

## INSPECTION REPORT

### **SCOTT WILKIE PRIMARY SCHOOL**

London

LEA area: 316 Newham

Unique reference number: 102757

Headteacher: Mrs. Alison Clarke

Reporting inspector: Mrs. T. Chakraborti  
12603

Dates of inspection: 4 – 7 June 2001

Inspection number: 195798

Full 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 – 11 years
Gender of pupils:	Mixed
School address:	Hoskins Close Custom House London
Postcode:	E16 3HD
Telephone number:	020 7474 4138
Fax number:	020 7511 8282
Appropriate authority:	The governing body
Name of chair of governors:	Mr. Chris Barnes
Date of previous inspection:	23 June 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12603	Tusha Chakraborti	Registered inspector	Art Under fives English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9977	Fran Luke	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25787	Edmond Morris	Team inspector	Science Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?
22476	Sue Vale	Team inspector	Equal opportunities English Music	Management
18447	Ronnie Cohen	Team inspector	Geography History Religious education	Assessment

1359	Lyne Lavender	Team inspector	Special educational needs Mathematics Information technology	Finance
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Scott Wilkie Primary is a much bigger than average primary school for pupils of three to 11 years of age. There are 416 pupils in the main school and 100 children in the nursery. The school is set in the dockland area of the London Borough of Newham and serves the surrounding neighbourhood where there is a high level of social and economic disadvantage. There have been several changes in the school since the last inspection. The school has now more pupils from minority ethnic backgrounds (over 47 per cent), the largest group being of African heritage. There are 3 refugee and 2 traveller pupils. Over 25 languages are spoken amongst the pupils: other than English, the main languages are Yoruba, Bengali, Cantonese and Turkish. The percentage of pupils speaking English as an additional language has increased from 26 per cent in 1997 to 31 per cent in the current year and over 11 per cent of these pupils are at the early stages of learning English. The proportion of pupils with special educational needs has doubled from 10 to 20 per cent, although it is still about average. The proportion of pupils with statements of special educational needs is above the national average. Forty three per cent of pupils are eligible for free school meals which is also higher than the national average. There is a very high staff turnover and some classes are without permanent teachers. The current headteacher has been in post since September 2000. Attainment on entry to the nursery is below the average for this age group. The school is now involved in the Education Action Zone initiative which has helped buy new computer equipment.

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

The school provides a sound education and meets the needs of most of its pupils well. The headteacher sets a very clear direction and is well supported by the deputy headteacher, other senior staff and governors in improving standards. The school has a strong commitment to equality of opportunity and this ensures that most pupils benefit from their time at the school. As a result pupils with special educational needs are achieving well and standards are rising at the end of Year 2. The school provides good value for money.

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

- At the end of Year 6, standards in science are above average and very high compared with similar schools.
- Very effective leadership of the headteacher, well supported by the deputy headteacher and other senior staff, has led to improvements in teaching.
- Good teaching in the nursery, and a well organised and supportive environment, mean that children are confident and independent.
- Provision for pupils with special educational needs is good which means that almost all of these pupils make good progress.
- Governors have very good understanding of the strengths and weaknesses of the school: the principles of best value are applied effectively so money is used well to improve standards.
- Good relationships between teachers and pupils promote good behaviour and good attitudes to learning: as a result many pupils make good progress and achieve well.

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

- Inadequate staffing for pupils at the early stages of learning English means that these pupils do not make the progress of which they are capable.
- Assessment is not sufficiently developed in subjects other than English, mathematics and science.
- The quantity and quality of the work set in subjects other than English, mathematics, science and physical education are not consistent in Key Stage 2.
- Provision for spiritual development is not sufficiently developed.
- Attendance is well below the national average.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved significantly since the 1997 inspection and all the issues reported in the 1999 inspection have been addressed successfully. Standards have been maintained and the school now provides a satisfactory quality of education. The previous and current headteachers, deputy headteacher and other senior members of staff, supported by the governors, have ensured marked improvements in teaching, despite the difficulty in recruiting teachers. As a result standards are rising. There are detailed, good teaching programmes in all subjects which have been used effectively in English, mathematics and science but not so well in other subjects. Co-ordinators' roles are now well developed in English, mathematics and science and are developing in other subjects. All these improvements, together with effective teamwork involving all staff, indicate that the school is well placed to raise standards further.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	B	C	C	A
mathematics	C	A*	C	A
science	B	A	A	A*

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

Pupils achieve well at Scott Wilkie. Compared to similar schools the results of the 2000 national tests of 11-year-old pupils are very high in English and mathematics, and in science are in the top five per cent. The results show that compared with all schools standards are average in English and mathematics and well above average in science. The variations from year to year in English and mathematics standards are due to the changes in the number of pupils with special educational needs, those at the early stages of learning English, and turnover of staff. Standards have improved over the past few years: in science this is because of the school's emphasis on teaching how to carry out experiments effectively. In English and mathematics better teaching and planning have helped to push up results. The school's results have improved at a faster rate than the national trend. In the 2000 national tests, that pupils take at age seven, standards are well below the national average in reading and writing and below in mathematics. This is because of a succession of teachers in Years 1 and 2 over the past two years and inadequate provision for specialist support for pupils who are at the early stages of learning English. Compared to similar schools standards are average in reading, low in writing and high in mathematics. Since 1997 standards have been below or well below the national average but are slightly higher now.

The current inspection finds that, at the age of 11, Year 6 pupils attain standards that are below the national average in English and mathematics but above in science. The instability in staffing means that these pupils have had several teachers over the past few years which has had a negative impact on their progress over the years, although they are making satisfactory progress now. However, standards have improved in the current Year 1 and 2 classes because of some stability in staffing since September 2000. As a result, Year 2 pupils attain average standards in English and mathematics. Children in the nursery start with low attainment but make good progress over the year and this pace of progress is maintained in the Reception class. As a result, at the end of the reception year, children achieve in line with the goals expected by the Government, and particularly well in their personal and social development.

In music and physical education pupils achieve standards that are in line with those expected at the end of Year 6. In all other subjects, including religious education, standards are below those expected for 11 Year olds. Pupils learn well and make good progress in science: progress is mostly satisfactory in other subjects. The school meets its targets successfully. Pupils with special educational needs make good progress in relation to their prior attainment. More advanced pupils with English as an additional language make the same good progress as others in their classes, whilst those at the early stages of learning English make unsatisfactory progress due to the lack of specialist support.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, are keen to learn, and respond to class discussions and tasks well.
Behaviour, in and out of classrooms	Good. Most pupils co-operate with their teachers to establish a positive learning environment.
Personal development and relationships	Good relationships between staff and pupils and between pupils have a beneficial effect on pupils' behaviour and attitudes to learning. They take responsibilities seriously and carry them out sensibly.
Attendance	Unsatisfactory despite the school's best efforts to encourage children to come to school.

Pupils' attitudes to learning and attendance have been maintained at the same level since the last inspection. The procedures for improving attendance and punctuality are good and as a result attendance has improved over the last few years, although it remains below average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Satisfactory

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

The quality of teaching is satisfactory overall with some good and very good teaching. It is good in the nursery and in Years 1 and 2. Teaching is satisfactory or better in 96 per cent of lessons, good in 45 per cent and very good in eight per cent. Four per cent of teaching is unsatisfactory. The 1999 inspection found that the quality of teaching had improved significantly: this quality has been successfully maintained.

Literacy and numeracy strategies have been implemented effectively. Lessons are planned with clear learning objectives. Activities are well linked, supporting the acquisition of basic skills in literacy and numeracy. As a result, standards have improved over the past three years in English and mathematics.

Teachers plan well ensuring that pupils learn the basic skills well and build on their previous learning effectively. They use resources to good effect to support pupils' learning. Many are particularly good at behaviour management and, as a result, pupils concentrate on tasks well. Pupils with special educational needs are taught well across the school by the teachers and the learning support assistants. Pupils who speak English as an additional language and are at early stages of learning English do not make the progress of which they are capable because of the lack

of a specialist teacher. Those who are more advanced in English make good progress alongside other pupils in the class.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum overall. The range and quality of extra-curricular activities are satisfactory.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Targets in individual educational plans are well thought out and are reviewed regularly. The needs of pupils with statements of special educational needs are met well.
Provision for pupils with English as an additional language	There is inadequate provision for pupils who are at the early stages of learning English as there is no specialist support available for them. Pupils proficient in English make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Good provision is made for social development and satisfactory provision for moral and cultural development. Provision for spiritual development is unsatisfactory.
How well the school cares for its pupils	Pupils are well cared for. The information staff gain from monitoring pupils' progress in lessons and their personal development is used well to provide appropriate support in core subjects.

The school is a secure and safe place for pupils to learn. The school works well in partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed well. The headteacher provides a very effective and strong leadership in developing and managing the school. She is supported well by the deputy headteacher, other members of the senior management team and the governors in improving the school.
How well the governors fulfil their responsibilities	The strategic role of the governors is well developed. They have a clear understanding of the strengths and weaknesses of the school. Statutory requirements are met.
The school's evaluation of its performance	The school uses its improvement plan effectively to evaluate its performance. The analysis of test results and the monitoring of teaching are used well to see where improvements could be made.
The strategic use of resources	The school makes good use of all its resources to enhance pupils' learning. Grants and other funds are used effectively for their intended purpose.

The school is experiencing high staff turnover and there were three agency teachers working during the inspection. They are supported well by the headteacher and the deputy headteacher. They are experienced and suitably qualified. The school applies the principles of best value well in

all spending decisions and monitors its impact on financial planning closely. Despite difficulties the school works hard to ensure that there are enough teachers to fill vacancies. Effective use is made of the adequate accommodation to enhance pupils' learning.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school helps their children to become mature and responsible.</li> <li>• Children are making good progress.</li> <li>• The teaching is good.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• Parents feel comfortable about approaching the school.</li> <li>• The school promotes good behaviour.</li> <li>• The school works closely with parents.</li> <li>• Their children receive sufficient homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that they are not kept well enough informed about their children's progress.</li> <li>• Some parents feel that the school does not provide an interesting range of extra-curricular activities.</li> </ul>

The majority of parents are very pleased with the school. The inspection team supports their positive views and finds that their concerns are not justified. Parents are generally well informed about the progress of their children through parents' evenings, pupils' annual reports and newsletters. The school provides a satisfactory range of extra-curricular activities which enhances pupils' opportunities for learning, and physical activities.

