

INSPECTION REPORT

**CHINGFORD CHURCH OF ENGLAND VOLUNTARY
CONTROLLED INFANT SCHOOL**

Chingford

LEA area: Waltham Forest

Unique reference number: 103084

Headteacher: Mrs T Darlow

Lead inspector: Mrs S Vale

Dates of inspection: 6th - 8th September 2004

Inspection number: 266606

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary controlled
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll;	145
School address:	King's Road Chingford London
Postcode:	E4 7EY
Telephone number:	(020) 8529 7601
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mr David Dooks

Date of previous inspection: 21/06/1999

CHARACTERISTICS OF THE SCHOOL

Chingford Church of England Infant School is a small voluntary controlled two form entry school in the Chingford area of Waltham Forest. It is the oldest and smallest school in the authority. The school was founded in 1856 and, along with its neighbouring junior school has close links with the Parish Church of St Peter's and St Paul's. The school is oversubscribed with more than 80 pupils applying for 59 places. Currently there are 145 boys and girls on roll and they are accommodated in an old Victorian single-storey building. From September 2004 new pupils will be admitted only twice yearly to the school at the beginning of the Autumn and Spring terms each year.

There are increasing numbers of pupils (8 per cent) who speak English as an additional language; this is higher than other primary schools, but of these only two pupils are in the early stages of learning English. The number of pupils eligible for free school meals at 15 per cent is broadly in line with the national average and has increased by 50 per cent since the time of the last inspection. The area is composed of a variety of housing including owner-occupied, rented and short-term temporary accommodation. There are increasing numbers of pupils from temporary housing and this, together with general mobility, results in approximately 19 per cent mobility throughout the school.

There is a wide variation in attainment of children on entry with many starting with below expectations in speaking. Children come with a wide range of learning experiences having

come from up to ten different pre-school settings. The number of pupils identified as having special educational needs, 25 per cent, is broadly in line with the national average and the numbers of pupils having a statement of special educational need are also in line with the national average.

The school is part of a Network Learning Community (with six other schools across the borough). It is also part of an EiC and Education Action Zone. The school received a school's achievement award in 2000 and a basic skills quality mark in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22476	Mrs S Vale	Lead inspector	The Foundation Stage Mathematics PSHE English as an additional language
9079	Mrs A Moss	Lay inspector	
22704	Mr G Williams	Team inspector	Science Art and design Design and technology History RE Special educational needs
26232	Mr C Grove	Team inspector	English Information and communication technology Geography Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school which provides a good quality of education. Standards achieved in reading, writing and mathematics are above national averages. This is because the quality of teaching is good. The leadership and management by the headteacher and the deputy headteacher are very good, and key staff along with the governing body, support them very well. The school provides **good value for money**.

The school's main strengths and weaknesses are:

- Very good leadership and management by the headteacher and the deputy headteacher provide a clear vision and high aspirations for the school.
- Good governance challenges and supports the school.
- Good teaching ensures that pupils achieve well. They make good progress as they move through the school so that by the age of seven pupils reach above average standards in reading, writing and mathematics.
- Very good assessment across the school helps to raise standards and this results in above national expectations in science, information and communication technology, art and design and physical education.
- There is a lack of consistency in marking to show pupils how they can improve and extend their learning still further in mathematics and religious education.
- Continue to develop pupils' speaking skills through the development of drama and role-play activities.
- There are excellent links with other schools and the community through the EiC Education Action Zone¹ and network learning community projects.
- Good support from teaching assistants ensures that there is good provision for pupils with special educational needs and for the small number of children with English as an additional language.
- Good provision in Reception allows children to settle quickly when they first start school.
- The care and welfare of children is very good.
- The positive ethos of the school contributes to the very good attitudes and behaviour of the children.

How the school has changed since its last inspection

The school has addressed all the key issues identified from the previous inspection and made good progress since then. The school has ensured greater continuity and progression in pupils' learning as schemes of work now provide effective planning for teachers. Assessment is now very good and helps teachers to match work to individual pupils. The subject coordinators roles have been developed and teaching and learning are regularly observed; this is resulting in good quality teaching which ensures that continuing high standards are achieved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003

¹ Excellence in Cities Education Action Zone.

reading	B	A	B	B
writing	B	C	A	A
mathematics	A	A	B	B

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

For pupils in the 2004 cohort achievement is good. The experienced staff and consistently good teaching have a positive effect on the standards which pupils reach. Children start in reception with a wide variety of abilities. Children in the Foundation Stage achieve well and study of the previous year's work shows that by the age of five the majority of children meet the goals they are expected to reach in all the areas of learning. They exceed them in personal, social and emotional development, numeracy, creative development and knowledge and understanding of the world. The school was involved in the pilot scheme for the new teacher assessment tasks for pupils in Year 2. It is not possible as yet to compare these results with other schools, but 95 per cent of pupils achieved national averages in reading, 86 per cent in writing, 97 per cent in mathematics and 100 per cent achieved them in science. These are all improvements on the previous year's percentages. Standards in information and communication technology are above national expectations and it is used well across all areas of the curriculum. Achievement by the age of seven is good; this is because children make good progress during their time in the Foundation Stage and in Years 1 and 2. There are very few differences between the achievement of boys and girls.

Pupil's personal development including their spiritual, moral, social and cultural development is good.

Pupils from Reception to Year 2 have **very good attitudes** to school and they are very well behaved. Pupils' attitudes and personal qualities are very good both in lessons and around the school. They have strong moral and social values. There are many opportunities to promote pupils' spiritual and cultural development. Pupils' attendance is satisfactory and their punctuality is good.

The school provides a good quality of education for its children.

Teaching and learning are good, characterised by the high expectations of staff and the challenging and interesting work that is set. As a consequence learning is good and good progress is made.

There is a broad and well-balanced curriculum, which covers all statutory requirements. There is good enrichment of the curriculum through extra-curricular activities, some of which are supported and funded through the school's involvement in the EIC/Education Action Zone (EAZ), of which the school is a member. School visits to places of interest broaden children's learning as well. The care, welfare and support of pupils are very good. There is good provision of support for pupils with special educational needs, and for the small number of pupils with English as an additional language. There are overall good links with parents who value the school. There are excellent links with other schools through the networked learning community, the EAZ and EiC (Excellence in Cities).

LEADERSHIP AND MANAGEMENT

There is very good leadership and management by the headteacher and the deputy headteacher and they are well supported by other key staff and the knowledgeable and supportive governing body.

The school is very well led and managed by the headteacher and the deputy headteacher. They have a clear vision and high aspirations for the success of the school. Governors are effective in carrying out their statutory duties and in providing support. There is strong teamwork amongst all members of staff and they are very supportive of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils are very happy and proud of their school. Parents on the whole feel well informed and welcomed and are particularly pleased with the standards their children achieve. Pupils really like their school and feel strongly that they do interesting things and that their teachers care about them.

