages spoken by pupils at the school. However, neither the prospectus nor the governors annual report provide all the information parents must, by law, receive. Amongst other things, this means that parents are not regularly, or formally, updated on the many improvements that have been made by the school since it was last inspected.
35. Some parents indicated that they were unsure whether they had the skills to support their children's work at home. To meet this need, the school promotes family literacy and numeracy classes. These are well attended and help parents become more confident about these core aspects of pupils' learning. Two of the previous course participants moved on to become governors of the school. However, despite the warm encouragement all parents receive, the majority tend only to come into school for events that directly involve their children. The school therefore makes the most of these occasions by seeking to involve parents at a level they are happy with. A ballroom dance competition, sponsored by a local business, attracted a large audience including around 70 parents. Many happily joined in the dancing

alongside children, staff and governors. A family science challenge, sponsored by a well known bank, brought more parents into school to work with their children on amusing but purposeful activities. The school does much to reach out to parents and to the community and engage them in its work.

36. Further evidence of the school's close and productive links with the community, is the association it has with the Essex Tamil Society, a group that meets weekly in the school. Dance tutors from the society work with groups of pupils to raise awareness of the traditions, culture and music of Sri Lanka which is the homeland of a significant number of the school's families. A Hindu group also use the school for Sunday prayer meetings and these too are attended by some of the pupils. Good links are maintained with local secondary schools. Staff are able to support and advise parents about the school their child might be moving on to. Year 7 teachers visit the school to answer pupils' questions on secondary transfer and give them a well informed insight into the next stage of their education. Good links with colleges help students to gain work experience and trainee teachers to gain experience. The latter, in particular, helps senior leaders to maintain relationships with newly qualified teachers when they are looking for teaching posts.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are good overall. The headteacher provides good leadership together with senior leaders and has ensured an improvement in the quality of teaching and learning which has led to improved standards. Management is effective. Governance is good.

### **Main strengths and weaknesses**

- The headteacher provides a sense of vision and strategic direction for development of the school.
- Leadership of the Foundation Stage is satisfactory.
- The senior management team provides good direction and support for the school and co-ordination is strong.
- Governors show a strong commitment to the school community and ensure that senior managers are challenged and supported.
- Very good performance management and the good continuing development of staff leads to successful teaching.
- Some minor statutory requirements are not fulfilled.
- The school finds it difficult to recruit and retain teachers.
- Financial management and control are good and the school provides very good value for money.

### **Commentary**

37. The leadership, management and governance of the school have improved since the last inspection. The headteacher has established a clear vision for the school which has focused on improving the quality of teaching. This has led to an improvement in pupils' achievement. The staff has been developed to form an effective team and the senior leaders take a major role in school development. The headteacher and senior leaders work hard to support staff new to the school and spend a considerable amount of time trying to recruit and retain teachers which otherwise could be used to focus on further school development. However, because of the success of this work, the frequent changes in staff have not had a negative impact on the standards that pupils achieve. The school improvement plan, professional development of staff, and performance management underpin the consistently improving school performance. Staff and governors have a clear view of the need to ensure that children achieve as well as they can.

38. The school finds it particularly difficult to attract teachers with subject management responsibility but overall, established subject leaders are effective in helping to develop provision in their subjects and raise standards. The special educational needs team is well managed by a knowledgeable and enthusiastic co-ordinator who ensures that good communication exists between all those responsible for working with pupils who have special educational needs both within the school and outside. This ensures that they receive good support and achieve well.
39. The headteacher and governors have a strong relationship. Although many of the governors are new to their role, they understand the school's strengths and weaknesses and are helping to provide a direction for future developments. They also work together well as a team to drive developments forward positively and use their skills to benefit the school and its pupils. Together with the headteacher and staff, governors make a contribution to the school development plan that shapes the vision and direction of the school. However, there are some minor statutory requirements that are not met with regard to the governors' annual report to parents and the school prospectus.
40. The school has introduced effective assessment systems to track pupils' progress in English, mathematics and science. The teachers ensure that pupils experience good quality teaching, a broad and varied curriculum and very good opportunities for enrichment. This helps to motivate the children to come to school and learn in a stimulating environment. The school is committed to including all pupils and ensuring all have equal opportunities. However, it has not yet fully taken on board some aspects of recent disability discrimination regulations.
41. There are good opportunities for staff development, which help to improve the quality of teaching. Expertise within the school is utilised fully, and staff responsibilities are allocated well. The teaching assistants play a strong part in this. The good quality teaching enables children to succeed in a range of subject areas, for instance through learning to play musical instruments or engage in sports activities. This improves their confidence and helps them achieve more in other areas of the curriculum. The school's aids to learning include: dedicated staff; effective planning and assessment systems and children who enjoy what they do. Performance management is used very well to develop the quality of teaching and pupils' learning. Support staff are also involved in this with professional development interviews. Teachers with subject responsibility are given time to monitor the quality of teaching and learning in those areas. Despite the commitment to developing the staff, recruitment and retention of teachers remain significant issues because of local factors such as house prices. To help overcome this, the school participates in a range of initial teacher training programmes.
42. The governors and headteacher ensure that the budget reflects the school's educational priorities. The school's administration of finance is efficient and well managed by the finance officer. There are successful procedures in place for long term strategic planning which are linked to expenditure. The finance committee ensures that effective financial procedures are in place. The principles of best value are successfully applied to all aspects of the school. This results in good standards of achievement, a good curriculum, good teaching and successful leadership and management. Because of the good standards achieved and effective leadership and management, the school provides very good value for money.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	1,810,137	Balance from previous year	58,000