## **PART B: COMMENTARY**

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

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

1. The attainment for children when they start at the nursery is below that expected of children of this age. They make good progress throughout their time in the nursery and the reception year. As a result, by the end of the reception year, the majority of children attain standards that are in line with the levels expected of children of this age, except in personal and social development where standards of attainment are above the expected level.
2. Compared to similar schools the results of the 2000 national tests of 11-year-old pupils are very high in English and mathematics, and in science are in the top five per cent. The results show that compared with all schools standards are average in English and mathematics and well above average in science. The variations from year to year in English and mathematics standards are due to the changes in the number of pupils with special educational needs, those at the early stages of learning English, and turnover of staff. Standards have improved over the past few years: in science this is because of the school's emphasis on teaching how to carry out experiments effectively. In English and mathematics better teaching and planning have helped to push up results. The school's results have improved at a faster rate than the national trend. In the 2000 national tests, that pupils take at age seven, standards are well below the national average in reading and writing and below in mathematics. This is because of a succession of teachers in Years 1 and 2 over the past two years and inadequate provision for specialist support for pupils who are at the early stages of learning English. Compared to similar schools standards are average in reading, low in writing and high in mathematics. Since 1997 standards have been below or well below the national average but are slightly higher now.
3. The current inspection finds that, at the age of 11, current Year 6 pupils attain standards that are below the national average in English and mathematics but above in science. The instability of staffing means that these pupils had several teachers over the past years which had a negative impact on their progress over the years, although they are making satisfactory progress now. However, standards have improved in the current Year 1 and 2 because of some stability in staffing since September 2000. As a result, Year 2 pupils attain average standards in English and mathematics.
4. In order to raise standards in English, mathematics and science, less emphasis was placed on the other subjects over the past years. Although, since last year, these subjects are being taught more effectively they are not well established yet. This has had a negative impact on pupils' achievement in these areas. As a result only in music and physical education do pupils attain standards that are in line with those expected at the end of Year 6. In all other subjects, including religious education, standards are below those expected for 11 year olds. Pupils achieve appropriately and make satisfactory progress in all subjects except in science where the progress is good. The school meets its targets successfully.
5. At the end of Year 2 standards are in line with the expected levels in other subjects. They make good progress in English, mathematics, science and geography: this is because teaching is good. Progress is satisfactory in all other subjects in Years 1 and 2.
6. During the week of the inspection pupils' attainment in speaking and listening was average, but below national averages in reading and writing. Pupils listen well in both whole class and group work, offer opinions and discuss to a satisfactory standard. Whilst some pupils read with satisfactory expression a large number of pupils, particularly boys, do not find reading easy and their attainment is below national expectations. Similarly, some pupils write independently for a range of purposes but a significant number produce work which is below standards expected for pupils of this age. This is due in part to the large number of pupils with special educational needs in this particular group and also to increasing numbers of pupils starting school mid-year. For

example, just two weeks before the national tests two new pupils joined Year 6 both at the early stage of learning English. The school has identified the needs of Year 6 pupils by analysing the test results they took at the age of seven and has designated as much available help as possible to these pupils.

7. Pupils listen well in both whole class and group work, offer opinions and discuss to a satisfactory standard. In reading, whilst, by age 11, some pupils read with satisfactory expression a large number of pupils, particularly boys, do not find reading easy and their attainment is below national expectations. By the age of 11, some pupils write independently for a range of purposes but a significant number produce work which is below standards expected for pupils of this age.

8. In mathematics, standards are in line with the national expectations at age seven. At 11, standards are below average. By the age of seven, most can count forwards and backwards using given numbers well beyond 100, and have a good knowledge of the number system. Most recognise simple fractions and can divide a whole number into parts. When telling the time, pupils know half, quarter and three-quarter hours on a clock face. By 11, pupils use adding, subtracting, multiplying and dividing and know which to use in solving problems. They can break down a more complex calculation into simple steps before attempting to find a solution. However, a significant minority of pupils can not cope with work at this level when extra support is not available. Not enough opportunities are taken to extend this work using computer simulations. The National Numeracy Strategy is also being applied effectively across the school.

9. In science, at age seven, pupils attain standards in line with the national expectations. At 11, standards in science are above the national expectations. By the age of seven, pupils know about the properties of a range of different materials such as whether they are natural or man-made. They know that animals choose different habitats to live in and can suggest sensible reasons why animals will choose a particular place to live. They record their findings accurately in different ways including tables and charts. At the age of 11 pupils plan for their own investigations have a good understanding of the need for fairness in their investigations. Pupils have a very good knowledge and understanding of the human body and the progress in their learning as they move through the school is well demonstrated by this particular area of study. They use computers effectively to represent the findings of their experiments in graphs. By the time pupils leave the school they have been thoroughly taught all aspects of the science curriculum and, with the emphasis on practical activities, develop a deeper understanding of scientific facts.

10. In information technology, at age seven, standards are in line with what is expected of this age. At 11, standards remain below what is expected of this age. Seven-year-olds access information on the Internet and download information they need for research work. At 11, pupils learn how to input information and print out results in the form of graphs and charts.

11. There are significant gaps in pupils' knowledge and understanding, due in part to the lack of up to date equipment and insufficient allocation of curriculum time, until recently. This means that older pupils, particularly in Year 6, missed out on this work further down the school, resulting in lower than average standards at the end of Year 6

12. In religious education, standards of attainment at the end of Year 2 are broadly in line with the expectations of the local agreed syllabus but standards are below at the end of Year 6. Pupils in Key Stage 1 are introduced to a range of world religions including Christianity. Pupils can effectively recognise features of Christian practice and traditions. By the end of Year 6, pupils gain deeper knowledge and understanding of the beliefs of some of the major religions and how those beliefs underpin features of religious practice. However, the encouragement of pupils' application of religion to answer some fundamental questions is not yet adequately developed.

13. Pupils with special educational needs make good progress with the targets set within their individual education plans for literacy and numeracy. As a result, pupils often achieve at least satisfactory standards in their work and sometimes, as can be seen from national test results, exceed expectations in literacy and numeracy. They make good progress in relation to their prior

attainment. More advanced pupils with English as an additional language make the same good progress as others in their classes, whilst those at the early stages of learning English make unsatisfactory progress due to the lack of specialist support.

14. In English, boys do less well than girls at the end of Year 2. However, the school has effective strategies to address this and by the end of Year 6 boys and girls do as well they do in other schools. The school sets targets for its pupils and reviews the targets every year to ensure that these are sufficiently challenging. It meets its set targets successfully.

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

15. The last inspection found that behaviour was a strength of the school; pupils showed positive attitudes to learning, they enjoyed coming to school and related well to each other. This continues to be the case. Throughout the school pupils are keen, enthusiastic and eager to come to school. In lessons pupils are generally quiet and listen well, they are eager to contribute, and willingly join in giving answers to questions. They are attentive and listen to instructions carefully. However, in some lessons pupils become restless and lose concentration. Pupils' attitudes to work are good, they are confident when talking in front of their class. They respond well to their class teachers and are interested in their work.

16. Behaviour is good. Lower down the school, behaviour is almost always good. This is particularly so in the nursery, where behaviour seen was very good. However higher up the school behaviour is sometimes less good because of the disruptive behaviour of a small minority of pupils. Generally pupils know right from wrong, and are polite and courteous to each other, their teachers and visitors. In lessons they put up their hands and are willing to take turns. Behaviour in the dining hall and in assemblies is good. Pupils have good relationships with each other and with all adults in the school. No oppressive behaviour or bullying was seen during the inspection and the majority of pupils understand the impact of their actions on others. There was one exclusion in the year prior to the inspection

17. Pupils were seen to handle resources well, and they shared equipment sensibly. No graffiti and very little litter were seen during the inspection. Pupils generally care for their environment. There are opportunities for pupils to take on additional responsibility; pupils have tasks to undertake in the classroom, and in Years 5 and 6 monitors come in before and after school to carry out jobs. There is also a well-run school council, which gives pupils the opportunity to discuss issues affecting the whole school; pupils respond well to these opportunities.

18. In the previous inspection, attendance was described as good. The current level of attendance is well below the national average and is therefore unsatisfactory. Authorised and unauthorised absences are both higher than the national average despite the school's best efforts to encourage children to come to school. The majority of pupils come to school on time, when pupils do arrive late they are asked for an explanation. Registration sessions are handled efficiently and pupils settle promptly.

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

19. The quality of teaching is satisfactory overall, with some good and very good teaching. It was mostly good in the nursery and Years 1 and 2. Teaching was satisfactory or better in 96 per cent of the lessons. It was good in 45 per cent, and very good in eight per cent of lessons. In four per cent of the lessons teaching was unsatisfactory. The 1999 inspection found that the quality of teaching had improved significantly since the 1997 inspection when 30 per cent of all lessons were less than satisfactory. The current inspection agrees with this and finds that the quality of teaching has been successfully maintained at a similar level.

20. Literacy and numeracy strategies have been implemented effectively. Lessons are planned with clear learning objectives. Activities are well linked, supporting the acquisition of basic

skills in literacy and numeracy. As a result, standards have improved over the past 3 years in English and mathematics.

21. Teachers plan their lessons carefully for pupils with varying abilities and ages. Plenary sessions are used efficiently to consolidate pupils' learning. In a religious education lesson in Year 2, for example, effective planning ensured that pupils applied their knowledge and understanding of religious practice to prepare a set of questions that they wanted to ask the local vicar during their visit to the church. Teachers use appropriate strategies to ensure that pupils build on previous learning and develop the concepts systematically. This was seen in many literacy and numeracy lessons where teachers ensured that pupils remembered what they learnt in the previous lessons. In a Year 2 science lesson, a clear introduction, recapping a previous lesson, supported pupils well to consolidate their investigative skills. In many lessons, teachers maintain a brisk pace so that pupils remain active and learn well. These features contribute positively to pupils' attitudes to learning and their progress.