IMPROVEMENTS NEEDED

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

- Whilst marking is prompt and on the whole positive there are few examples, particularly in mathematics and religious education, of marking that gives guidance to pupils on how they can improve and extend their learning still further.
- Extend the good practice of the use of drama and role-play to further develop speaking skills.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

Standards achieved in areas of learning and subjects

Standards in reading, writing and mathematics are **above average**. Achievement in Years 1 and 2 is **good**. Children in the Foundation Stage achieve well because of the good provision, quality of teaching and effective assessment procedures.

Main strengths and weaknesses

- Pupils are on course to reach and in some areas exceed the early learning goals set for them at the end of the Reception Year.
- Pupils in Year 2 have reached high standards in the 2004 national tests and assessments in reading, writing and mathematics and teacher assessment in science. No national comparisons can currently be made.
- Pupils achieve well.
- Pupils with special educational needs do well in relation to their capabilities.
- Standards achieved are above the national expectations in information and communication technology, art and design and physical education. In all other subjects they are in line with those expected for pupils by the end of Year 2.

Commentary

Key Stage 1

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

Standards in:	School results	National results
reading	16.4 (17.4)	15.7 (15.8)
writing	15.9 (14.6)	14.6 (14.4)
mathematics	17.1 (17.9)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

1. The majority of pupils reach the early learning goals by the end of the Reception Year. This is because of well-planned, well-motivated effective teaching, displaying high quality care. The very effective assessment procedures conducted in a well-planned learning environment, enrich and encourage children's enthusiasm for learning. There is a high focus on language and literacy and personal and social development, which promotes confidence in the children. Even at this early stage of the year, children are provided with opportunities to make decisions and develop their independence, which can only be achieved with the security they feel within this quality learning environment.
2. National tests results in Year 2 in reading, writing and mathematics have been above those expected nationally for a number of years, apart from a slight drop in 2003, which can be attributed to the cohort. The number of pupils achieving Level 2 as well as those achieving Level 3 is greater than in many schools. Both boys and girls, including the more able achieve well, particularly in reading and reach above the expected standards

for their capabilities. Pupils with special educational needs achieve particularly well in the Foundation Stage and sustain their progress in Years 1 and 2. This is due to the high quality support and the high emphasis paid to addressing their difficulties in children's early stages of development. Teachers and classroom assistants work well together and the journals kept by the classroom assistants contribute considerably to the very effective assessment procedures the school has in place.

3. The reason for the school's success stems from a very clear and consistent approach to teaching subjects, carefully underpinned by effective monitoring of planning, teaching, learning and standards. The school works very effectively as a team and the inter-support and guidance from co-ordinators ensure well-organised lessons, which challenge all pupils. In many lessons observed, pupils responded enthusiastically and positively to the challenges of tasks set, the pace of the lessons and probing questioning.
4. Pupils in Years 1 and 2 acquire a thorough knowledge and understanding of the skills they need in reading, writing, mathematics and science, such as speaking and listening, recording their findings graphically and recording information in their books. These give pupils the confidence to speak, read and write well and enhance their progress in other subjects. This was observed in a Year 2 class when pupils were considering similarities and differences of the seaside a hundred years ago to their own experiences today. The probing questioning builds on pupils' skills of listening intently, which has become second nature to them. Pupils display good scientific knowledge and understanding and the many practical opportunities afforded them ensure their investigative skills are well developed.
5. Pupils with special educational needs make good progress in English, mathematics, science, religious education and other subjects where judgements were made. This is because of the good teaching and the good support they receive from teaching assistants when included in lessons. In other subjects they make at least satisfactory progress. Pupils with special educational needs achieve good standards measured against their starting point. Effective use is made of specific targets on pupils' individual education plans to help them develop strategies to tackle their learning process. Pupils with statements make good progress in relation to their literary, physical and behavioural needs. Pupils with English as an additional language also make good progress and achieve as well as their peers.
6. Pupils' standards in art and design, physical education and religious education are good. Pupils reach above expected levels for their age in information and communication technology and there is evidence that it is being promoted well across other areas of the curriculum. They also reach above expected standards in science and art and design.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are very good. Their spiritual, moral, social and cultural development is good and, as a result, behaviour in and around school is very good. Attendance levels are satisfactory.

Main strengths and weaknesses

- Pupils' positive attitudes and very good behaviour help them to achieve well.

- Relationships between pupils and between pupils and staff are very good.
- The school provides a good range of opportunities for pupils to take responsibility.
- Good provision is made for pupils' spiritual, moral, social and cultural development.

Commentary

7. Pupils show very good attitudes to learning in lessons. They listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is because teachers plan lessons that pupils find interesting and set appropriately challenging tasks that ensure that pupils of all abilities have the opportunity to achieve well.
8. The school is industrious with a happy working atmosphere. This promotes very good behaviour in the classroom and around the school and has a positive impact on pupils' learning. Each step in the behaviour policy is followed consistently by all members of staff. At break times, pupils play harmoniously together. All pupils discuss their personal targets with teachers and agree class rules. They are fully aware of the high standards expected and insisted upon by all staff. No signs of aggressive behaviour were seen and parents confirmed that bullying is rare. They are confident that any instances of inappropriate behaviour are dealt with quickly and efficiently. There have been no exclusions.
9. Pupils are encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. These include acting as monitors and the older pupils helping the younger pupils. There is a school council which meets every half term. Ideas are discussed in class and the headteacher is prepared to listen to them and act on them if appropriate. For example, as a result of these ideas, water fountains have been repositioned and girls now find it easier to play football. The school council has started to visit other schools and has presented an assembly about this experience on their return.
10. Pupils develop very positive relationships and respect for the feelings of others as they play and work together. All staff act as very good models for pupils to aspire to by giving praise and encouragement at every opportunity. These very positive relationships secure a learning environment in which all pupils feel valued and can learn well. Pupils show great pride when rewarded for their efforts.
11. Pupils with special educational needs have positive attitudes to their work, especially when working with motivated, competent teachers and support staff. They behave well at all times and focus on their individual tasks. As a result they are proud of their achievements.
12. Opportunities to promote pupils' spiritual development are pursued, for example, through close contact with the church, through environmental studies where they watch the development of plants and animals and through subjects such as music. Lessons such as personal, social and health education, visits and the many opportunities pupils have to work and play together make a good contribution to their social development. The school's caring ethos and the very good examples set by staff result in pupils knowing right from wrong. They are very involved with several charities. The school ensures that pupils experience the traditions of a wide range of cultures as well as their own. For example, they celebrate many different festivals as well as Christmas and Easter.

Although the school is situated in an area where there is little cultural diversity it pursues opportunities to ensure that pupils are aware of the cultural and ethnic differences within British society.