Total expenditure	1,715,788
Expenditure per pupil	2,557

Balance carried forward to the next	94,348
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## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Improvements have been made since the last inspection so that current practice generally reflects national guidance. There are, however, still inconsistencies between practice in the nursery and in the reception classes. Liaison between these two areas although satisfactory overall, does not ensure good provision throughout. At the time of the inspection, the use of two temporary members of staff in the nursery ensured satisfactory support and activities which covered all areas of learning. Overall planning in the nursery, however, focused more on the activities provided than on opportunities for learning which would ensure good achievement. Information gained from assessing children in the nursery was not used systematically to provide a planned curriculum to ensure good, consistent learning. Also, despite the provision of a good outdoor learning area and a good range of resources, nursery children were restricted in the time they spent outside. Planning did not identify what skills, knowledge or understanding children would be developing through being outside, but rather upon what resources would be available. The Foundation Stage curriculum is only satisfactory overall. There are weaknesses in the outdoor provision for reception children, which is restricted by unsatisfactory accommodation and resources. Teachers and support staff do their best to overcome these deficiencies but provision is not in line with the national guidance. In the reception classes, teachers and support staff form a good team and use their good knowledge of how young children learn to provide activities which stimulate learning in all areas. All staff assess the children's learning on a day-to-day basis through careful observations and use this information successfully to build up an individual profile of learning for each child. In both the nursery and the reception classes, provision for pupils with special educational needs is generally good. This results in these children making good progress and achieving well. Children for whom English is an additional language also achieve well because their needs are recognised, and good support is given to extend their language and ensure that they fully understand what is said to them and what they are expected to do. Overall, management of the Foundation Stage is satisfactory because by the time they enter Year 1, children have developed very good attitudes and behaviour and are well prepared for work in the National Curriculum.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- The quality of teaching is good, enabling children to achieve well.
- Most children are on course to meet, and many to exceed, the expected standard by the time they reach Year 1.
- Links with parents are good and almost all children start school confidently.
- Children are encouraged to develop very good behaviour and attitudes to learning.
- Staff generally provide good role models for the children, and relationships are good.

#### **Commentary**

43. This is the strongest area of learning in the nursery and children are prepared well for entry into the reception year. They develop good attitudes to learning and good behaviour which help them to settle to their work and play and concentrate well. Teachers and support staff remind children of the importance of sharing and taking turns, and provide activities which promote these skills. A good induction programme ensures that children generally settle quickly in both the nursery and reception classes and the early involvement of parents encourages the development of good parental support. Parents are also involved in activities such as tea parties during which they discover how their children are learning and celebrate the different cultures represented in the school. Good teaching in this area of learning underpins the work

of the three reception classes. Staff fully understand the needs and interests of young children and routines are carefully planned. Children develop very good attitudes to learning because they are interested in what they are doing. They are encouraged to persevere and to complete activities before moving on, and levels of concentration are often very good. Children cooperate well as they share equipment and record what they have seen. There are good opportunities for children to make choices and to develop confidence and independence. Relationships are good. Children respond well to the staff because they are confident that adults will listen to them and treat them fairly.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **satisfactory** in the nursery and **good** in the reception classes.

### **Main strengths and weaknesses**

- In the reception classes, children undertake a good range of activities, which develops their speaking, listening, reading and writing skills.
- The quality of teaching and learning is good in the reception classes and helps children to achieve well.
- Children receive good support from the teaching assistants and specialist teacher.
- Some children are not expected to reach the standard expected for their age by the time they enter Year 1.
- Letter sounds are taught thoroughly, which gives children a good foundation for developing reading and spelling skills.

### **Commentary**

44. Although most pupils achieve well in the reception classes and many reach the standards expected for their age, overall standards are below average when children enter Year 1. This is because a significant number of children have below average standards on entry to school and several in each class are at the early stages of learning English. Staff adopt a satisfactory range of strategies in the nursery to encourage the development of the children's oracy and literacy skills. For example, when each child took turns to speak in circle time about their best friend. In the reception classes provision is good as children are encouraged to speak confidently, for example, at the beginning of the week when they tell others in the class something of interest or when working to make moving teddies. In the latter example, the teacher was particularly effective in encouraging children with limited English to talk about what they were doing and thereby develop their use of vocabulary and their confidence. Some children in the nursery do not readily talk with each other unless prompted. In the reception classes, most have the confidence to speak with adults and each other. Children's speaking skills are also systematically developed through the provision of specific activities, such as in the imaginative play areas. Children respond well to stories as they are encouraged to listen and put forward their views. Children benefit from specific sessions when they learn the sounds that letters make and use this knowledge when trying to sound out unfamiliar words. On entry to the nursery, children develop their writing skills by learning how to hold the pencil correctly, recognising and writing their own names and sending postcards. This is extended in the reception classes when children write for a variety of purposes. The specialist teacher was very effective in encouraging children to develop a class talking book by making good use of information and communication technology. Children thoroughly enjoyed this activity which helped them to achieve well. Teaching is good because it recognises the children's needs and is aimed at developing their skills in a supportive environment. Teaching assistants and the specialist teacher use their expertise well to encourage responses from the children and develop their confidence and self-esteem.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory** in the nursery and **good** in the reception classes.