22. The activities are generally appropriate offering pupils challenges and ensuring that their attention is captured, so that they remain interested and involved in their learning for a considerable time. For example, in a mathematics lesson in Year 6 pupils rose to the teacher's challenge and gained clear understanding of the relationship between diameter, radius and circumference. Most teachers are particularly skilled at managing pupils. They treat all pupils with respect as individuals but at the same time expect high standards of behaviour. Praise is used very effectively to make pupils feel confident about their ability to learn, and reinforce good behaviour. Relationships between teachers and pupils are good. Pupils respond positively by valuing their teachers and what the teachers have to teach.

23. Most teachers are knowledgeable about the subjects they teach and present and discuss subject material in a way that helps pupils to understand. This means that pupils are asked relevant questions and, as a result, often make good progress in developing problem solving skills, as was seen in some mathematics lessons.

24. Teachers use the assessment procedures well in English, mathematics and science to identify pupils' progress in lessons and use this information for future planning satisfactorily. However, use of assessment is unsatisfactory in other subjects and makes judging progress and planning more difficult.

25. Pupils with special educational needs are supported effectively throughout the school. Work is usually set at an appropriate level to enable such pupils to make good progress and, where possible, is linked to the targets set in the individual education plans. The special needs learning support assistants work very closely with teachers and give good support to groups of pupils in literacy and numeracy. This has a significant impact on the good progress they make.

26. Pupils who speak English as an additional language and are at the early stages of learning English are not supported effectively, as there is no specialist support available for them. As a result, many of these pupils do not make the progress of which they are capable.

27. The unsatisfactory lessons are few in number and are linked to a lack of behaviour management skills and subject knowledge. Lessons are not planned with clear learning objectives. As a result, pupils in these lessons did not reach their full potential. Inadequate strategies for class control meant that very little learning took place.

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

28. The school provides a broad and balanced curriculum for its pupils. All National Curriculum subjects and religious education are taught throughout the school and statutory requirements are met. This is a good improvement since the last full inspection in 1997 when the National Curriculum was not being fully and effectively delivered. The inspection in 1999, which took the school out of special measures, judged that the curriculum was being fully and effectively

delivered with schemes of work in place for all subjects. Current inspection findings broadly uphold this judgement although the depth of coverage in Years 3 to 6 in subjects other than English, mathematics, science and physical education is often not sufficient to fully extend the learning of pupils. For example, in design and technology, work set is at a very basic level and pupils do not have many opportunities to develop their designing and making skills year on year. Literacy, numeracy and science have been the main areas for development in recent years and this has proved successful in raising standards in these important subjects. The national strategies for literacy and numeracy have been successfully implemented. The amount of time allocated to the teaching of each subject is appropriate and monitored by the headteacher through looking at teachers' planning and timetables. This ensures that all subjects are taught over time but does not fully inform the senior management team and co-ordinators of the quantity and quality of work set for pupils. The development of a whole school curriculum map is proving useful for identifying suitable links between subjects so that the work in one subject is supported and enriched by the work in another. For instance, in Year 5 science, pupils study sound, make musical instruments in design and technology and explore rhythm in music. In some subjects, such as physical education, pupils have further opportunities to develop their expertise through clubs organised by the school.

29. The school's provision for special educational needs is good. It has a higher than average proportion of pupils with special educational needs; of the 103 pupils on the register, 17 have statements. Emphasis is rightly placed on their early identification and effective support is given both within lessons and through small withdrawal groups. A learning support teacher and three assistants work sensitively with pupils who have more severe learning difficulties. This enables them to take an active part in lessons such as literacy, numeracy and physical education. They grow in confidence and self-esteem and have equal access to the curriculum. This was observed in a physical education lesson, where appropriate additional help enabled a younger pupil to take full part in gymnastics. The school has adopted a new format for the individual education plans which contain appropriate targets for improvement, including some for behaviour where necessary. These targets are clear and realistic and they are reviewed regularly and kept readily to hand for use in lessons. Some class teachers do not always take sufficient account of these in their planning which was also the case in the previous inspection. When this happens pupils with learning difficulties are expected to do the same work as others and when they cannot, inappropriate comments are written in their exercise books.

30. The national Code of Practice for special educational needs is being implemented and pupils have access to the whole curriculum. The school has established effective liaison with parents and support agencies, such as the occupational and speech therapists and educational psychologists. This benefits the children and helps their progress.

31. The curriculum committee of the governing body meets regularly to approve policies and discuss future strategies and initiatives. They have adopted a policy for sex education and for personal, social and health education. Drugs awareness is taught in the school and a policy is currently being developed. There is a planned programme for governors to visit the school and see the pupils at work. Some governors take an interest in specific curriculum areas such as science and share their knowledge by helping in classes.

32. The school is committed to providing equal opportunities for all its pupils. Pupils are fully included in the life of the school enabling them to benefit from the learning and social opportunities provided. Pupils with physical and other disabilities take a full part in all lessons and are well supported by adults and by their classmates. Scott Wilkie is a school in which all pupils are valued and great care is taken to involve all of them in all aspects of the curriculum.

33. The curriculum is enriched by a range of visits to places of interest, which are linked to their work in class. Recent visits have been made by Year 3 pupils to the British Museum to supplement their work on the Ancient Egyptians, by Year 5 to a supermarket to learn about bread making and by Year 2 to a local grocery store. Year 6 pupils go on a residential school trip to Essex to take part in outdoor and adventurous activities as well as having the opportunity to

develop socially and learn to live harmoniously away from home. There are many visitors to the school including a tennis coach, an opera workshop and dance teachers, while a drama group helped pupils in Years 5 and 6 learn about resolving conflict and a publishing group worked with Year 6 to produce a magazine.

34. The school provides for a range of additional clubs and out-of-school activities. These include clubs organised and run by teachers for dance, drama, football, basketball, cricket, hockey and art. There is also a study club for pupils to attend that is organised jointly with the local library. All of these help pupils to further develop their skills and confidence.

35. There are good links with the community. Business links with a local store and supermarket have been established to help pupils learn about life outside school. There are links with the nearby church and the vicar and other church members visit the school regularly, often to take assemblies. A project with the library helps pupils develop study skills and with the local newspaper helps improve pupils' writing. Although the pupils are not yet using e-mail to make contact with other children at home and abroad, the pupils in Year 3 have been corresponding by letter with pupils in a school in Ireland.

36. There are also good links with other local schools and colleges. A transition project to help ease pupils' transfer to the secondary school has proved most successful with a web site set up by the schools to give pupils an insight into the working and layout of the secondary school. A nearby sixth form college also works closely with the school and has recently helped fund an information technology course for parents. Links with local primary schools are also good, particularly with the nearest primary school, and teachers are able to share their ideas and expertise in meetings.

37. The last inspection found that the school effectively promoted moral and social development, but less so spiritual and cultural development. This inspection finds that the provision for pupils' social development is good, moral and cultural development is satisfactory, but that provision for spiritual development is unsatisfactory. The provision for pupils' spiritual, moral, social and cultural development is therefore satisfactory overall.

38. There are limited opportunities for the promotion of spiritual development throughout the school, and a lack of spiritual awareness. It does appear in the school planning, but does not permeate the subjects. During the inspection little spiritual awareness was observed, although when it was seen, as in a Year 1 physical education lesson, it was good. Assemblies fulfil statutory requirements.

39. The provision for pupils' moral development is satisfactory. Assemblies are generally well-presented and good behaviour rewarded through the awarding of certificates. In lessons pupils are encouraged to work independently of the class teacher, and teachers provide good role models. School rules are referred to in class and pupils encouraged to consider the difference between right and wrong. This has a positive impact on pupils' behaviour.

40. Provision for pupils' social development is good. In lessons pupils work well together in pairs, this was particularly good in the ICT suite. The school council encourages pupils' personal development. Pupils exhibit good social skills at lunchtimes where lunch is eaten in an orderly, social manner.

41. Provision for pupils' cultural development is satisfactory. There are limited opportunities for pupils to access other cultures through the Internet, and in religious education the main world religions are covered, in assemblies pupils listen to music from other cultures when entering and leaving the Hall. Arrangements are made for pupils to visit churches in the area and these visits are reciprocated. Other visits are made to the British Museum, and visitors to the school include operas and conflict workshops. In registration periods, pupils are encouraged to respond in different languages.

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

42. The previous report stated that the school cared well for its pupils and that attendance and behaviour were monitored well. This inspection finds that the school continues to provide a safe and caring environment for its pupils. Staff know their pupils well and this allows them to provide good and appropriate care and support. The school has a welfare officer on duty during the day and she provides good support for pupils when they have hurt themselves as well as more general support during lunch and play times. An appropriate number of staff are trained in the administration of first aid.

43. The arrangements for the management of Health and Safety are appropriate. The school has recently arranged for the LEA to carry out a full health and safety check, and regular and appropriate checks are made to grounds, buildings and equipment. Regular fire drills are held and recorded. The school follows the locally agreed procedures for the protection of children, and the deputy headteacher is the responsible person for child protection procedures. All staff have been involved in discussion of the policy and are all aware of the procedures and the need to inform the responsible person should they have any concerns.

44. The arrangements for the promotion and monitoring of attendance have recently been reviewed and are now good. These are now in the process of being implemented. The use of the computer system for recording attendance allows the school to monitor attendance very effectively and to identify any concerns very quickly, these concerns are then followed up by the headteacher. Awards for good attendance are regularly presented to children in assembly to encourage good attendance.

45. The school's arrangements for the promotion and monitoring of discipline and good behaviour are also good. Good behaviour is rewarded through the awarding of stickers and certificates in assembly. The headteacher closely monitors behaviour and parents are involved if concerns are identified. The behaviour policy has been reviewed with all staff to ensure they are all aware of the correct procedures. Children are aware of the difference between right and wrong, and this is reinforced in class by whole-class discussion of the school rules when appropriate. No bullying was seen during the inspection, and good procedures are in place should any incidents occur.