13. Attendance levels are just satisfactory, although they are dropping due to the increase in the number of parents taking their children out of school for holidays in term time. The school works hard to make all parents aware of the importance of high levels of attendance and follows up any unexplained absences rigorously. It also regularly rewards good attendance. The vast majority of pupils arrive punctually at the start of the school day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Strengths include the standards achieved, the very good leadership and management of the school, good teaching and learning and the positive learning ethos.

Teaching and learning

The quality of teaching and learning is **good overall**. The quality of assessment is **very good**.

Main strengths and weaknesses

- Throughout the school there is good support from teacher assistants.

In Reception:

- Very good relationships ensure children settle quickly into school life.
- Adults work well together and support children in their learning.
- Assessment procedures are well established and inform future learning.

In Years 1 and 2:

- Teachers have good subject knowledge and give clear explanations.
- Literacy and numeracy lessons are well planned and ensure basic skills are taught well.
- Challenging teaching gets the best out of most pupils.
- High expectations of pupils' attitudes ensure that pupils listen and learn.
- Very good assessment helps to raise standards and ensures a very good match of work to pupils of all abilities including those with special educational needs, and extension work for higher attaining pupils.

COMMENTARY

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	6 (18%)	19 (58%)	8 (24%)	0 (0%)	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.

14. The quality of teaching and learning remains good and represents a slight improvement since the last inspection. This is because leadership and management recognise the benefit of regular evaluation of teaching followed by clear guidance as to how teachers can improve practice. Parents overall are pleased with the teaching their children receive.
15. The good quality of teaching in Reception means that there are good structures and procedures in place that allow children to settle into school very quickly and make good progress in their learning. Lessons and activities are well managed by the teachers with good support from their assistants. A wide range of activities is carefully structured and in these early days provides the much needed link between nursery and school. Activities also challenge and provide opportunities for children to make choices and develop independence. This has a positive effect on raising standards amongst children, and allows those new to school to settle in quickly and confidently.
16. Lessons throughout the school are well prepared and the learning environment is stimulating and inspires children to want to find out more. Teachers are clear in what they want pupils to achieve and pupils strive to achieve and meet these expectations.
17. Teachers have good subject knowledge and a good understanding of how children learn. For example, Year 2 pupils made good progress in a mathematics lesson on place value. Where they encountered difficulties the class teacher was able to show alternative ways of thinking to solve their problems. The cross-curricular approach to learning is seen across all subjects in the curriculum, for example, information and communication technology is used in English and mathematics and drama is used in language and personal, social and health education lessons. This means that pupils apply skills, knowledge and understanding from one subject into other curriculum areas and this enables them to achieve well.
18. Where teachers give clear explanations and demonstrate strategies for learning pupils achieve well. This gives pupils the confidence to work independently and make good progress, achieving above average standards.
19. Teachers are good at teaching the basic skills in literacy and numeracy. This is because lessons are well structured towards the primary strategy. There is a good emphasis on the development of phonics, reading, spelling, writing and calculating skills. Well-led discussions and work in pairs and groups ensure that pupils make reasonable progress in developing their speaking and listening skills.
20. Procedures for assessing pupils' attainment are very good. They support teachers' planning and ensure the needs of pupils are met including those with special needs and the small number who have English as an additional language. Pupils' progress is tracked through the school and teachers set individual targets for improvement. These are communicated well to the pupils and contribute to the raising of standards. Lower attaining pupils are supported well by teaching assistants and make good progress. Marking often praises pupils' work but is often just ticks; it does not always explain to pupils how they can improve their own work.
21. Teachers are particularly aware of the needs of pupils with special educational needs and as a result these pupils make good progress. Their individual education plans match the work effectively to their needs and teachers make helpful notes on their progress. The

work of these pupils is checked termly on a range of criteria to assess their progress and is linked to individual education plans. Liaison between teaching assistants and class teachers is effective, and this particularly supports those pupils for whom English is an additional language.

22. The school's involvement with the Education Action Zone and Networked learning community is having a positive impact on the quality of teaching which pupils receive. This is because teachers are able to visit other schools and to share good practice. Funding through the Network Learning Community has enabled teachers to undertake some co-operative teaching in order to share ideas and expertise.

The curriculum

The school provides a **good** range of curricular opportunities. Curricular enrichment, staffing and the quality of accommodation and resources are **good**.

Main strengths and weaknesses

- Curriculum planning and educational inclusion are good.
- The enrichment of the curriculum is good.
- There is a good level of curriculum innovation.
- Accommodation is good and has been effectively improved.
- Arrangements for transition to the junior school are very good.

Commentary

23. The curriculum is broad and well balanced and meets statutory requirements. The school incorporates into its planning the national strategies for literacy and numeracy, and the nationally available schemes of work in other areas of the curriculum, including religious education. The local authority's scheme for personal, social, health and citizenship education is employed, which addresses issues of sex and relationships education and drug misuse, and is well used to improve opportunities to practise listening and thinking skills. The length of the teaching week is well above the recommended minimum.
24. The curriculum for pupils with special educational needs is good. Individual education plans are appropriately documented, identify pupils' targets and support pupils to make good progress. Educational inclusion is good. The school rightly seeks to develop positive self-images in its pupils and makes very good use of assessment information to match work to pupils' attainment and needs. Most pupils from minority ethnic groups, who are acquiring English as an additional language, are already good English speakers. Where necessary, however, the school draws effectively on local education authority services, which provide support for the two pupils who are at an early stage of learning English, and for their families. The school is also catering well for the different ways in which pupils learn. For example, boys' writing is being targeted for improvement.
25. The school provides well for the transition from Reception to Year 1, and provides very well for the transition to the feeder junior school. This builds very effectively on the close liaison with the junior school through the shared Parents' Association and the joint meetings of the governing bodies of the two schools. Good use is made of additional funding provided by the Education Action Zone.

26. Curriculum innovation is good. Science and Art Days provide an effective focus for these subjects. Increased opportunities for pupils to use digital cameras have resulted in a greater degree of pupil involvement. The school has made very good use of additional funding sources. Funding through the Network Learning Community has enabled teachers to undertake some co-operative teaching. In-school training has improved the capacity of teaching assistants to support pupils' reading. In addition, teachers are promoting concentration on learning through activities such as 'brain gym' and music to accompany quiet work, as well as providing regular opportunities to drink water during the day. All of these initiatives are having a positive impact on the standards pupils achieve.
27. Opportunities for curriculum enrichment are well taken. A good programme of visits supports pupils' learning, particularly in science, history and geography. The school also does well to arrange for many visitors to support the performing arts, religious education and the pastoral programme. Provision for and participation in, extra-curricular activities are good through the various clubs that are organised, mainly during the school lunchtimes. An Excellence in Cities initiative, in collaboration with a local secondary school, offers gymnastic and sporting activities for less confident pupils who benefit from such additional provision.
28. There are sufficient teaching staff to support the curriculum. The quality of support staffing is good, and their number is sufficient for the morning sessions.
29. Accommodation and resources are good. The accommodation has been imaginatively improved recently. An information and communication technology room has been created and equipped. Although this is well used, further resources are needed to improve functioning, for instance headphones to allow pupils to listen without interference. The special educational needs room now provides adequate space for small groups of pupils to work with an adult without interruption. A newly constructed resource room provides much improved housing for materials and resources. Two former air-raid shelters have been demolished to provide space for an allotment and garden which supports the science curriculum. A separate play area for reception pupils has been created, which is also used effectively as outdoor workspace for these children.