### Main strengths and weaknesses

- Teaching and learning are good in the reception classes, and help children to achieve well.
- Most children are likely to reach the standard expected for their age by the time they enter Year 1.
- A good range of activities reinforces the children's learning.
- The specialist teacher and teaching assistants support the children well so all are able to succeed.

### Commentary

45. The children's mathematical skills and understanding are taught during specific sessions, and consolidated through daily play activities. In the nursery, the children's number recognition was developing satisfactorily as the teacher worked with individuals, encouraging them to count to five and recognise what happens if one more is added. In the reception classes, a good range of appropriate activities is provided to develop learning and maintain children's concentration. They are encouraged to prepare well for entry into Year 1 and the numeracy hour. Because activities are interesting they sustain good levels of concentration and behave very well. In one good lesson observed, the children counted forwards and backwards to and from 20 and went on to develop their understanding of subtraction by using small bears as counters. Their language and understanding were developed well as they talked about 'one more' and 'one less'. Learning was made fun when they sang *Ten Little Teddies Sitting on a Wall* and a group used a card to indicate how many were left if one was taken away. The specialist teacher is particularly effective in helping the learning of those children for whom English is as an additional language; the teaching assistants support pupils with special educational needs well.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory** in the nursery and **good** in the reception classes.

### Main strengths and weaknesses

- The quality of teaching and learning in the reception classes is good and children achieve well.
- Many children in the current reception Year are likely to reach the standards expected for their age by the time they enter Year 1.
- Good links are made with other areas of learning and children are well prepared for their Year 1 work in history.

### Commentary

46. It was only possible to observe a limited range of activities during the inspection, but teachers' planning and classroom observations show that children enjoy a good range of experiences over time. In the nursery, children have opportunities to develop an understanding of transport and learn about people who help them through playing with small toys and using their imaginations. In a good reception lesson, children achieved well as they developed an understanding of the meaning of old and new and differences between the past and the present. This was achieved through good teaching which focused on children looking at photographs and artefacts. This developed their observational skills well. The teacher had an old and new teddy which captured the children's attention and her good questioning helped them to understand how technology, style and the use of materials change over time. Comments from the children showed that they had listened well and clearly understood.

Children in reception also developed their geographical skills as they used maps and pictures to find their way around the school in search of the bears. This activity was very well planned and offered the children the opportunity of using a digital camera to record their findings. Much excitement was had when children went looking for minibeasts and found a slug. Teachers and teaching assistants made the most of the opportunity to encourage the children to look closely and describe what they had found and what the slug was doing. All children benefit from a range of visits or visitors and were, for example, very keen to talk about the people from a farm who had visited the school and the animals they had seen. This type of activity widens their experiences and is effective in developing their use of language.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Children reach standards expected for their age by the time they enter Year 1.
- The outdoor area for the nursery children is good but children in the reception classes do not have the same opportunities because resources and accommodation for outdoor play are unsatisfactory.
- Children in the nursery develop their physical skills by, for example, playing with small equipment and riding bicycles.

### Commentary

47. Teaching, learning and achievement are satisfactory overall. Teachers and support staff in the nursery provide outdoor activities which develop the children's skills satisfactorily but planning does not sufficiently indicate how skills are to be developed over time. Detailed assessments are not made so it is difficult to see what individual children need to do to develop their learning well in a systematic way. Activities are provided, however, which encourage children to practise their small motor skills, such as using scissors and construction materials. In the reception classes, many of the daily activities include an element of manual dexterity, for example using scissors and split pins to make a moving teddy. Adults encourage independence and promote confidence by praising effort. Children do not have sufficient opportunities for energetic play in the outdoor area in the reception classes. Children in both the nursery and the reception classes are given regular opportunities to experience formal physical education through lessons in the hall and the playground. The older group show satisfactory skills when catching, throwing and balancing beanbags and good skills in working as a team and following a circuit of activities. Younger pupils in the nursery have a satisfactory awareness of space, avoiding collisions as they work. All children follow instructions well.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory** in the nursery and **good** in the reception classes.

### Main strengths and weaknesses

- Children in the reception classes enjoy their creative work and achieve well.
- Teaching and learning are good in the reception classes and children are likely to reach the standards set nationally for children of their age.
- Good links are made with other areas of learning.

## Commentary

48. In the nursery, children are introduced to a satisfactory range of activities which helps them to develop their creative skills. Children enjoy painting and talk about their work explaining what they have painted and the colours they have chosen. Their work on display enhances the learning environment and encourages their self-esteem through the valuing of their work. In the reception classes, children's making skills are developed well as they make teddies and their interest is extended as they link this work to that done in literacy and numeracy. Children dress up and use the imaginative play area, for example, when acting out the roles of doctors and patients in a hospital. These activities encourage children to play with others and develop their social skills well. They behave very well because they are interested in what they are doing and want to succeed. In one good music lesson, reception children were seen achieving well as they explored how sounds could be changed. All were keen to join in and used the instruments with care. The teaching was good because it focused on involving all children, some of whom were relatively shy at first.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Teaching and learning are good across the school with some very good features in Years 3 to 6.
- Pupils make good progress and achieve well throughout the school.
- Speaking and listening skills are promoted through a range of well planned activities in literacy lessons as well as in other subjects.
- Handwriting standards are inconsistent.
- The library accommodation is unsatisfactory for pupils in Year 3 to Year 6, and there are insufficient books to promote independent learning.
- There are insufficient good quality reading books for pupils in Year 3 to Year 6.