46. There are no formal procedures in place for the monitoring of pupils' personal development; instead staff rely on the personal knowledge of the children in their care. All staff in the school know the pupils very well and are able to give them good support. In addition, there is the school council, which is well used to support the personal development of children throughout the school. At the pre-inspection parents' meeting, some parents expressed their concern over the level of care provided by the school for pupils during the lunchtime period. The inspection found this aspect to be good. An appropriate number of staff are on duty during these periods, and these staff have been involved in discussions regarding the implementation of school policies for the management of behaviour as well as child protection. Regular meetings are held between these staff and the headteacher to ensure they are kept well informed about what is happening in school.

47. There have been some improvements in the assessment of pupils' academic performance since the last inspection. The recently appointed headteacher has brought a higher degree of sophistication to the collection and collation of assessment data and statistical evidence is now more accurate. The evidence is collated by gender, ethnicity and the use of English as an additional language. This data is used effectively to help set targets and monitor standards in English, mathematics and science. This has proved useful within the school for example when the boys' underachievement in literacy was identified and is now beginning to be resolved through the application of specific targeting and the use of new resources, such as the new information and communication technology suite. The procedures for assessment have meant the much more effective identification of pupils with special educational needs. Good annotation sheets have been developed to underpin the assessment procedures. However, there remain areas of weakness, particularly inconsistencies in how staff judge standards of pupils' work. In the school, the analysis

of assessment data and the setting of individual targets have raised standards in the areas of English, mathematics and science. However, assessment in other subjects is not yet sufficiently developed to help raise standards. This means that teachers do not always have a clear view of what pupils can do and what they need to improve. Assessment procedures in these subjects should be developed in line with the good practice in English, mathematics and science.

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

48. The majority of parents have positive views of the school. In the responses to the parents' questionnaire few parents raised concerns. Where there were concerns, these were raised by only a small number of parents. The previous inspection found that communication with parents were generally good and most parents were supportive of the school. This inspection finds that this continues to be the case.

49. The impact of parents' involvement in the life of the school is satisfactory. The Friends Association raises funds on behalf of the school, and parents attend social and fund raising events.

50. The information provided for parents by the school is good. Written annual reports for parents are satisfactory, they are informative and tell parents what their children can do. Targets are not currently included in the reports, but they are discussed and agreed with parents at the formal parents consultation evenings. The school's documentation for parents is informative, letters and newsletters are regularly sent informing parents about what is happening in school, as well as information about the topics to be covered in the coming term. In addition curriculum evenings and family workshops in Maths and Literacy have been held. The school prospectus and Governors Annual Report for Parents both meet statutory requirements.

51. There are good opportunities for parents to meet with staff at the beginning and end of the school day to discuss their children's progress, as well as regular formal meetings. Parents at the pre-inspection meeting confirmed that they feel there are good procedures in place for parents to discuss concerns and that staff and the headteacher are always available and ready to listen to and follow up any concerns raised.

52. There are opportunities for parents to meet the headteacher in the term prior to their admission. Parents of pupils with special educational needs are fully involved in their child's support; they are regularly consulted and have regular opportunities to discuss their children's progress. Most attend the meetings and are supportive and value the work of the school.

53. The contribution of parents to children's learning at school and at home is satisfactory. A number of parents come into school on a regular basis to help in the classroom, and many parents support their children with their homework by listening to them read or helping with other homework.

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

54. The school is led and managed well. The headteacher provides very good leadership and gives the school a very clear educational direction. Over the last year, since her appointment, the headteacher has implemented several new initiatives in order to establish an educational provision which is of good quality and ensures equal opportunities for all. The deputy headteacher and other members of the staff support her very well. Assessment procedures are good in English, mathematics and science. Standards achieved in national and school tests are analysed consistently and used effectively to raise standards. As a result the quality of teaching has improved significantly since the 1997 inspection and maintained at a similar level since the 1999 inspection, despite the staffing shortage.

55. The governing body has a clear structure with appropriate terms of reference. Regular meetings of the governing body and its committees have clear agendas and are well minuted. Governors are very supportive of the headteacher who reports to them twice a term keeping them

well informed about the work of the school. They visit the school regularly and have a clear understanding of the strengths and weaknesses of the school.

56. The aims and values of the school are reflected in its practice. It is clearly committed to high achievement and actively promotes equal opportunity in all areas of school life. The school improvement plan is an effective document for guiding school improvement. It is based upon a realistic evaluation of what needs to be done in the school in order to take it forward.

57. The special needs co-ordinator is currently absent for medical reasons but a member of the LEA's learning support staff is carrying out the post effectively as a temporary measure. The Code of Practice is fully implemented and pupils' statements of special educational needs are up to date and implemented effectively. A link governor works closely with the school and regular reports are given to the governing body. Learning support staff are well trained and work effectively with the high number of statemented pupils.

58. Roles and responsibilities amongst the permanent staff are well delegated by the headteacher, this enables the continued rising of standards throughout the school. There is a range of expertise among the permanent teachers and learning support assistants, including those with responsibility for pupils with special educational needs, to deliver the National Curriculum and other areas of learning in the school.

59. Unfortunately the school has recruitment and retention problems amongst its staff, similar to many other inner city schools. The headteacher works hard to ensure that there are enough teachers to fill vacancies in the school. This has been hindered by some long-term ill health amongst the staff. Teachers from abroad successfully fill many of the vacancies. Inevitably this does have an effect on stability, as teachers do not stay for long and return to their own country. Despite this there are good strategies in place for the induction of new staff and the headteacher and other staff work hard to make supply teachers and other adults new to the school feel both welcome and informed about the school's policies and strategies.

60. Income and expenditure is average compared to other schools. The school has however received additional grants for improvement projects, for instance a new room to house the computer suite for developing information communication technology, a better public entrance and secretary's office, and an enlarged staff room. The headteacher and governors manage the budget effectively and all the money allocated is spent for the benefit of children currently at the school. A small reserve sum is kept for emergencies. Targets in the school's improvement plan are costed and show the governors' long term spending priorities. For instance, the deputy headteacher is released from a full time class teaching commitment to carry out her managerial role and to support teachers in Years 5 and 6 as well as newly appointed and agency staff. Additional funds from the education action zone are spent wisely and this has significantly improved the educational opportunities that the school provides. Although it is in an area of considerable economic deprivation, parents and friends raise a generous sum of money each year to support developments. The school's accommodation is adequate and used effectively to enhance pupils' learning

61. General financial planning is good and a recent audit of the school's finances recommended only minor improvements which were promptly carried out. A governors' finance committee has been formed, as recommended in the last inspection report. It meets regularly, reports to the main governing body, and effectively monitors spending and its impact on standards, making adjustments as necessary. The school is very good at inviting competitive tenders for goods and services and making sure that it gets the best deal. Governors and the headteacher assess the effects of spending on pupils' achievements. Information on attainment, including test results, is analysed for strengths and weaknesses to identify improvement targets and the results influence spending plans.

62. Taking into account all the factors such as average income and expenditure, the number of pupils with special educational needs, the school's socio-economic circumstances and the

mainly upward trend in achievement at age 11, the school provides good value for money. This is a significant improvement since the last inspection and maintains the improvements seen when Her Majesty's Inspectors visited the school two years ago.

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

63. To raise standards further and improve the quality of education the governors, headteacher and staff should:

- (1) Raise the achievements of the pupils at the early stages of learning English by providing appropriate specialist support for developing their English language skills. (paragraphs 2, 79)
- (2) Develop and improve assessment procedures in subjects other than English, mathematics and science and implement them effectively and consistently. (paragraph 47)
- (3) Improve the quantity and quality of the work set in subjects other than English, mathematics, science and physical education by: (paragraph 28)
  - providing a consistent coverage for all year groups;
  - following consistently the schemes of work recently put in place;
  - reviewing the arrangements for timetabling these subjects.
- (4) Improve provision for pupils' spiritual development through assemblies and subject areas. (paragraph 38)
- (5) Improve attendance by implementing the recently established good procedures for promoting good attendance. (paragraph 18)

### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Develop further teachers' knowledge of teaching ICT. (paragraph 118)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	29

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	45	44	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50	416
Number of full-time pupils known to be eligible for free school meals		161

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		17
Number of pupils on the school's special educational needs register	3	100

English as an additional language	No of pupils
Number of pupils with English as an additional language	140

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	44

### Attendance

Authorised absence	%
School data	6.0
National comparative data	5.2

Unauthorised absence	%
School data	0.7
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	35	25	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	25	32
	Girls	23	23	24
	Total	44	48	56
Percentage of pupils at NC level 2 or above	School	73 (83)	80 (88)	93 (87)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	30	31
	Girls	23	24	24
	Total	50	54	55
Percentage of pupils at NC level 2 or above	School	83 (87)	90 (88)	92 (82)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	22	37	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	22
	Girls	30	25	36
	Total	45	43	58
Percentage of pupils at NC level 4 or above	School	76 (75)	73 (87)	98 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	18
	Girls	33	35	37
	Total	48	54	55
Percentage of pupils at NC level 4 or above	School	87 (76)	96 (100)	100 (98)
	National	70 (68)	72 (69)	79 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	18
Black – African heritage	76
Black – other	12
Indian	0
Pakistani	5
Bangladeshi	23
Chinese	17
White	191
Any other minority ethnic group	17

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	34.7
Average class size	29.7

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

Total number of education support staff	11.5
Total aggregate hours worked per week	330.34

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	50

Total number of education support staff	3
Total aggregate hours worked per week	78.75

Number of pupils per FTE adult	12.5
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	976,393
Total expenditure	972,720
Expenditure per pupil	2,087
Balance brought forward from previous year	6,656
Balance carried forward to next year	10,330

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	62

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	58	39	0	0	3
Behaviour in the school is good.	37	52	5	2	5
My child gets the right amount of work to do at home.	52	40	8	0	0
The teaching is good.	53	34	6	0	6
I am kept well informed about how my child is getting on.	53	35	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	66	23	0	3	8
The school expects my child to work hard and achieve his or her best.	61	32	3	2	2
The school works closely with parents.	39	48	8	0	5
The school is well led and managed.	56	31	2	2	10
The school is helping my child become mature and responsible.	48	40	10	0	2
The school provides an interesting range of activities outside lessons.	31	45	10	0	15

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

64. Scott Wilkie Primary School admits children at the age of three in the nursery and rising fives into the reception class. The provision for the foundation stage has improved since the last inspection.