Care, guidance and support

The care and welfare of pupils is **very good** and they receive **good** support and guidance. Pupils are actively involved in the work of the school.

Main strengths and weaknesses

- Pupils are very well cared for in school.
- They have very good and trusting relationships with all adults.
- There are good induction arrangements for pupils who are new to the school.
- The school seeks pupils' views through school and class councils and takes appropriate action.

Commentary

30. The school provides a happy and safe environment that supports pupils' good learning. Pupils' awareness of how to secure a healthy and safe lifestyle is promoted through the personal, social and health education programme. Child protection procedures are very good. The school works hard to secure the help and advice it needs to support pupils and their families effectively.
31. The very good relationships between pupils and staff enable pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Staff know the pupils very well. Parents describe the school as 'a very caring school'. Very good assessment procedures ensure that teachers are able to track effectively the academic and personal progress made by all pupils. All pupils, including those with special educational needs, have and are aware of their own targets for improvement and are given good support to enable them to meet them. These procedures make a significant contribution to pupils' good achievement overall.
32. Well established, good induction arrangements ensure that children settle happily into the Reception class. Similarly, pupils are well prepared for transfer to the junior school. Pupils who start school at times other than the beginning of the school year are well looked after and made to feel welcome and so settle quickly into the school.
33. Pupils with special educational needs are identified at an early stage and supported so that all pupils are helped to make good progress in relation to their prior attainment. The SENCO uses a range of assessment procedures to do this; targets are drawn up and individual education plans are compiled by the SENCO in close collaboration with the teachers and support staff. These are subject to frequent reviews to ensure they remain appropriate, which involves parents and pupils.
34. All pupils are valued and are able to contribute to the life of the school. They make their views known through the school council which meets once every half term. They take their responsibilities seriously and, for example, are currently discussing ways of improving the toilet areas. They know that the headteacher and staff listen to their views and act on them whenever possible.

Partnership with parents, other schools and the community

The school has **good** links with parents and the community and **excellent** links with other schools and colleges.

Main strengths and weaknesses

- Parents are very supportive of the school.
- Excellent links with other schools help to enrich the curriculum and support pupils' learning.
- Parents make a very good contribution to their children's learning at school and at home.
- Parents are kept very well informed about the school and their children's standards and progress.

Commentary

35. The vast majority of parents are pleased with the school. They feel comfortable about approaching staff and are happy with the procedures to deal with any concerns or complaints. They make a very good contribution to their children's learning by providing good help in the classroom and helping on educational visits. They also help their children at home by participating in the 'mission to the moon' project (mathematics homework), and even the youngest, newly arrived children take home educational games to play with their parents after school. The Parents' Association has raised substantial funds to buy equipment to help in their children's learning.
36. The school works hard to involve parents even more in their children's learning. Parents are well informed about the school through the prospectus and regular newsletters. They are also well informed about their children's progress through consultation evenings and good annual reports. They also welcome projects that give them the opportunity to work with teachers on activities that support their children's learning of basic skills. Parents' views are regularly sought, for example through questionnaires and regular coffee afternoons, and these views are taken, valued and acted upon when appropriate.
37. There are very good links with parents of pupils with special educational needs. They are kept fully informed of the progress of their children and invited to frequent reviews of targets set.
38. Good links with the community include a good level of involvement with, for example, the church, the police and the fire service. Pupils sing carols to elderly people and cook food for the Christian Kitchen. They also participate in 'Chingford Day'. The wider community is also used well as an educational resource with visits, for example, to the library, museums and farms. Leyton Orient Football Club organises football activities for the pupils.
39. Excellent links with local schools are very productive and support pupils' learning as the school gains access to additional activities for pupils and training and discussion for staff. They are involved with the National College for School Leadership through which seven headteachers look at learning together. The Education Action Zone is equally as supportive and enables 11 schools to work together as a group in order to share good practice. The very good links with the junior school ensure that pupils are well prepared and are able to move confidently to the next stage in their education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. Governance is **good**. The headteacher is very well supported by the deputy headteacher and the rest of the staff. Subject co-ordinators are keen and enthusiastic and knowledgeable in their subject areas. All of this supports the good standards pupils achieve, and has a positive effect on the ethos and learning environment in the school. The principles of best value ensure that the school gives **good value for money**.

Main strengths and weaknesses

- The headteacher and deputy headteacher have a very clear vision and high aspirations for the development of the school.

- There are very good links with external projects such as Networked Learning Community and EiC/EAZ projects.
- The school undertakes thorough self-evaluation and uses the findings effectively.
- The governing body has a good understanding of the strengths and weaknesses of the school and is a challenging force in helping to move the school forward.
- There is strong strategic planning which reflects and promotes the school's high aspirations and goals.

Commentary

40. The headteacher, along with the deputy headteacher, provides very good leadership. They have high expectations for the achievement of children in their care. Along with the rest of the staff their high aspirations are the main reasons for the good standards that children achieve, and the successful learning environment of the school. Together they have a clear vision of where the school is, and where it needs to go next. The management of the school is also very good and the thorough self-evaluation that the school undertakes clearly identifies areas that need improvement. These are then discussed amongst all staff and are acted upon in the best interests of the children.
41. The leadership is foremost in taking advantage of all opportunities that come along such as, being involved in the networked learning community and the Excellence in Cities and Education Action Zone projects. This is particularly supportive in a small school for the professional development of the staff. Teachers and support staff receive regular updates and training. These are relevant and well linked to areas of development identified in the school development plan. They are extremely well supported through the schools' involvement in the community for learning network project and EAZ project. This enables the staff to learn alongside other schools involved in the network and to see and share good practice in other schools. All of this is having a positive impact on raising standards in teaching and learning and thus on the standards achieved by pupils within the school. It ensures that all children are given every conceivable opportunity to achieve to the best of their ability, and are at the centre of all decisions made in leadership and management.
42. Planning, teaching and learning are regularly monitored and constructive feedback given to all staff. This is an improvement since the previous inspection. This results in good quality teaching and learning across the school, culminates in an ethos in which every individual is valued and praised and helps to raise standards. The stimulating learning environment reflects the high aspirations of the leadership and management team.
43. The governing body shares the headteacher's clear vision for the development of the school. They also govern the local junior school and this close link has a positive impact on their governance. Governors are well informed and come into school regularly. They challenge and yet at the same time are supportive. They are actively involved in the development of the detailed and well-focused school improvement plan and are regularly updated about all developments within the school.
44. The school is strongly committed to an inclusive approach. The management of special educational needs is good and receives effective support from the special educational needs governor, who is well informed and committed to the role. Systems and procedures for identifying and supporting pupils with special educational needs and

those learning English as an additional language in class are secure and liaison with parents is effective.