## Commentary

49. Standards in speaking and listening, reading and writing have improved over time and by the end of Year 2 are above average. Standards by the end of Year 6 are also above average. There is a significant difference in the attainment in writing by boys at the end of Key Stage 1. They attain higher results than the girls in the school as well as in comparison to the national average. The school has recognised this but during the inspection no particular reason was highlighted to account for this difference. The quality of teaching is good and often very good in Years 3 to 6. Across the whole school, teachers plan well for literacy and offer pupils a wide variety of opportunities to develop their skills. Overall, pupils' achievement in English is good. There is no significant difference in the learning of pupils from minority ethnic cultures. Pupils with special educational needs and those learning English as an additional language make good progress as a result of the additional support they receive. Pupils' work is consistently marked and oral feedback is often used effectively to encourage pupils' use of standard English. Assessment procedures are well established throughout the school.
50. Pupils develop their speaking and listening skills in a variety of contexts including class assemblies. Teachers encourage pupils to share their views with their peers and contribute to classroom discussion. The opportunity to speak to an audience enables most pupils to extend their vocabulary and there is a significant emphasis by teachers on promoting good diction and pronunciation. This is particularly effective for pupils for whom English is an additional language. Pupils speak confidently in a variety of situations and they know how to use correct

intonation, for instance when practising interviewing skills or when reading aloud in class. This was observed in a Year 3 class, where pupils were totally engaged in a story by Ronald Dahl. The teacher's insistence on clear, precise expression and the use of appropriate verbs when explaining aspects of the plot increased pupils' vocabulary and enabled them to reach a high standard of expression. A lunchtime club gives pupils in Years 3 to 6 an opportunity to discuss their favourite books. They respond confidently to well chosen questions by the teacher and they clearly enjoy the opportunity to increase their self-confidence by speaking to a small group. Other planned activities to promote pupils' oral skills include circle time, school council, role play and drama.

51. Standards in reading are good throughout the school. Since the last inspection the school has invested in buying more books which reflect the cultural diversity of the school's intake. There are now more books in different genres and there are sets of new books suitable for guided reading. This is well organised in all classes. Pupils mostly read with confidence and clearly enjoy this activity but the provision of good quality books for individual reading outside the guided sessions is poor. Classroom book areas, particularly in Years 3 to 6 are inadequately stocked and many of the books are in a poor state of repair or outdated. The library in the main building is not well stocked and is not a stimulating environment in which to inspire pupils to improve their investigative or information retrieval skills. Pupils in Year 2 read books which are well matched to their ability level. Lower attainers can build words and talk about aspects of a book they enjoy. Higher attainers read with confidence and there are good procedures for home school liaison to encourage reading at home. In Years 3 to 6, pupils' reading in some classes is not regularly monitored and the systems for developing a consistent approach across the school are not apparent in all classes. This is because of the problems of teacher recruitment and retention which the school faces.
52. Pupils throughout the school write for a variety of purposes and writing is a strength in the school. Learning support assistants provide good support for lower attaining pupils and those with special educational needs. They support the pupils in developing spelling skills through a structured programme closely linked to pupils' individual needs. Many opportunities are given for extended writing activities across the school. For example, a well known fairy tale was used to inspire pupils' reporting skills. Pupils in a Year 5 class wrote a lively, creative report on Mr. Wolf intruding into Red Riding Hood's cottage. Good methods to reinforce vocabulary include the use of individual whiteboards and displays. The use of information and communication technology in the subject was seen in most lessons. Pupils reinforced their writing skills by the use of word processing and in a good lesson in Year 5 the teacher reinforced punctuation and spelling through a variety of computer activities designed to meet the needs of all abilities. Although there is an agreed handwriting style it is not consistently applied and a scrutiny of work showed that although pupils are encouraged to practise this style it is not always insisted upon in everyday writing and varies widely from class to class.
53. English is well led by a co-ordinator who has a good understanding of the subject and the school's needs. She receives sufficient non-contact time in which to monitor teaching and learning to ensure continuity and develop the subject further. This is an area for development as the school continues to expand.

### **Language and Literacy across the curriculum**

54. Reading is used effectively to research information in subjects across the curriculum. Writing is emphasized as a way of recording what pupils find out and know. Factual knowledge is recorded especially in science, history and religious education. Literacy skills are promoted well through displays throughout the school; key words are emphasized and subject-specific knowledge is reinforced.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Teaching in mathematics is good overall and pupils achieve well.
- Standards in mathematics are improving and currently are above average in Year 2 and Year 6.
- Mathematics is effectively led and managed by a knowledgeable co-ordinator.
- Information and communication technology is used well to support mathematics.