65. Children enter the nursery with attainment that is below the expected level for children of this age in literacy and numeracy skills and personal independence. This is confirmed by the initial assessments conducted with these children. Children make good progress throughout their stay in the nursery and the reception year and by the time they are ready to start in Year 1, they attain the early learning goals in all areas, except in personal and social development. Nearly all children exceed the goals in this area because of the very skilful teaching of independent skills in the nursery in particular. Teaching in the foundation stage is good overall and this has a positive impact on children's attainment.

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

66. The personal and social development of the children in the nursery and reception classes exceeds the learning goals. Children show that they have learnt the routines of the class and are able to take turns in answering and asking questions. For example, as they enter the nursery with their parents at the beginning of the session, almost all of them are able to identify their name cards, pick them up, choose an activity and settle down immediately, individually or in pairs, in a mature manner. Children in both years are keen to learn and show a willingness to come to school. They are able to share the equipment and use instruments effectively and co-operatively. They listen to the teachers and each other well and speak to adults and visitors, with confidence, explaining and discussing their work. They concentrate for a sustained period of time and are keen to discuss their work during the plenary sessions. They show the ability to collaborate well and share ideas as well as equipment. They show good awareness of the effect of their actions on each other, for example, apologising when one child accidentally hurt another during the session with the roamer. They collaborate well in the classroom, treating each other with respect and understanding. Groups were observed laying out a track for the wooden train and playing sensibly or taking turns to play computer games. At the end of the lesson they clear up carefully ensuring that resources are returned to the correct place.

67. Teaching is good. The teachers and the nursery nurses are very skilful in providing children with a range of collaborative activities which promote their social development and independent learning skills. They provide good role models for the children and treat them with courtesy and respect. This leads to a trusting relationship between adults and children and between children and a positive learning atmosphere where children feel safe and secure. The above average level of personal and social development of the children clearly demonstrates the result of purposeful, well-ordered routines and activities established in both the nursery and reception classes

#### **Communication, language and literacy**

68. By the time children end the Reception year, nearly all of them achieve the early learning goals. In both the nursery and reception classes children enjoy listening to stories and show interest in books. Teachers and nursery nurses engage pupils in meaningful discussions and listen well to them making them aware of the value of their efforts in communicating. In the nursery, most children recognise the alphabet and their name cards and know the initial sounds. Many can write individual letters and some are able to write their names following their practice of 'roll'n write' technique. In reception, children are well able to undertake a wide range of literacy related tasks. For example, they read with great interest 'How Billy Duck Learnt to Swim' and make good progress in writing a sentence to describe the pictures. Most of them are well aware of

appropriate use of capital letters and full stops and clearly demonstrate them in writing the sentences. Some were able to write a story unaided, in correct sequence. Children talked about their work confidently and were able to explain their individual tasks in detail. They read confidently at appropriate levels for this age group and listened to stories with interest and attention. Books are handled with care and are replaced correctly after a free reading session. The show and tell sessions at the end of the day give them opportunities to demonstrate good speaking and listening skills.

69. Teaching in the nursery is good. Teachers plan effectively with activities appropriately linked to varying abilities. Regular and effective assessment chart children's progress effectively and build on their previous learning. Elements of literacy framework are well used by teachers in both classes to ensure that children develop a good understanding of phonics through effective word, sentence and text level work using stories and rhymes. They provide children with a well-equipped listening corner where children pursue their growing interest in stories.

### **Mathematical development**

70. On entry to the nursery very few children can count confidently and identify numbers to 10. However, staff provide good support for their learning in nursery, both through good planning and the good use made of all the opportunities that arise during the day. Children are encouraged to learn counting rhymes and to use their fingers when joining in. Children with special educational needs and English as an additional language are able to join in the activities because of the good use of visual aids and sensitive support by teachers who focus on what children can do. There are good opportunities for children to use displays of numbers, to count and to learn about space.

71. In the reception classes targets are set for all children. Most children make good progress although some are unlikely to achieve the early learning goals by the end of their reception year. Teaching is good. Teachers make appropriate use of elements of the National Numeracy Strategy and children receive focused whole-class teaching during which all the children take part in counting activities and respond to simple number problems. Work on display and in their books showed that they are able to undertake calculations at an appropriate level e.g.  $5 + 2 = 7$ . Group activities are well planned and generally appropriate to the needs of most children including those with special educational needs and those with English as an additional language. The range of resources available to children gives a satisfactory variety of opportunities for the development of mathematical language and an understanding of shape and space.

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

72. Children enter the school with very basic general knowledge. They build on this knowledge to understand more about the world in which they live and how they grow and change since they were babies. In the nursery, children gain good understanding of personal hygiene and health care through sessions when two parents, from two different ethnic backgrounds, came and showed how a baby is bathed, dried and dressed. Teachers, nursery nurses and class assistants support children well in investigating their surroundings and encourage them to find things out for themselves. As a result, they relate well to their experience of planting daffodils bulbs and pumpkin seeds while discussing how plants grow. Some confidently explain how pumpkins can be used for 'Halloween.' Photographic evidence show that teachers plan effectively to increase their experience of growth through observation and experiment, such as caring for the eggs they brought from a farm, observing these to hatch and grow. In reception children extend their knowledge and understanding of growth effectively through observing the life cycle of a butterfly. Detailed planning ensures that all children take part in the wide range of activities available for them with very good adult supervision and support. The reception classes provide adequate preparation for transition to Key Stage 1.

73. Teaching is good and, as a result, children make good progress in computer skills. They use the equipment with confidence and enjoyment and are able to work collaboratively. They are able to log on and off correctly and demonstrate a familiarity with the use of the mouse. In the nursery children use programs like 'Tizzy' and 'Pond', often independently, to count and colour. In

reception, children use the 'Dazzle' program well to draw pictures of animals. They use a literacy program to identify sounds and the shape of letters. They use correctly the terminology of computing, such as mouse, keyboard, and cursor. They are able to work in pairs and help each other as required.

### **Physical development**

74. Children make good progress in developing their physical skills, as a result of good teaching. They learn to make effective use of the apparatus in the hall. All of the children work hard moving with an appropriate standard of control and skill in a gymnastics lesson. They make good use of the space available always leaving space for others to move safely. They use the apparatus sensibly and can balance along a bar with little assistance. Some of them are able to demonstrate their movements to the class with confidence allowing others to share their ideas. At playtime they make good use of the playground markings for games involving skipping and other large equipment, demonstrating good motor skills. In the classrooms they show good manipulative skills in writing and drawing, handling pencils and brushes with confidence. They are able to cut card with scissors and use saws correctly to cut balsa wood safely. They use different construction kits to build walls and houses explaining how a wall could be made to stand unaided.

### **Creative development**

75. Children make good progress in creative and aesthetic development. They mix colours knowing that blue and yellow make green and use vibrant colours to draw portraits of their families. In reception children also use computers effectively to draw, using various shapes and different colours. They talk about pictures and favourite colours and why they like them. They sing well and have a good sense of rhythm and pitch. They handle instruments carefully and correctly showing an ability to match rhythm to the sound of their name. They listen carefully to each other performing. They can follow complicated clapping patterns set by the teacher. The children show a positive enjoyment of music.

76. Teaching is good. Careful collaborative planning involving all the adults ensures continuity throughout the nursery and Reception classes. Assessment in Reception is continuous and notebooks are maintained to record progress and development of all children in detail. This information is used to assist in future planning. Children with special educational needs are recognised early and programmes and strategies are developed appropriately to support their learning. Children who speak English as an additional language are supported well individually and in groups in the nursery. The staff in the reception classes have made a considerable effort to ensure that the learning environment is welcoming and stimulating. Displays are well organised and used as learning resources, children show respect for them and replace any items borrowed. Parents are welcome in the reception class coming into school with their children before registration and feel able to discuss their children's progress.

### **ENGLISH**

77. In the 2000 national tests for 11 year olds pupils attained average standards. Compared with similar schools standards are very high. When pupils' test results are compared with their achievements in the national tests, when they were seven, it shows that pupils have made at least satisfactory progress. Since the last inspection there has been a steady improvement in the test results attained by pupils by the time they leave the school, with an improvement seen year on year. The school has received a certificate from the Secretary of State acknowledging this. During the week of the inspection pupils' attainment in reading and writing was below national averages. This is due in part to the large number of pupils with special educational needs in this particular group and also to increasing numbers of pupils starting school mid-year. For example, just two weeks before the national tests two new pupils joined Year 6 both at the early stage of learning English. The school has identified the needs of Year 6 pupils by analysing the test results they took at the age of seven and has designated as much available help as possible to these pupils.

78. Inspection evidence shows that standards in reading and writing by the end of Key Stage 2 are below national expectations but that attainment in speaking and listening is as expected for pupils of this age. By the age of 11 pupils listen well in both whole class and group work. They are attentive and offer answers to teachers questioning. Pupils offer opinions and discuss to a satisfactory standard: for example, the feelings that music evokes within them during a music lesson. Standards in reading are below national standards. By age 11, more able pupils can read both fiction and information books to a satisfactory standard. However, whilst some pupils read with satisfactory expression a large number of pupils, particularly boys, do not find reading easy and their attainment is below national expectations. During a Year 5 lesson on persuasive writing some pupils work is hindered by the difficulties they have in reading letters, sent to television's BBC Newsround which they have to comment on. The school are aware of the need to increase and encourage pupils to read more, particularly boys. This has been given a significant priority in the school development plan for literacy. Standards of writing are below national standards. By the age of 11, whilst some pupils write independently for a range of purposes such as letters, poetry, newspaper articles and accounts in other subjects such as geography and history, a significant number produce work which is below standards expected for pupils of this age. Handwriting seen in pupils' books and in lessons is satisfactory overall.