45. The budget is administered well and the governing body oversees actions. The principles of best value are used to ensure that money is clearly allocated to where the greatest needs are. The carry forward this year is high and is being used towards paying for teacher assistants' support. The school has identified this support as having a very positive impact on the standards which children achieve.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	540,448.10
Total expenditure	541,062.08
Expenditure per pupil	3,091

Balances (£)	
Balance from previous year	47,850.65
Balance carried forward to the next	45,758.51

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**. Most children begin school with some pre- school experience. Children enter the Reception class in the term after they are five. This current academic year there will be two intakes instead of one. These will take place in September and January. There are good arrangements for new entrants including visits by the Reception teacher and headteacher to visit children in their nurseries or playgroups. Children are also invited in to school the term before they start so that they can have a 'taster' of what Reception is like. This is very helpful both for children and parents. There are very good systems and strategies in place to ensure that children have a smooth and welcoming start to their time at school. Because of consistently good teaching by both the teacher and support staff, all children make good progress during their time in Reception and achieve well. There are good systems for ongoing assessment, well related to the Foundation Stage profile and tracking of pupils throughout the Foundation Stage for all the areas of learning. These start from the very moment children first arrive at the school. Systems for identifying pupils with special educational needs and those with English as an additional language are good and they are well supported throughout their time in Reception, so that they achieve as well as they are

able. Reception classes have satisfactory classroom accommodation and they are making use of all available space through the redesigning of a creative area/cloakroom. Reception classes also have their own outside play area.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

MAIN STRENGTHS AND WEAKNESSES

- Good relationships are quickly formed and good routines help children feel confident and make good progress, particularly for those who are new to the school.
- Staff provide good opportunities for children to work independently and to cooperate with each other; they set children a very good example of how to treat other people.

Commentary

46. There are very good systems and strategies in place to ensure that children have a smooth and welcoming start to their time at school. The first day of the inspection was also the Reception children's first day at school. Good relationships are quickly formed. Adults have strong knowledge and understanding of the early year's curriculum and are well versed in settling children into school life. There is a good balance of directed activities, group activities and free play and staff help children to develop their ability to stay with an activity and to develop their concentration. There are regular times for social activities, for example, when cooking and through role play in the creative area. Children are encouraged to be independent in putting on coats and painting aprons. Staff are positive in their response to pupils' achievement; they value every child regardless of ability and give whatever support children need to develop their confidence in themselves as successful learners. Children achieve well mainly due to the good quality of teaching they receive. Although it is very early days it would appear that the majority of children will exceed the early learning goals in this area of learning by the end of the Reception year.

COMMUNICATION, LANGUAGE AND LITERACY

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

MAIN STRENGTHS AND WEAKNESSES

- All staff understand how to help children's language development, including that of children whose spoken language is not so well developed.
- There are a wide range of opportunities to practise reading and writing from their first day at school.
- Careful attention is given to the learning of phonics and to correct letter formation in the Reception class.

Commentary

47. Recent analysis by the school has identified that an increasing number of children are starting school with below average skills in speaking and listening. The school has developed a creative area specifically to develop the younger children's speaking and linguistic skills through role-play and creative activities. Good teaching methods encourage children to talk about what they are doing and staff intervene well to encourage the development of children's speaking skills.
48. The school places great emphasis on the importance of reading and encourages pupils to share books at home and takes every opportunity to help them to recognise words, signs and symbols.
49. Looking at work from the previous year's Reception classes shows that the majority of children go on to practise clear and correctly formed writing. At the current stage in the year writing is still in its earliest development and many children as yet are not aware of how to hold a pencil properly and only make haphazard marks on paper. However, last year's Reception children made good progress and the levels of attainment they reached represents good achievement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Many activities including those linked to other areas of learning, promote mathematical development well.

Commentary

50. Teaching and learning are good in this area of learning and therefore children achieve well. Looking at previous work Reception children can identify numbers up to ten, recognise patterns in shapes and more able children by the end of the year are able to

solve simple addition and subtraction sums. Already, even in their first few days at school, progress can be seen in the way children can recognise and sort numbers. This is due to the well planned practical activities which reiterate what the children have learnt more formally with their teacher. Teachers and support staff intervene well to ensure children do not miss opportunities to practise mathematical skills. It would appear that most children will exceed the early learning goals in mathematical development by the end of the stage.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are good opportunities for activities that encourage first hand experience.
- The stimulating environment develops pupils' interests and curiosity.
- There are many opportunities for building and creating things.
- Very good use of technology.

Commentary

51. Many opportunities are provided throughout the Foundation Stage for children to learn about the world around them. This is reinforced through dressing up, role-play opportunities and other opportunities available to them such as cooking. The good teaching allows children to really learn. Children have good access to computers and already in their very first lesson many showed confidence and skill in the way they used them. Their confidence was helped by the very good teaching and encouragement they received. This is good attainment for children of this age and shows that children achieve well.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **good**.

Main strengths and weaknesses

- Children have access to a good range of activities that help them develop fine hand movements and co-ordination.
- Outside play areas are used well to develop physical skills.

Commentary

52. There is a wide range of activities on offer to give children practice in manipulating small toys, building materials and tools and they are starting to learn how to use pens and paintbrushes appropriately. Reception year children are confident and the good support and encouragement they receive from teachers and classroom assistants help them develop confidence and coordination as seen in their first ever physical education lesson where children learnt how to follow instructions, move, stretch and balance. Children behave very well and achieve well and teachers have good management strategies. The majority will reach the early learning goals in this area of learning.

CREATIVE DEVELOPMENT

53. It was not possible to make an overall judgement of provision or standards in creative development. Some simple drawing and spontaneous role play was seen which children

thoroughly enjoyed. Scrutiny of children's work from the previous year shows that children do have the opportunity to paint and design, make things and cook.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in national tests in reading are above average and in writing are well above average.
- Pupils are achieving well in English.
- Teaching is good and the best teaching is well paced and stresses what is important for learning.
- Teaching assistants support the learning of less able pupils well.
- Where drama and role-play activities are used, they provide a very good context for the development of speaking and listening skills.
- The assessment of pupils' English work is very good.
- The co-ordinator leads and manages English very well.