### Commentary

55. Inspection evidence shows that by the end of Year 2, standards are above average, with some aspects well above. By the end of Year 6, standards are above average. At the time of the last inspection, standards were close to average for pupils of a similar age. Since then, the school has made good improvement in the subject.
56. Pupils currently achieve well throughout the school. They work as well in mental and oral mathematics as they do with written methods. By Year 2, pupils can work with numbers above 100. They know that, for example,  $32-8$  is the inverse of  $24+8$  and they can use this knowledge to solve problems. They also know about the properties of shapes such as hexagons and can use data to make and interrogate graphs. Attainment in mathematics is broadly average for their age when pupils enter Year 1. They have made good progress by the end of Year 2.
57. Pupils in Years 3 to 6 are taught in ability sets. The higher attaining pupils in Year 5 undertake long multiplication and division. They calculate percentages and relate them to fractions. By the end of Year 6, pupils calculate areas and perimeters of shapes. They undertake long multiplication sums with decimal fractions. The pupils make good progress across the school. They have a range of opportunities to use mathematics in a range of contexts, for example they have undertaken investigations of the relation between height and shoe size.
58. The teaching of mathematics is good overall and there is some very good teaching. Most teachers have good subject knowledge and teach the subject well. The National Numeracy Strategy is well integrated into their teaching. Work is usually planned to match the pupils' attainment; however, in a few cases work is not sufficiently adapted to fully cater for the needs of lower attaining pupils. Teachers know their pupils well and have good relationships with them. They use appropriate strategies to help them learn and give good support and guidance to individuals. Pupils have the chance to explain and demonstrate their mathematical strategies to the rest of the class. This helps their mathematical thinking and is effective in developing speaking and listening; the learning of pupils for whom English is an additional language particularly benefits from this.
59. The good quality of teaching helps pupils to learn well. In the best lessons, the pace is good and the pupils' interest is maintained. Work is well matched to the needs of the pupils. In a small number of lessons, teachers were less secure with the material they were teaching, the pace was slower, and work was not so well matched to needs. In a few cases, not all the work in pupils' books was marked. Pupils with special educational needs are generally well supported and make good progress in the subject. Pupils with English as an additional language are also supported in class where needed and because of this, they also achieve well. Where teaching assistants or other helpers are used, they are briefed to support the groups they are working with and so enhance the quality of learning.

60. Pupils have good opportunities to apply mathematics to solve problems and undertake investigations. In some cases, interactive whiteboards are used very well by teachers to illustrate mathematical ideas. Usually, information and communication technology is used effectively to develop mathematical skills. For example, in one lesson about fractions, two pupils were using a computer program to reinforce work others were doing in class on paper.
61. Pupils' attitudes to mathematics are good right across the school. They enjoy lessons and sustain concentration well. Teachers relate well to their pupils and use effective strategies to keep them interested. Good behaviour is generally maintained throughout because pupils are interested in what they do and enjoy their lessons. Pupils are all included well in mathematics lessons and none get preferential treatment. Although there are some differences in test results between boys and girls, there was no evidence of different treatment or of underachievement in lessons during the inspection.
62. The subject is effectively managed. Although only recently qualified, the co-ordinator is enthusiastic and has the vision to improve the subject. She has monitored some lessons, teachers' planning and pupils' work. There are appropriate resources for mathematics. All the teachers in the school are sufficiently confident to teach the National Numeracy Strategy. They assess pupils' work regularly and information gained from this is used to support pupils and inform future planning.

### **Mathematics across the curriculum**

63. Mathematics is used well within other curriculum areas. For example, in information and communication technology there is work on direction and the use of spreadsheets to create graphs and tables. In science, graphs are drawn and used; measurement work is undertaken, for example, on the length of shadows. To reinforce the work in mathematics, the school has run an architectural workshop on bridge building, and held a mathematics week.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Provision for the subject has greatly improved since the last inspection and standards at the end of Year 6 are above the national average.
- Teaching and learning are good overall and this helps pupils to achieve well.
- Pupils have very good opportunities for planning investigations.
- Pupils' learning is enriched to a very high level by a wide range of additional activities.
- The good provision for pupils with special educational needs ensures that they are included in all activities and higher attaining pupils are well challenged in most lessons.
- Science makes a very positive contribution to pupils' understanding of a healthy lifestyle and many aspects of personal and social education.
- Pupils' literacy, numeracy and ICT skills are well incorporated into the curricular planning.

### **Commentary**

64. The provision for science has improved since the previous inspection and this has contributed to higher standards. All pupils, including those who attain highly and those with special educational needs and for whom English is an additional language, achieve well. The school's monitoring of the results of national tests shows that boys do better than girls; the co-ordinators and teachers have taken good steps to enhance girls' understanding of the role of women in science in an attempt to improve the girls' attitudes and skills.