79. The results of the national tests taken by seven year olds are well below average. This is because of a succession of teachers in Years 1 and 2 over the past two years and inadequate provision for specialist support for pupils who are at the early stages of learning English. However, inspection evidence shows that the present Year 2 pupils are achieving better standards because teaching is now more consistent and better than last year. By the age of seven pupils can identify different types of poetry, classifying them into nonsense, alliteration, and humorous or onomatopoeic poetry. Other pupils compose letters to send to pupils in Australia, they have good ideas, and the majority can write simple questions asking things they want to find out. Pupils show satisfactory standards in reading and obviously enjoy listening to stories and poetry.

80. Teaching is satisfactory. In the majority of Key Stage 1 lessons teaching is good. Pupils' improving achievements are clearly enhanced by better teaching. Lessons are well planned to the National Literacy Strategy, with clear learning objectives, which are thoroughly explained to the pupils and referred to throughout the lesson. This helps them to understand the purpose of the lesson and what they should be doing. The large numbers of pupils with special educational needs are well supported by questioning, but work is not always directed carefully at their level. The use of grouping pupils by ability in Year 6 supports the learning of all pupils well and contributes to the steady rise in attainment. Most teachers demonstrate a satisfactory level of skill in questioning, checking understanding and helping pupils to increase their own understanding. This motivates the pupils and helps them develop their own skills. The one unsatisfactory lesson did not give clear enough learning objectives to the pupils: pupils were unsure of the teacher's expectations and thus made too little progress in learning.

81. Pupils show satisfactory behaviour in the majority of lessons. Teachers deal effectively with the few incidents of poorer behaviour bringing pupils back on to task without disturbing others. Characteristics of less effective lessons include a slower pace to the introduction of lessons and unclear learning objectives. Teaching is well supported by a good range of resources, including big books. The use and development of literacy in other subjects is good. In science, for example, pupils draft their work on joints and about teeth and from this create a good standard of finished work. Planning is appropriately based on the National Literacy Strategy and pupils are given the opportunity to do extended writing and writing in different forms in other subjects, such as historical accounts and the write-up of science investigations. Word processing is used occasionally to present their work in a different format.

82. The school gives high priority to the teaching of English. There is a satisfactory English policy and teachers have a good knowledge of the National Literacy Strategy. Assessment and record keeping in English is satisfactory. Marking is satisfactory overall and it is used effectively to highlight where pupils can improve their work. Whilst targets are set and noted at the front of literacy books, and related generally to National Curriculum levels of attainment, there is no system

for noting when these have been met. The co-ordinator for this subject analyses assessments well and this information is used successfully to designate resources where needed.

## **MATHEMATICS**

83. In the 2000 national tests that pupils take at age seven results are below the national average and at 11 they are average. Compared to schools with pupils from similar backgrounds, pupils at age seven are doing well and performing above the average, and at age 11 are well above the average. Standards at age 11 have gradually improved over the past few years: the higher standards achieved in 1999 reflect the strengths of the pupils in that year group.

84. Inspection evidence shows that pupils' achievements in lessons are now in line with expectations at age seven which is an improvement since the last inspection. The reason that standards are better now than last year is because of the improvements in teaching since the last inspection. At age 11, standards in lessons are below average. This is because the current Year 6 has a high number of pupils with special educational needs including five with statements, and some recently admitted pupils who find difficulty in reading and writing English. Early indications suggest this has also depressed the 2001 test results.

85. Much effort has been put into analysing test data for strengths and weaknesses in pupils' knowledge and understanding to help the school identify priorities to raise standards further. The national numeracy strategy has been implemented satisfactorily, but new staff are not yet sufficiently familiar with all the requirements. The school's planning for mathematics lessons is effective and this provides a firm structure for the less experienced staff. The introduction of mental and oral skills in mathematics lessons is helping to improve proficiency in numeracy. Pupils respond well to the challenge of working sums out at speed particularly when competing against others to win team points.

86. By the age of seven, most can count forwards and backwards using given numbers well beyond 100, and have a good knowledge of the number system. In one lesson in Year 2, pupils showed confidence when writing answers to sums on a whiteboard in front of their classmates. One pupil with special needs felt sufficiently confident to have a go himself for which he was clapped by the class. Pupils know that subtraction is the opposite of addition and halving the inverse of doubling. Most recognise simple fractions and can divide a whole number into parts. They name flat and three-dimensional shapes correctly, talk about their properties and divide them accurately along the line of symmetry. When telling the time, pupils know half, quarter and three-quarter hours on a clock face. For homework, Year 2 pupils collected data about domestic and wild animals and represented their findings using graphs on the computer. Behaviour in mathematics lessons is mainly good, pupils are becoming confident mathematicians and like to take an active part in lessons.

87. A wide range of work is covered in Year 6,. Pupils are grouped by ability and this was helped by the good work with small groups of older pupils. Pupils use adding, subtracting, multiplying and dividing and know which to use in solving problems. They can break down a more complex calculation into simple steps before attempting to find a solution. Not all pupils can cope with work at this level when extra support is not available. Knowledge of multiplication tables is good although a few still use their fingers rather than using mental calculations. Good work was seen in probability and shape, and pupils know the formulae for working out area and perimeter and can measure angles of different sizes. Those with below average ability do more simple tasks. In data handling, pupils find the mean, median, mode and range from given statistics and can plot the relevant graphs. They use such handy hints as "always re-arrange data in order of size" to help them remember the rules. Not enough opportunities are taken to extend this work using computer simulations. Pupils work hard and behave well in lessons. One Year 6 pupils said that she liked mathematics because 'she learnt something new everyday'.

88. Teaching has improved since the last inspection and is now satisfactory overall, with some good and very good lessons in both key stages. The scrutiny of work and lesson

observations show that where teaching is effective pupils are given a thorough grounding in basic skills and are encouraged to use their initiative. They enjoy taking part in games that help to develop their confidence in handling number. Teachers place great emphasis on explaining how answers are reached in order to reinforce teaching points. They demonstrate practical mathematics, such as multiplying by ten, using members of the class, which makes it real for everyone. Clear learning objectives are set and shared with the pupils, and the last few minutes of lessons are used very effectively to recap on what has been learned. Teachers are skilled at asking questions to find out what pupils know and understand. Teachers expect pupils to present their work neatly and they reach a good standard in setting it out. Occasionally, pupils sit too long on the carpet being talked at by the teacher which leaves insufficient time for written and practical work.

89. The school is at an early stage in setting targets for each pupil, but it is planned to have these in place for everyone by the beginning of next term. Assessment tasks are set on a termly basis to check progress, and the results are used to build up a profile of pupils' strengths and weaknesses. The scrutiny of previous work showed that in some cases pupils of lower ability are given work which is beyond them. Homework tasks are given each week and completed by most pupils and this help to reinforce work done in class. Certificates are awarded to those who do well in mathematics and displayed in the hall for all to see.

## **SCIENCE**

90. Science is a strength of the school. Pupils aged seven achieve well and attain standards in line with national averages. At the age of 11 they have continued to make good progress and reach standards above the national average. This is an excellent improvement since the last full inspection in 1997 when standards were judged to be well below the national average. Attainment of pupils aged 11 has remained consistently above that found nationally since 1998 and the test results in 2000 were particularly good with pupils reaching standards well above the national average and very high when compared to similar schools. Indeed, one pupil attained Level 6 in the test which is a level reached by only a very small number of pupils nationally. The current Year 6 pupils, despite a large number of them being on the special educational needs register, are also reaching a good standard in their work. Pupils of all ages make good progress particularly in experimental and investigational work. They are given many well-planned opportunities to carry out their own experiments and learn scientific principles through a practical approach. This is working well to improve their knowledge and understanding of the subject as well as making the work more interesting, enjoyable and relevant. By the time they leave the school pupils have achieved well in science with many pupils reaching levels that are most commendable and are a direct consequence of the good teaching they receive. Pupils with special educational needs and those with English as an additional language make similarly good progress as they move through the school and many of them attain the nationally expected level in their science test.

91. By the age of seven, pupils know about the properties of a range of different materials such as whether they are natural or man-made. They know, for example by experiments in cooking, that some materials undergo irreversible changes when they are heated and that others, such as water, can be returned to their original state. Pupils know how to construct a simple circuit to operate a light or a fan and understand how electricity is used in the world about them to power a variety of appliances. They know that animals choose different habitats to live in and, as was seen in Year 2, go out into the school grounds to find and identify animals living in the grass, in trees, under stones and underground. Pupils can suggest sensible reasons why animals will choose a particular place to live. For example, they know that birds often live in trees to keep their eggs safe from predators. Pupils investigate forces and conduct interesting experiments with model cars by running them down a ramp and then raising the angle of the ramp to observe any difference in the distance the cars move. They record their findings accurately in different ways including tables and charts.

92. At the age of 11 pupils have a good understanding of the need for fairness in their investigations. This was clearly seen in a Year 6 lesson where the pupils were experimenting with

different substances to see if they produced a gas when mixed together. They knew that they had to use the same quantities each time and carefully measured out the liquids using a graduated syringe and the solids by level spoonfuls. The experiment generated a great deal of interest and excitement and the discussions that ensued showed a very high level of understanding of what had happened. Pupils have a very good knowledge and understanding of the human body and the progress in their learning as they move through the school is well demonstrated by this particular area of study. Pupils in Year 2 know the names of the external parts of the body, in Year 4 they understand the function of the skeleton and in Year 6 they know the uses of the internal organs in great detail. Their study of the human heart was of a very high standard, showed a good depth of understanding and was beautifully presented with carefully drawn illustrations. Pupils are justifiably proud of their work. By the time they leave the school they have been thoroughly taught all aspects of the science curriculum and, with the emphasis on practical activities, developed a questioning approach that deepens their understanding.