Commentary

54. In the National Curriculum tests in English at the end of Year 2 in 2003, pupils' results in reading were above the national average and in writing they were well above average. In comparison with similar schools, reading results were again above average and in writing, results were well above the national average. The percentage of pupils achieving reading results above the expected level was above average. In the case of writing, the percentage of pupils achieving higher than the expected level was well above the national average. In recent years, girls' attainment in reading has more often been better than that of boys, but not significantly so. In writing, girls' attainment has been markedly better than that of boys. Over the last five years, reading and writing results have regularly been above average. The 2004 results, which have yet to be validated nationally, show a significant improvement in reading attainment, especially in the number of pupils attaining higher than the expected level, but writing results appear to be slightly lower than in 2003.
55. The achievement of pupils in English is good overall. In speaking and listening, Year 2 pupils achieve well. They are attentive, respond well to questions and show that they have good ideas. A drama activity, which allowed Year 1 pupils to respond imaginatively in preparing for a Teddy Bears' picnic, resulted in a very good opportunity for speaking and listening. Through observations and assessments the school has noted that although some Year 1 and Reception pupils demonstrate good speaking and listening skills, others are much less articulate and have limited concentration. The school has initiated some good developments to help these pupils for example, the development of the creative area in Reception to encourage drama and role-play activities are also being encouraged in Year 1 to support pupils' development of their speaking and listening skills. Pupils' achievement in reading is very good in Year 2 and good in Year 1. When Year 2 pupils read in a group with their class teacher, they read well with good expression, understand their reading and draw correct inferences. Pupils with special educational needs and those for whom English is an additional language often achieve well in reading because of the effective work of teaching assistants.

56. Pupils' achievement in writing in Year 2 and Year 1 is good overall. Their spelling is mostly accurate and where it is not correct their mistakes are plausible, which shows good understanding. As they get older they use a widening range of vocabulary. Year 2 pupils, in particular, use a good range of sentence patterns in their writing, and punctuate correctly. In their handwriting, pupils form their letters well and show good pencil control. Pupils in Year 2 have not learned to join up letters, but a minority of Year 1 can do so. Higher-attaining pupils are reaching good standards in a good range of writing tasks.
57. The quality of teaching and learning is good. Teachers have a secure command of English and a good understanding of literacy, which enables them to plan effectively with clear learning objectives, and to set work which is suitably matched to pupils of differing levels of attainment. They promote interest and engage their pupils, and effective use of praise often creates a positive atmosphere. High expectations provide good challenges for pupils. Teachers explain and instruct, and organise activities well. In the best teaching, there is also a good pace to the lesson, and teachers provide a very good structure for pupils' learning. Teachers manage the behaviour of their pupils well and promote high levels of attention through positive motivation.
58. Teaching assistants are effectively deployed, and their skills frequently ensure that the quality of learning of groups of less able pupils is good. Pupils mostly apply themselves well. Higher-attaining pupils in Year 2 show a good capacity to work independently. Opportunities to assess pupils are very effectively taken. For instance, one teacher assessed the reading capabilities of individual pupils while other pupils were involved in group work. Teachers mark pupils' work consistently, and in the best marking there are suggestions for improvement. Teachers set targets for pupils' work effectively.
59. The leadership and management of English are very good. The co-ordinator is highly experienced and has a very good understanding of the subject, notably of issues of reading and writing. Her review of what needs to be done to maintain and improve standards is very good, and leads to the improvements set for English in the school development plan. Reading material in the library and in classrooms has been effectively graded for pupils, and a large range of reading games has been created to stimulate pupils' interest. The co-ordinator ensures that practice is provided in comprehension tasks, and that pupils' writing is regularly assessed against national criteria. An ICT programme is used as an assessment tool to track pupils' progress against their targets. It includes checking that teachers' planning is in line with school expectations, and that work is being matched to pupils' differing levels of attainment. It also involves in-service work with other teachers to ensure that they have a good overview of the subject. Some teaching is also monitored by the headteacher.
60. Improvement is good overall. Above average standards have been maintained since the last inspection. Well above average reading results have been maintained and writing standards have improved and are above average. Teaching remains good or better. Leadership and management remain very good.

Language and literacy across the curriculum

61. The school rightly recognises that effective use of language and literacy across the curriculum benefits other subjects and consolidates English skills. Accordingly, there is some linking of subjects and focus on oral work. One teacher, for example, used a

familiar story from the Bible as a basis for literacy work. However, some opportunities to promote speaking and listening activities are missed. For instance, in geography lessons, teachers accepted one-word answers to questions, and did not provide sufficient opportunities for pupils to express their understanding in full sentences.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of good teaching.
- Procedures for assessing pupils' progress are very good.
- The well planned homework policy, where parents are encouraged to be an integral part of their children's mathematical learning, is having a positive effect on raising standards.
- The use of information and communication technology to enhance learning in mathematics is used well.

Commentary

62. Pupils' attainment in mathematics in Year 2 is above the national average. In the 2004 national tests nearly all pupils in this year group reached the expected standard. Overall the majority of pupils in all year groups make good progress in mathematics and achieve well. Pupils with special educational needs and the small number of those with English as a additional language are well supported by teachers and teaching assistants and achieve as well as other pupils. There are no differences in the achievement of boys and girls and the school's recent emphasis on the teaching of mathematical investigations to teach mathematical understanding is having a positive effect on maintaining good standards overall and of providing extra challenge to more able pupils. This is an improvement since the last inspection.
63. Attitudes towards mathematics are very good and pupils are keen and eager to learn. The school has adopted the National Numeracy Strategy as the basis for planning in the subject and this has made a significant contribution to the maintenance of good standards and has also ensured that all strands of mathematics are fully covered. As a result progression is evident in learning in different year groups. Looking at work from the previous year it shows that Year 1 pupils are, for example, able to count to 30 and back and double numbers up to five. By Year 2 pupils understand the names and differences between 2-D and 3-D shapes and are able to handle data and use reasoning well in problem-solving. Assessment procedures, are very comprehensive and are used well to track pupils' progress, to review the effectiveness of the curriculum and also to respond to individual needs. The very well organised system of homework, which involves parents directly in their children's learning, really enhances their understanding and is having a positive effect on the standards achieved. However, the marking of pupils' work consists mainly of ticks and rarely indicates to pupils how they could improve.
64. The quality of teaching observed during the inspection was good overall. In two Year 2 sessions it was judged to be good because:

- The lessons were well planned and teaching was related well to the differing needs of the pupils.
 - Teaching methods were well selected and time used productively.
 - Lesson objectives were clearly explained and this led to all pupils being keen and interested and working hard.
 - All adults reinforced and supported learning very effectively.
 - The most able pupils were successfully challenged by tasks which they completed well.
65. The use of information and communication technology to enhance learning in mathematics is used well. It is an integral part of the mathematics curriculum, and supports the above average standards which pupils reach.
66. The coordinator, who leads and manages mathematics effectively, is well aware of the strengths of the subject and also of areas in need of further development. She has ensured that all areas of the subject are covered systematically in all year groups and that teaching staff have had in-service training opportunities in order to enhance their expertise. A regular pattern of monitoring arrangements has been established to identify and share good practice. The very well written homework policy where parents are encouraged to be an integral part of their children's mathematical learning is having a positive effect on raising standards. Resources are good, easily accessed and cover all areas of learning associated with the National Curriculum.