65. Most pupils in the Year 2 classes achieve the expected levels and higher attaining pupils exceed them. They achieve well in their knowledge and understanding of the different parts of the human body and the classification of living things into groups. They also understand physical processes such as magnetism and their understanding of electricity is very good.
66. Standards by the end of Year 6 are above the national average in all aspects of the subject. The standards are consistently high because the school concentrates on pupils as scientists and the planning of investigations. Pupils in Years 3 to 6 successfully build on the good practices established in Years 1 and 2. The careful links made with other subjects, especially literacy, numeracy and information and communication technology enhance pupils' scientific understanding. In all classes, pupils use accurate scientific terminology and understand that scientific investigations are written about in formats that are different from other aspects of writing.
67. By the end of Year 6, pupils have progressed to understanding the location and purposes of the major organs of the body. They understand the purposes of skeletons and muscles and know how some of the organs of the body work. Most pupils know the main parts of flowering plants and the relationships between plants and animals in different habitats. Pupils understand the differences between solids, liquids and gases, and have many opportunities for investigations. They understand the processes involved in separating a mixture of soil, salt and sand.
68. Teaching and learning are good overall and some very good teaching was observed during the inspection. The analysis of work reflects good teaching and very high quality investigations. Good relationships allow teachers and pupils to work in calm, purposeful atmospheres, and ensure time for reflection. Lessons are well planned and allow opportunities for individual development. Resources and pupils are managed very well and with apparent ease as a result of impeccable planning. In most lessons, the different approaches used make the speed of learning brisk and pupils are very well motivated. Teachers question pupils very skilfully and encourage them to think of answers to questions, solve problems and demonstrate their understanding of complex issues.
69. The broad and balanced curriculum is enriched to a very high level by a wide range of visits, special scientific events and community links. A large number of pupils enthusiastically look after the garden, plant many flowers from seed and grow a wide range of fruit and vegetables. The school regularly enters the annual "Redbridge in Bloom" competition. During the inspection, some pupils enthusiastically dug up some potatoes whilst others named a wide range of flowering plants. They were exceedingly enthusiastic about their accomplishments. The science week is a very popular event for parents and their children. There is an annual science challenge where parents and children share in the planning of investigations; this year the challenge, to design a tall tower made of pasta and marshmallows, was very successful. This competition is sponsored by a local bank which provides prizes. The school is also a member of an environmental group and, as a result of these many activities, science makes a very good contribution to pupils' spiritual, moral, social and cultural development. The topics on food, health and the environment aid pupils' understanding of the importance of a healthy lifestyle. They also enable older pupils to evaluate the quality of school lunches. Science booster classes are held during the holidays and this shows good commitment from teachers and pupils and helps improve levels of attainment.
70. The accommodation is satisfactory overall; there are two spacious science rooms where the resources are well stored and easily accessible. The subject leader for Years 1 and 2 ensures that all resources are available and that the planned curriculum is taught. She enthusiastically organises the school garden and many other initiatives. Pupils in Years 3 to 6 have benefited from the leadership and management of the previous subject leader for this age group but at present no appointment has been made to this post.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communications technology is **good**.

### Main strengths and weaknesses

- There has been a good improvement in resources and staff expertise since the last inspection.
- Information and communication technology is used well in other subjects.
- Procedures for assessing progress in the subject have not yet been established.
- Information and communication technology is not used specifically to support pupils with special educational needs.

### Commentary

71. The last inspection found that standards in information and communication technology at the end of Year 2 and Year 6 were below the national average. Standards are now in line with national expectations in Year 2 and above by Year 6. This represents very good progress in developing the subject. A broad programme of study is in place which is having a positive impact across the school. New projection facilities and whiteboards have been installed in some classrooms. These are used effectively by teachers and allow full classes to be taught more easily because teachers' demonstrations can be seen on the large screens. This equipment is used well across the curriculum to support other subjects. There are plans to install them in other classrooms in the near future.
72. By the end of Year 6, most children can use a word processing programme independently; modifying and editing text as they wish and adding pictures. They know how to access information from the Internet. They enter data into a database and search for information and use a spreadsheet to draw graphs. They create simple multimedia presentations, including sounds and animations. By the end of Year 2, pupils confidently log into the computers, load software and use programs. They use simple word processing programs and add pictures to their writing. There are computers in classrooms as well as in the computer room which enable pupils to practise skills between lessons taken in the suite and to use them to learn other subjects. There were some occasions in numeracy and literacy lessons where pupils used the interactive whiteboards effectively to demonstrate their work.
73. In those lessons using information and communication technology, children learn well because good teaching ensures that they progress as fast as they can. Teachers have good relationships with their pupils, know the programs they are teaching well and use good teaching strategies. All pupils are well included in lessons. Children with special educational needs and those with English as an additional language also achieve well because they receive good support in lessons. However, information and communication technology is not used in a structured way to help pupils with special educational needs overcome their difficulties.
74. There are two subject leaders. One had only been in place for a short while at the time of the inspection, thus limiting his impact. The subject leaders have had opportunities to observe the quality of teaching in the subject and review teachers' planning. This helps to establish good practice. There is an appropriate scheme of work and subject policy in place but no formal assessment system. Staff have been trained and this has helped to raise confidence levels and skills. The subject leaders give advice and support to colleagues and help to keep the school abreast of new developments. The school is adequately resourced in this area and has a good range of software. However, some computers are old and need to be replaced.

## Information and communication technology across the curriculum

75. Teachers use information and communication technology across the curriculum well to present lessons. The pupils also have good opportunities to use the technology in lessons such as literacy or numeracy. In one case, a science lesson was considerably enhanced by the use of a computer-based microscope to look at animal skeletons from owl pellets.