93. The quality of teaching is always satisfactory and often good or better. Teachers plan their lessons carefully and share the lesson objectives with their class to enable pupils to focus on the learning intentions. Planning is done jointly by the teachers in each year group to ensure that all pupils have similar coverage of the curriculum. It also enables teachers to share their ideas, knowledge and expertise for the benefit of the pupils. The correct scientific vocabulary is suitably stressed and pupils learn to use it appropriately from an early age. All pupils, including the more able, are fully stretched and given work planned to move them on to the next stage in their learning. For instance, in Year 6, pupils were learning about plant growth and the higher attaining pupils were introduced to the concept of photosynthesis that is work at a level above that usually found in a primary school. Teachers manage their pupils well and create a good working atmosphere in the classroom that helps pupils to concentrate on their work without interruption. Pupils respond well to this and behaviour is good. Many lessons are introduced in a lively and imaginative manner that immediately grabs the attention of the pupils. A good example of this was seen in a Year 3 class where the teacher had a very interesting collection of rocks that the pupils found fascinating and were eager to learn all about them. Their good attitude to the work led to them learning at a particularly good rate in the lesson and at the end they willingly and sensibly discussed their findings with the rest of the class. They co-operated well with each other and shared the resources fairly. Teachers have a good subject knowledge, which enables them to make many good teaching points, answer questions correctly and help their pupils learn new concepts securely. Pupils have a mature attitude to their work and are keen to succeed.

94. Assessment procedures are good and are used well to improve the planning of the curriculum. Tests are analysed to identify areas for future development. The super displays of pupils' work in classrooms and around the school, some of them interactive, raise the profile of the subject and show pupils how much their efforts are valued. The use of information and communication technology to support learning in science is an area yet to be fully developed.

## **ART AND DESIGN**

95. Only three lessons were seen during the inspection. Judgements are made on the basis of these lessons, scrutiny of teachers' planning, pupils' previous work on display and discussion with staff, pupils and other members of the inspection team.

96. Evidence suggests that standards of attainment at the age of seven are in line with those expected for this age group. Standards attained at the age of 11 are below those expected of this age. This reflects an improvement in Key Stage 1 but deterioration in Key Stage 2 since the last inspection when pupils' attainment was judged to be below the expected level in Key Stage 1 and in line with the expected level in Key Stage 2.

97. The majority of Key Stage 1 pupils have satisfactory drawing and painting skills. They develop a range of drawing and printing skills showing an increasing awareness of mixing colours to create a desired effect. More able pupils have a good sense of texture. In Year 2, pupils use appropriate tools and techniques design and paint tiles. They had the opportunity to use a

viewfinder to observe patterns in different buildings and designed their own patterns, using charcoal.

98. Pupils at Key Stage 2 develop sketching and drawing techniques satisfactorily as was observed in a lesson focused on designing and creating a mythical place, following the examples of the stories of mythical land, such as 'Narnia.' Some more able pupils show a good understanding of skills in observational drawing. They pay attention to details, showing a good understanding of texture, tone and shade. Pupils in this key stage have produced some good quality screen paintings which are displayed in the halls and corridors. However, volume of work in art is limited and the school plans to develop pupils' skills and knowledge of art for the next few weeks of the current term. Pupils have limited opportunity to develop observational drawing skills, using a range of media.

99. The quality of teaching overall is satisfactory. Careful planning and explanation ensure pupils' understanding of tasks. This helps them to learn appropriately. Teachers' subject knowledge is not sufficiently developed and art is not used sufficiently to enhance pupils' learning across the curriculum.

100. The co-ordinator works hard to raise standards in art. Frequent changes in staffing meant that there are gaps in pupils' learning. The school uses the Qualifications and Curriculum Authority's scheme of work.

## **DESIGN AND TECHNOLOGY**

101. No lessons in design and technology were observed during the inspection but, from looking at examples of completed work and talking to pupils, the standards attained by pupils aged seven are as expected nationally and those for pupils aged 11 are below national expectations. This is a similar judgement to that of the last full inspection of 1997 and the areas identified at that time as in need of improvement have not been sufficiently addressed. In Years 1 to 3 pupils have some good opportunities to design and make products and these pupils attain standards similar to those found nationally. However, in Years 4 to 6 there are still weaknesses in the development of design skills and in the progress pupils make in using a range of materials and tools for making products. Overall, however, progress and achievement is satisfactory.

102. Pupils in Year 1 make moving pictures from card using a variety of techniques including levers, flaps and paper springs. These are attractive and well designed. They also make model houses from card and paper with textile curtains showing an appropriately used range of cutting and joining skills. In Year 2 pupils make model cars with axles and wheels linked to their science work about forces. Pupils in Year 3 use pneumatics to operate pop-up monsters that are most effective. They also design and make sandwiches with some unusual fillings which complements their work in science on healthy eating. Year 4 pupils design money containers and show some good ideas for the use of different materials but only made them from paper that was stapled together as were the books they made. Opportunities were missed for them to learn sewing skills and various forms of book construction. In Year 5 pupils make bread but have few opportunities to vary the recipe to try out their own ideas. So far this year the Year 6 pupils have had no design and technology lessons and therefore have had no chance to learn new skills in either designing or making. Pupils are interested in the subject and talk animatedly about the things they enjoyed making.

103. The overall quality of teaching could not be assessed as no lessons were observed. Teachers are not always following the school curriculum map that includes a design and technology project for each term. The scheme of work clearly outlines the skills to be taught suitable for the age of the pupils but this is also not always followed. Designs by pupils are usually in their sketchbooks and rarely follow the recommended design procedure including evaluation of the finished product. A common design format, appropriately modified for the ages of the pupils and used throughout the school, would help the co-ordinator monitor standards more effectively.

## **GEOGRAPHY**

104. Standards at the end of Year 2 are in line with national expectations. Standards at the end of Year 6 are below national expectations. This means that standards are as they were at the time of the last inspection report. A major factor for the level of standards at the end of Year 6 is the compacting of all Year 6 geography teaching into a small, if intense timetable window in the weeks after the completion of the national standard assessment tests. Whilst the time allocation is sufficient much of the work is carried without time for reflection. This militates against real learning.

105. By the end of Year 2, pupils recognise places and direction. They follow the travels of an imaginary bear and plot his journey across a world map. Pupils know how to use maps and atlases and can differentiate between them. They can use a range of measuring skills, such as pictograms, to show the frequency of visits to different types of locations, such as the seaside, the countryside and abroad. However, pupils' overall attainment is hindered by poor literacy skills and poor presentational skills both of which have an impact on their attainment.

106. By the end of Year 6, pupils' attainment is below national expectations. Year 5 pupils can compare and contrast the local area of Beckton with Malden. The majority of pupils compare with effect the buildings and the industry of each of the areas, whereas the higher attaining pupils augment these comparisons with more sophisticated comparisons such as the "quality of the environment" and "the extent of public amenities" and in so-doing use a good range of geographical terminology. Good use of learning support assistants enables pupils with special educational needs to attain well and to make good progress.

107. Teaching is good overall. Teachers have good subject knowledge and some of the teaching is challenging and stimulating, often using pupils' own experience as teaching aids and this leads to good learning. For example, in a Year 2 lesson, the teacher ascertained that pupils in her class had visited such diverse places as York and Bangladesh. She built on the pupils' experiences to show how floods had had similar effects on both areas. The teaching led to good learning by the pupils. Too often, work is not marked in sufficient detail to be of help to the pupils who would benefit from more rigorous and more rigorously applied assessment procedures.

108. The response of pupils is mainly good. Pupils work well collaboratively and individually. They respond well to challenge. There is a distinct correlation between teaching which is stimulating, exciting and challenging and pupils' good attitudes and behaviour.

109. There are new sets of atlases. There are insufficient field trips. The co-ordinator of the subject has only recently taken up the role, and already recognises the need to monitor pupils' classroom activities as well as assessing their work more rigorously.

## **HISTORY**

110. At the end of Year 2, pupils achieve standards in line with national expectations. Standards at the end of Year 6 are below national expectations. These results are not as high as identified in the last report as there has been less emphasis on history due to the heavier emphasis given to the core subjects of English, mathematics and science.

111. Pupils at the end of Year 2 have some understanding of sequence and chronology. They also have some factual knowledge about people and events. For example, Year 1 pupils study holidays over time and develop a sense of chronology about what people did on holidays "then" and "now". In Year 2, pupils develop their knowledge and understanding through the study of diverse events such as the Great Fire of London and Remembrance Day. Poor presentation and literacy skills of some pupils at this stage of their education make it difficult for them to attain appropriate standards.

112. At the end of Year 6 pupils know and understand some of the history of Britain and ancient civilisations and pupils are beginning to find and link evidence from a variety of sources.

For example, in Year 4, in their study of the Tudors, pupils are able to access a range of educational web sites, via the Internet, to find supplementary information on such topics as Tudor music and Tudor fashion. The access to such information is, however, as yet, fairly limited. Although Year 6 pupils can describe sources of evidence as primary or secondary and can discern between fact and opinion, nevertheless, their overall standards are below national expectations. This is due, in no small measure, to the way the subject is organised as a separate, intensive slot in the final weeks of their last year in school, after pupils have completed the national tests. This means that it is more difficult for pupils to develop and build on their achievements over the course of the year.

113. Teaching is at least satisfactory and is occasionally good and enables pupils to learn satisfactorily. Teachers, several of whom were supply teachers, have sound knowledge and understanding of the periods that are being studied. However, while teachers plan individual lessons well to ensure pupils make gains in learning in individual lessons, nevertheless, less thought is given to building pupils' historical skills across the length of their time in school. Within all lessons, there are elements of teaching that are less effective. These are connected with timing and the pace of learning slackening when pupils have been disengaged for too long. For example in Year 4, when several computers failed to operate, pupils were not redirected to other tasks and their interest waned and they became disengaged. Generally, however, pupils respond well and with interest. Pupils with special educational needs achieve well as teachers make good use of classroom assistants and adapt work to enable these pupils to have full access to the curriculum.