Mathematics across the curriculum

67. The use of mathematics and numeracy across the curriculum is **good**. Pupils build up their appreciation of the practical use of mathematics as part of their work in other subjects. They use numeracy skills well when conducting investigations in science. Information and communication technology is used well to enhance learning in mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils respond well to interesting and challenging work across all aspects of the science curriculum.
- There are good opportunities for pupils to carry out practical investigations.
- Pupils use mathematical knowledge and skills effectively in science lessons.
- When involved in the sorting activity in groups, pupils use their speaking and listening skills well to determine the final decision of the group.
- Teachers use cross-curricular planning well to use science as a vehicle to promote other areas.
- Pupils communicate their findings independently and standards of presentation of recorded work are good.

Commentary

68. The 2004 teacher assessments of Year 2 pupils showed that their attainments are likely to be above the national average, but no national comparisons can be made at this point. Inspection findings for the current year group indicate that attainment is above that normally expected for pupils of this age and represents good achievement.
69. The science curriculum is well structured so that individual lessons build well on pupils' previous learning and pupils enjoy a well balanced range of learning experiences. Teachers display good knowledge of the subject and the quality of teaching is good. Pupils are interested in and involved in their science investigations because teachers provide them with the opportunities to learn through practical experiences. The evidence available confirms the many practical opportunities that these pupils are offered as well as discussions with the pupils and teaching observations. The curriculum is enriched through the science day.
70. Teachers provide many opportunities for pupils to develop their mathematical skills through their science lessons when recording their findings through graphs. The development of their speaking and listening skills is encouraged when working with partners or in groups. For example, when sorting toys powered through clockwork mechanism or battery prompted considerable discussion, promoting and developing their speaking and listening skills as well as promoting social and moral development. Teachers adapt tasks for pupils of differing abilities and use support staff well to work with pupils with special educational needs and lower ability groups. Higher attaining pupils achieve well, confirmed by the number gaining Level 3 in the 2004 Standard Attainment Tests. Pupils with special educational needs make good progress and are fully included in all lessons. Teachers keep very careful records of their assessment of pupils' progress through each component of the science curriculum.
71. The subject is well led and well managed. Good work has been achieved in ensuring that science programmes of study are covered well and in developing approaches to pupils' recording of their work. The co-ordinator examines planning carefully and is well informed about standards and achievements in the subject. Observations of teaching take place as well as work sampling, which supports her co-ordinator role.
72. Since the previous inspection high standards have been maintained and there have been improvements in teaching and in pupils' achievements.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils are achieving well in ICT.
- Pupils are taught well which results in effective learning.
- ICT is well led and managed.
- There have been improvements in pupils' standards and in teaching since the school was last inspected.
- Teaching assistants provide good support for pupils.
- The restricted availability of technical support results in pupils' access to programs in the ICT suite being limited on occasions.

Commentary

73. Pupils' achievement in ICT is good overall. Year 2 pupils log on, access programs, save material and log off successfully. They know how to word-process and to edit work of their own creation, for example letters of invitation and poems written in response to particular events. They also use word-processing to record factual material based on their reading. They have experience of programming floor robots so that they move and turn, and of using and constructing databases and branching databases.
74. The quality of teaching and learning of ICT is good. Teachers have good knowledge and control of ICT applications so that they are able to demonstrate procedures to pupils with confidence, and sometimes to write their own teaching material. Teachers' planning is good overall, and the best planning matches ICT programs well to pupils' previous attainment, so that the level of challenge for pupils is good. The oversight and organisation of lessons are often good, but there was also one instance where Year 1 pupils who needed assistance were left to wait for an extended time without any adult intervention. Work for pupils is mostly pitched at an appropriate level, but there were also examples where the tasks set were too easy for higher-attaining pupils, or too demanding for lower-attainers.
75. Teaching assistants are effectively deployed to support pupils' learning. One assistant provided very effective support for a pupil with special educational needs by first asking him to think through and express the sequence of actions required, before carrying out the set task. Teachers make satisfactory use of opportunities during ICT lessons to assess and record pupils' capabilities and skills. Pupils show that they have acquired prior knowledge and skills in ICT. For example, Year 2 pupils recalled for themselves how to use the 'erase' function in an art program, without demonstration during the lesson.
76. The co-ordinator is providing good leadership and management for ICT. The role includes overseeing the standards of pupils' work in ICT and checking the quality of teaching, as well as support for staff in their use of ICT. Assessment procedures in ICT are satisfactory at present, but the school is aware that they could be improved, which is an objective within the current school development plan. The ICT room has been constructed since the previous inspection, and represents a major improvement in facilities. The suite of computers has been built up incrementally so that the suite is adequate in terms of number of terminals. However, there is very limited availability of technical support to keep the suite in good working order, and there was evidence during the inspection of some malfunctioning. The result is that the co-ordinator has sometimes also to act as a technician. Recently acquired programs involve the use of video material, but the accompanying soundtrack is not easily audible in the absence of individual headphones, which limits pupils' access to such resources.
77. Since the last inspection, facilities have improved through the development of the computer suite and acquisition of further hardware and software resources. Pupils' standards have improved so that they are now above national expectations, and the confidence and expertise of teachers have improved so that teaching is good. The leadership and management of the co-ordinator were not judged on the previous inspection, and are now good.

Information and communication technology across the curriculum

78. ICT is being effectively used in the teaching of other subjects, including English, mathematics and science. Good use is being made of appropriate software programs to teach these subjects, and pupils are benefiting from the effective use of ICT to teach other parts of the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils' skills are developing well using a range of media.
- There is evidence of good curricular links with other subjects.
- Good support for pupils with special educational needs.
- Monitoring of teaching and learning is well developed.

Commentary

79. Standards in art and design are good overall at the end of Year 2. This represents an improvement from the previous inspection when art and design was judged to be in line. Pupils are offered a variety of experiences to learn, develop and display skills using a variety of media, such as chalking, sketching, wax resist, painting, rubbings and plasticine. They also use computer generated art. Throughout the school, pupils develop many artistic skills and cross-curricular activities are encouraged. Pupils with special educational needs benefit from art and design and participate with equal enthusiasm.
80. Teaching is good. Teachers provide a well balanced curriculum for their pupils, evaluate their pupils' work carefully and promote cross-curricular development. They are confident in their approach to teaching art and in the use of sketch books in order to develop artistic techniques, such as tone. They promote opportunities to paint in the style of different painters and display pupils' work to best advantage.
81. The co-ordinator for art and design is enthusiastic and committed and has done much to raise teacher confidence and the profile of art and design generally, which is achieved through systematic monitoring of planning, teaching, learning and standards. Resources are good.