## HUMANITIES

76. Inspectors observed three geography lessons and six religious education lessons. No lessons were observed in history. They also looked at pupils' work and teachers' planning and spoke with staff and pupils. It was not possible to make overall judgements on provision in history or geography.
77. Both geography and history receive adequate time over each term as a result of careful planning and good guidance and support by the subject leader. Plans are monitored and evaluated by the subject leader who identifies the strengths and emerging issues within subjects. The good planning and very good enrichment result in pupils' positive attitudes to the subjects. Pupils present their written work attractively in a variety of ways and speak with enthusiasm about many aspects of the subjects. In addition to enriching pupils' knowledge and understanding, both subjects give pupils many opportunities for developing their literacy and research skills in addition to the application of numeracy and information and communication technology skills.
78. From the **geography** work analysed pupils achieve well but there is insufficient evidence to make a judgement of overall achievement. Pupils demonstrated good knowledge and understanding about the course of a river from its source to the mouth. They understand and use many geographical terms accurately and have a good understanding of erosion, deposition and meanders. In other classes, pupils compared and contrasted the water supplies and availability of water for people in developed countries with those in developing countries. They understood some of the processes of water purification and the work of the charity "Water Aid" and how this charity improves the quality of people's lives. Pupils' mapping skills are well developed; they locate countries and relate countries to continents.
79. In the lessons observed teachers had very good subject knowledge and used assessment to guide planning. Teachers challenged the higher attaining pupils whilst supporting those with special educational needs and those who speak English as an additional language. As a result of imaginative and stimulating lessons pupils were interested in the work, collaborated well and behaved very well. Throughout the school all aspects of geography showed good progress because of the careful planning of content and geographical skills. The curriculum for geography has improved as there are now more up-to-date resources, especially atlases and globes.
80. Many visits, visitors and activities enrich the **history** curriculum. Visits to the Imperial War Museum and by people dressed in period costume bring the subject to life and enhance pupils' interest and understanding. The whole school involvement in developing the use of census materials to gain information and the history of the contributions of people from a diverse range of cultures and religions are particular strengths. They greatly enhance pupils' understanding and appreciation of history as a study of the past and its impact on the present and future.
81. Many pupils in Years 5 and 6 show good understanding of ancient civilisations including the Egyptians and Greeks. They compare the lifestyles of Athenians with Spartans and know many Greek gods, myths, legends and aspects of Greek art. They were enthralled with their studies of aspects of Egyptian culture and spoke with good understanding of the process and customs of mummification, and some of the pharaohs, and gods such as Isis and Osiris.

## Religious education

Provision in religious education is **very good**.

### **Main strengths and weaknesses**

- The very good leadership and management contribute to the very high profile of the subject within the school.
- A wide range of visits, visitors, and very good resources enrich the very good curriculum.
- Achievement in the large majority of classes is very good with some excellent features.
- Pupils reach the standards highlighted in the locally Agreed Syllabus.

### **Commentary**

82. Provision for this subject is very good as a direct result of the very good leadership and management by the subject leader who has successfully raised the profile of religious education in school. All aspects of the provision have improved to exceptionally high levels since the previous inspection.
83. The standards of pupils in Year 2 and Year 6 meet the requirements of the locally Agreed Syllabus and those in Years 5 and 6 achieve very well. The excellent quality of displays, discussions with pupils and analysis of their written work demonstrate very good achievement in most aspects of the subject. From this evidence pupils achieve very well and have a deep knowledge and understanding of a wide range of religions and their impact on everyday life. The excellent range of visits to places of worship and visitors from the many religions studied, give pupils many practical, visual, and discussion opportunities. These combine to deepen their understanding of the impact of religious beliefs on customs, communities and everyday life. During a Year 5 lesson, pupils discussed with adults how the requirements of Islam can be accommodated into the working day. In another class, a parent shared with pupils her practice of the Hindu ritual 'Puja' and pupils understood the differences between Hindu worship at home and in the Mandhir. Pupils visit a range of places of worship including, the local Synagogue, Gurdwara, Church and Mosque.
84. Through their work on world religions pupils develop a very good understanding of the elements which the different faiths have in common and those that are special to one particular religion. As a result of very well planned and extremely well followed up visits, pupils develop a very good understanding of the importance of religion and ritual to people's lives. They also understand that some people do not follow a religion but have codes of personal beliefs.
85. All pupils, including the gifted and talented and those with special educational needs, are very well included in all activities, and achieve as successfully as other pupils. High levels of achievement are a direct result of very good teaching overall, careful and sensitive introduction of new vocabulary and very sensitive handling of the ways in which pupils' personal religions and beliefs are valued. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development including their understanding of the beliefs and faiths of people in Britain.
86. Teaching, learning and achievement are very good overall and at times excellent. Teachers have very good subject knowledge and assessment is very good and guides planning. In a very small percentage of lessons the agreed planning had not been rigorously followed and therefore pupils did not achieve as well in these lessons. Analysis of work, however, shows very good achievement overall. The very well developed links between subjects ensure that pupils have many opportunities for research, and using information and communication technology, numeracy and language skills to enhance their learning.
87. The subject is very well led and managed. The subject leader understands the key elements which make religious education different from other subjects especially in its contribution to pupils' spiritual, moral, social and cultural development. She has spearheaded curricular

development and created a very well enriched curriculum which is of a high quality. She rigorously monitors planning, pupils' work and teaching and learning. She has a very good knowledge of the many strengths and areas for immediate and future development.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