114. The co-ordinator for history has only been in post for a few weeks. However, he already recognises that the major issues revolve around the monitoring of planning, teaching and assessment of the subject and how the use of that monitoring will gain consistency in marking and delivery of the subject. As a simple first step towards the establishment of such systems, he correctly identifies the supply of exercise books, to replace loose leaves of paper, as a means of establishing better procedures for the tracking and targeting of pupils' work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

115. At the time of the last inspection, attainment in information and communication technology was below average for pupils aged seven and 11. At the present time, there has been some improvement at Key Stage 1 and standards are in line with what is expected for this age. At Key Stage 2 achievements are not as they should be and remain below what is expected for this age. There are significant gaps in pupils' knowledge and understanding, due in part to the lack of up to date equipment and insufficient allocation of curriculum time. For instance, Years 3 and 6 are both learning to use logo in drawing pathways and two-dimensional shapes with a screen turtle. Older pupils missed out on this work further down the school and need to catch up on some of it before they leave.

116. The Education Action Zone has provided new equipment which has been installed in a purpose built technology suite. This means that pupils receive more teaching than previously and have a much greater opportunity to develop their knowledge and skills. In addition a large interactive screen which staff use effectively in demonstrations has been moved to the suite. At the moment some teachers are unfamiliar with the new equipment and are not fully prepared for whole class lessons as opposed to teaching individuals or small groups of pupils. Training is planned for the autumn term as part of a national initiative and staff are looking forward to this.

117. There are strengths in information and communication technology. In the lessons observed, younger pupils learn how to 'log on' and 'log off', use a password to gain entrance to the school web site and click on a mouse to locate icons and the menu bar. Year 2 pupils access information on the Internet and download pictures of Canterbury Cathedral to study in preparation for a visit to the local church. They use the cursor to scroll up and down and are interested to know 'why things are chosen to be on a website?' They learn how to input information, for example on animals, into a database and print out results in the form of graphs and charts. In a Year 3 science experiment pupils effectively used a light sensor to test the thickness of materials

and then printed out the results graphically. In Year 5, pupils use word processing skills well in the literacy hour to write evocative poetry such as one about a new baby brother:

118. Teaching is mainly satisfactory. Where teachers know the subject well they plan activities which match the interests and needs of the pupils as well as developing the skills that using computers and other technology requires. Lessons are well structured, pupils are clear about what is expected of them and time is used to the full. Not all are confident in teaching ICT and in one lesson the teaching assistant taught the children whilst the agency teacher supported her. There is insufficient space for the whole class to see instructions on the whiteboard and this means that not all are sure of what to do when they move to the computers. Problems are created when the equipment is faulty and there are no spare machines for pupils to work on. Some mathematics programs used on class computers are too easy and do not reinforce work done in lessons. This was mentioned in the last inspection report.

119. Some teachers are skilled at using information and communication technology as part of their daily work and incorporate it effectively into labels for displays or for making worksheets. The scheme of work sets out clearly what pupils are to learn each term and staff were using this to plan lessons during the inspection. Very little assessment takes place and records of what pupils have achieved are scanty. Younger pupils have the opportunity to use programmable toys.

120. Pupils like the new suite and are eager to get to know more about the new technology. They generally work well in pairs taking turns to use the mouse and keyboard. Most have a natural curiosity and desire to learn but occasionally one pupil dominates and does not let the other use the equipment. Some become noisy and distracted as a result and do not wait until further instructions are given. Classes are getting used to the new facilities and equipment and these teething problems are certain to improve.

121. Parents are now being invited to use the computer suite out of school hours to develop their skills, although no teaching is available. Now the school is better equipped more initiatives are planned for the future, including a curriculum evening for parents later in the year.

## **MUSIC**

122. Only a limited amount of music took place during the inspection period. Pupils were observed singing in assembly and a small number of lessons were seen in both key stages. Standards in music are in line with national standards and have remained the same since the last inspection.

123. By the end of Key Stage 1, pupils sing tunefully. They change the volume of their singing from quiet to loud. In Key Stage 2, pupils sing with enthusiasm in assembly. Older pupils are developing good listening and appreciation skills. For example, Year 6 pupils are very attentive when listening to Musorgsky's 'Pictures in an Exhibition' They express the feelings the music evokes in them very well, this shows good cross-curricular links between English and other areas of the curriculum and develops an appreciation of different types of music. Pupils in Year 5 are involved with a series of workshops run by the Royal Opera House. This is in preparation for their visit to the Royal Opera House later in the term. During these workshops they have the opportunity to listen to and appreciate music and to become involved with the production of an opera. Despite this opportunity however there are few opportunities for pupils to develop their composition skills or to play musical instruments.

124. The quality of teaching was always at least satisfactory and occasionally good. The good use of questioning in Year 6 helps pupils to explain the feelings which music evokes in them. For example, pupils in Year 5 listen to Holst's 'The Planets' and give their own interpretation of it. Sound planning ensures that satisfactory progress is made throughout the lessons.

125. The music co-ordinator is aware of teachers' lack of confidence in the teaching of music and have developed strategies to address this. A specialist musician from Newham Music Trust

comes in weekly and takes a singing assembly in each key stage; this ensures that pupils have the opportunity to experience singing together. Another specialist teacher comes in weekly to teach two year groups each term. The school have also purchased two commercial schemes to support teachers in the teaching of music. This means that some aspects of music are now being successfully taught for example singing, listening and appreciation of music. There are still limited opportunities for pupils to compose music or to experience playing musical instruments. There is no form of monitoring or assessment in this curriculum area.

## **PHYSICAL EDUCATION**

126. Standards attained in physical education are as expected nationally for pupils aged seven and 11. This is a similar judgement to the 1997 inspection. Dance, games and athletics lessons were observed during the inspection but from looking at teachers' planning and talking to pupils it is clear that all other aspects of the subject such as swimming, gymnastics and outdoor activities are also taught. Commendably, despite the recent appropriate focus on literacy, numeracy and science, the school has succeeded in maintaining the provision of suitable physical activities for all its pupils. As they move through the school pupils make sound progress in developing their skills. All pupils are fully included in physical education lessons and those with special educational needs or English as an additional language make similar progress to that of their classmates. More able pupils have many opportunities to develop their skills to a higher level through the good number of after school clubs that are organised and run by teachers.

127. Pupils in Years 1 and 2 understand the importance of correct warm up activities at the start of each lesson and learn the beneficial effects of exercise on their bodies. In games lessons they use space well and work with enthusiasm and interest. Pupils are able to follow instructions and know that rules are important for the safety of all and to make the games fair. In dance lessons pupils are creative and match their movements to the rhythm and mood of the music. This was clearly seen in a very good Year 1 dance lesson where the pupils were spiders awaiting the arrival of a fly in their web. They captured the theme of the music in their movements and created a mood of secrecy and mystery most successfully. Pupils in Year 4 learn tennis with the help of a visiting instructor. They hit the ball with reasonable accuracy and are able to use different parts of the racket to keep the ball in the air. When playing in a team they demonstrated good sporting behaviour and didn't complain if a team-mate was unsuccessful in gaining a point. Pupils in Year 6 work well independently to improve on their own performance in athletics. They analyse the technique required to sprint or jump successfully and apply it in their work to improve the standards they achieve. Year 6 pupils also have the opportunity to go on a residential visit to an activity centre in Essex and participate in outdoor and adventurous activities such as orienteering and canoeing. Pupils learn to swim and by the time they leave the school the majority can swim at least twenty-five metres and are confident in water. Higher attaining pupils swim much greater distances and have awards for personal survival.

128. The quality of teaching is at least satisfactory and sometimes good or better. Teachers manage their pupils well resulting in time being used effectively to help pupils' progress in learning new skills. Pupils have a good attitude to the subject and this also has a positive effect on learning, as they remain focused on the learning intentions throughout each lesson. A brisk and appropriate warm up activity at the start of each lesson is followed by the main learning activity that is planned to build on the prior attainment of all pupils. Pupils dress correctly for lessons and teachers address all health and safety issues.

129. There is a good range of clubs for pupils in Years 3 to 6 to attend. These include football, dance, cricket, basketball and hockey. The school holds an annual sports day that is well supported by parents and much enjoyed. Monitoring of the subject to enable the coordinator to assess the effectiveness of the provision is not yet in place and assessment and recording procedures to help monitor standards have not been developed.

## RELIGIOUS EDUCATION

130. Until recently there has been no co-ordinator for religious education. Consequently, the management of the subject is a little erratic. This is having an adverse effect on the provision of the subject whose profile in the curriculum is low.

131. Standards of attainment at the end of Year 2 are broadly in line with national norms and meet the expectations of the local agreed syllabus. This is an improvement since the last inspection. Pupils are introduced to a range of world religions including Christianity and pupils can effectively recognise features of religious life and practice in that religion. For example, Year 2 pupils, in advance of a discussion with the vicar at the local church and based on their visit to the church in Year 1, can draw up a comprehensive list of questions about church practices and traditions.

132. By the age of 11, standards are below the locally agreed syllabus. This is mainly because of the limited amount of work done by the end of the key stage. As the school place more emphasis on developing pupils' literacy and numeracy, amount of work in religious education has so far been limited. Pupils gain knowledge and understanding of the beliefs of some of the major religions and explore how those beliefs are manifested in worship and underpin religious practice. For example, Year 4 pupils, in their study of Judaism, can describe the main features of the Bar Mitzvah ceremony. They describe the ceremony accurately using appropriate religious technological terms such as Torah and Tefillin.

133. Throughout the school, pupils with special educational needs make satisfactory progress in religious education.

134. Teaching is satisfactory. The best teaching takes place in classes where the teachers are at ease both with how religious education is taught and with what is taught. Here, lessons are planned well and teachers have good subject knowledge which they use to stimulate pupils' interest and thus help learning. In the less satisfactory lessons, teachers are not at ease with the content or the concepts. Here, lessons lack pace and enthusiasm and this leads lower levels of pupils' involvement and learning. This sometimes leads to pupils becoming fidgety and to less satisfactory behaviour. The attitude and response of most pupils, however, is satisfactory.

135. The subject has not had a co-ordinator until recently. There are several issues which remain outstanding and which need to be addressed. These include the planning, monitoring and assessment of the delivery of the syllabus. The problem is exacerbated by the recruitment situation. The headteacher is aware of the situation and is doing all possible to resolve it.

136. Visits out of the school are restricted to the local church. The last report made reference to the untapped potential resource of the multiethnic make-up of the school community. That resource remains untapped. .