Design and technology

Work in design and technology was sampled through observation of one lesson. Provision could therefore not be judged.

82. Design and technology was not a focus of the inspection. It was only possible to observe one lesson during the inspection, so it is not possible to make a judgement on teaching and learning. However, the lesson observed, discussion with the teacher and pupils, and

scrutiny of resources being used, confirms a secure curriculum and practical approach to learning. The co-ordinator is experienced and committed and underpins learning opportunities.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils respond very positively to physical education activities.
- Pupils show good achievement in lessons.
- Teachers' knowledge and planning are good.
- Demonstrations highlight models of good work.
- Teachers manage and assess their pupils well.

Commentary

83. Pupils' achievement in physical education is good. They are well focused during physical education activities, observe demonstrations well and then concentrate on improving their skills. Pupils show a good regard for others in their use of space and engage well in partner work. In practising skills such as rolling or sending a ball to one another, they show creativity in finding new ways of performing these actions.
84. The quality of teaching and learning is good. Teachers are secure in their knowledge and understanding of physical education activities. Planning for teaching is appropriate and ensures that lesson activities are purposeful and well structured. Pupils are aware of teachers' expectations and accordingly respond positively to them. Teachers encourage pupils through good communication with them, provide challenge in the work and teach at a good pace. Demonstrations by teachers and pupils are effective in providing models of good work. Teachers' explanations about how activities are to be performed are clear and detailed.
85. While pupils are working, teachers assess their pupils' skills well and give them guidance and support. The management of pupils' behaviour is very good and as a result pupils listen carefully and respond well to instructions. Pupils display real enjoyment in physical education lessons. In one lesson, the teacher had not dressed appropriately for the subject, which set a poor example to pupils, some of whom also lacked suitable clothing and could therefore not join in. However, most pupils have appropriate kit and are properly dressed for the subject.

MUSIC

No lessons in music were observed, and it was not possible to analyse pupils' work in the subject. Provision could therefore not be judged.

86. In school assemblies, pupils sing hymns and songs. Pupils gain enjoyment from familiar songs and their singing is tuneful. They also have opportunities to learn new songs. Teachers provide a good lead through playing guitar and piano in accompaniment.

Humanities

GEOGRAPHY

Work in geography was sampled through observation of two lessons. It was not possible to analyse pupils' work. Provision could therefore not be judged.

Main strengths and weaknesses

- Pupils are achieving satisfactorily in geography.
- The use of resource supports learning well.
- Pupils' speaking and listening work in groups is more effective than in the whole class because they have better opportunities to articulate their understanding.
- Lessons do not always have a sharp enough focus, and the pace of learning is not always fast enough to sustain involvement.

Commentary

87. The achievement of pupils is satisfactory. Year 2 pupils work with their class teacher using a globe, a world map and infant atlases to locate holiday destinations and then discover the location of various countries in relation to each other. Year 1 pupils use pictures and beach and city scenes in their classroom to contrast features of these environments. Pupils reach satisfactory levels of understanding.
88. The quality of teaching and learning is satisfactory. The purpose of lessons is not always as fully thought through as it could be; with the result that planning of teaching is not sufficiently clear. Teachers assemble a good range of resources to support teaching, and the resources are well used to help to develop pupils' understanding. In one lesson, there was good use of techniques employed in English lessons to guide pupils' skills in reading an infant atlas. The use of partner work effectively promoted discussion between pupils about maps, but their understanding was not followed up sufficiently to consolidate learning. Teachers managed pupils' behaviour well, but greater pace would have provided more challenge for pupils.
89. Teaching assistants work well with groups of pupils, including those who are lower-attainers. In some good work to compare beach and city scenes, one assistant did well to elicit from pupils descriptions of what they could see, and then to ask them to reflect more imaginatively on what they had described. In whole-class work, however, some speaking and listening opportunities were missed, because teachers' questioning limited pupils to one-word answers, so that they were not acquiring geographical understanding to the extent that they could.

History

Work in history was sampled through observation of one lesson. It was not possible to analyse pupils' work. Provision could therefore not be judged.

90. In history the work was only sampled. During the inspection it was only possible to observe one lesson in Year 2. However, planning ensures coverage of the subject, which is skills based, well-balanced and appropriate time is allocated. Much emphasis is based on providing pupils with opportunities to use evidence, such as photographs to compare and contrast similarities and differences. A good example of this was observed in a Year 2 class when they examined photographs of a seaside 100 years ago and those of today. From discussion with the teacher and pupils, and scrutiny of displayed evidence, such as the 'Fire of London', it is likely that standards are at least in line.

Religious education

Provision for Religious education is **good**.

Main strengths and weaknesses

- The teaching of religious education supports pupils' social, personal and moral development well.
- Literacy skills and drama are incorporated in work in religious education.
- Assessment of pupils' progress needs to be formalised supported by a more consistent approach to marking.

Commentary

91. Only two religious education lessons were seen during the inspection. Samples of pupils' work and discussions with the co-ordinator and pupils clearly indicate that standards exceed expectations of the Locally Agreed Syllabus by the end of Year 2, indicating that improvement from previous inspection has been maintained.
92. Teaching is good overall and leads to good achievement by pupils. This encourages interest and enthusiasm. Skilled use of questioning extends pupils' ideas and helps them to think clearly as was observed in a Year 2 lesson when pupils were discussing the meaning of the parable of 'The Lost Sheep'. Opportunities are provided for pupils to practise their speaking and listening skills and promote their moral and social development. Greater use of drama has made teaching more creative and promoted greater understanding by the pupils.
93. Pupils enjoy their lessons and in discussion demonstrate good knowledge of basic characteristics of the Christian religion as well as aspects of other world religions, such as beliefs, traditions and places of worship and festivals of other faiths, such as Judaism, Hinduism and Islam. Marking does not consistently foster improvement. There is good coverage of topics from the Locally Agreed Syllabus and evidence that pupils are reflecting in their learning. Volume of recorded work is small but of satisfactory quality.
94. The co-ordinator is experienced and committed to promoting an understanding of aspects of other faiths as well as promoting spiritual, moral, social and cultural development. Resources are good and time allocation appropriate.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

95. The local authority's scheme for personal, social, health and citizenship education is employed, which addresses issues of sex and relationships education and drug misuse and is well used to improve opportunities to practise listening and thinking skills. Drama is used well in lessons where pupils develop their ideas and thoughts about a range of social issues such as being lonely in the playground. Many aspects of pupils' personal, social and health education are discussed and taught through assemblies.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and college	1

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