88. Three lessons were seen in art and design, one in design and technology, two in music, and five in physical education. It was not possible to make overall judgements on provision in art and design, design and technology or music.
89. In **art and design**, regular cross-curricular links are made with other subjects and this is a strength of the school's curriculum planning. Art activities are not taught in isolation but are part of a wider focus to enrich pupils' learning experiences. Pupils in Year 3 worked with an artist in residence to create three-dimensional sculptures based on themes in literature from ancient Greek myths to the modern day stories of Harry Potter. This work helped them to develop an awareness of form, materials and methods associated with three-dimensional art. The school is alive with a wide range of displays in a variety of media, representing work in collage, printing, pencil, pastels and charcoal. Links with a geography theme on water involved pupils experimenting with shape and texture similar to the work of artists such as Dufy and Derain whilst Year 2 pupils experimented with papier-mâché to create models of mini- beasts linked to a science topic. Pupils' standards of work and achievement by Year 2 are in line with those expected nationally and they achieve satisfactorily.
90. In **design and technology**, pupils' standards of work and achievement by Year 2 are in line with those expected and they achieve satisfactorily. Planning has improved since the last inspection and issues highlighted for development within this subject have been addressed. For example, there was evidence of pupils in Year 6 designing and making working models of fairground carousels. Other evidence showed that pupils across the school are now working with a wider range of tools and materials. A strong feature seen in work samples, displays and the one observed lesson was the emphasis placed on pupils' own evaluations of their designs and how they could be further improved.
91. In **music** lessons pupils were observed in Years 1 and 5 although other classes were heard singing in assemblies and during a rehearsal for an end-of-term performance of the musical Grease. In the two lessons observed, teachers were confident in the teaching of the subject and both were clear about what they wanted pupils to achieve. Pupils in Year 1 were given opportunities to listen to different loud and quiet sounds and make suggestions as to what they represented. Pupils enjoyed their work and were responsive to the teacher's and each other's contributions. Opportunities exist for pupils to learn instruments and to perform both individually and as a group in the school orchestra. A choir meets regularly and pupils take part in a bi-annual music festival at the Royal Albert Hall. The subject is managed separately in the infant and junior parts of the school and there is extra teaching provision for pupils in Year 3 to Year 6, in order to improve singing and performance skills. A scheme of work has been introduced this year. The next stage in development is to ensure that all areas of the music curriculum are covered especially in Year 3 to Year 6, where planning is not consistent between all those responsible for the teaching of music to individual classes.

## PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Teaching of outdoor pursuits in Year 6 is of a high standard.
- Provision of outdoor spaces for physical education and games enhances pupils' learning.
- Provision for extra-curricular activities is very good and helps pupils to extend their range of skills.

### Commentary

92. Although all aspects of the subject are taught in the school, during the inspection it was only possible to see athletics, games and outdoor pursuits. Standards here were in line with national expectations for pupils in Years 2 and 6. Pupils' achievement in the subject is satisfactory. At the time of the last inspection standards seen were above average, however, these were in aspects such as dance and gymnastics which were not observed this time. Teachers' planning shows that a full curriculum is taught, including gymnastics, dance, swimming, games, athletics and outdoor and adventurous activities. The extra-curricular provision is very good. There are clubs for dance, skipping and various sports. The school takes an active part in sporting events with other schools throughout the year. During the inspection, members of the skipping club were busy rehearsing a demonstration to celebrate the school's centenary, and a dance competition took place after school. There is an annual residential school journey for Year 6, which gives the children the opportunity to take part in outdoor and adventurous activities as well as learning to live together harmoniously in an environment away from home. During this they undertake rock climbing and caving.
93. Teaching was satisfactory overall in the lessons seen. Most lessons were well planned and well suited to the pupils' needs. In a minority of lessons, time was wasted, with pupils spending too much time waiting to take turns. Despite this, in the lessons seen, the pupils enjoyed what they were doing and behaved well.
94. The subject is co-ordinated by an enthusiastic and energetic subject leader who is a temporary appointment. He has made considerable inroads into managing the subject and there is a subject policy and scheme of work. He has analysed the strengths and weaknesses of the subject and started to take action to improve provision. As a part of this, he has ensured that resources for sport are at least adequate and is working on an assessment system. The school is well provided with two halls, playgrounds, and a good sized playing field. These spaces are all well used for the subject.
95. During the inspection, one class was observed enjoying an excellent sailing lesson on a local lake. This was run by specialist instructors who were determined to ensure the pupils had an enjoyable time despite the high winds. To do this, they rigged the boats up with small sails and provided a slalom course to sail. At the end of the course, the pupils were brought back in the centre launch. The children were very excited and initially a little frightened by the strong winds. However, they all undertook the activity safely and had learned a lot about the power of the weather as well as how to sail the boat with only one small sail.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

96. This area of the school's work was sampled by looking at three lessons and provision throughout the school's everyday practice, assemblies, extra-curricular activities and through speaking with pupils and staff.

97. Provision for personal, social and health education is very good overall. All classes cover aspects of development relevant to the age of the pupils through a comprehensive programme of work. The co-ordinator has clearly identified strengths of the programme and has a good action plan which includes the need to strengthen and further develop work on gender, culture and healthy living. Provision is enhanced well through a range of visits and visitors, and the purchase of resources. Recent developments include the celebration of refugee week when pupils became involved in activities such as Tamil dancing and performed in front of their peers at the local Teachers' Centre. Aspects of personal and social education together with elements of literacy and religious education come together when the school celebrates its diverse community through looking at various languages, cultures, music and food. Planning is good and involves activities such as circle time and contributions to develop the pupils' spiritual, moral, social and cultural development. The setting of targets ensures that development is monitored and reviewed. Pupils achieve well in their written work and it is well presented. This reflects the importance teachers place on this area of learning. Teaching and learning in the lessons seen were good and covered key areas of importance such as bullying, road safety and gender stereotyping.
98. Personal and social education is also implicit in all aspects of school life. Pupils talk confidently to adults and know that their ideas are valued. The school council introduces pupils to the concept of democracy, and is giving them the opportunity to suggest improvements, for example to develop the playground and comment on school lunches. Pupils readily take responsibility; they are confident and support the wider community by raising funds for charities. Throughout the school, staff have high expectations and a consistent approach to developing pupils' personal and social education which results in a strong school community and ethos for learning.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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