

# INSPECTION REPORT

## **WINSOR PRIMARY SCHOOL**

Beckton

LEA area: Newham

Unique reference number: 102751

Headteacher: L Wells

Reporting inspector: M H Whitaker  
1424

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> December 2000

Inspection number: 224133

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	East Ham Manor Way Beckton London
Postcode:	E6 4NA
Telephone number:	(0207) 476 2323
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Appropriate authority:	The Governing Body
Name of chair of governors:	L Taylor
Date of previous inspection:	17 <sup>th</sup> - 21 <sup>st</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M H Whitaker 1424	Registered inspector	Physical education	School's results and achievements How well the pupils are taught How well the school is led and managed
S McDermott 9173	Lay inspector		Attitudes, behaviour and personal development How well the school cares for its pupils Partnership with parents
T Aldridge 27426	Team inspector	Science Information and communication technology	How good are the curricular opportunities offered to pupils? – Learning
R Arora 16773	Team inspector	English Music English as an additional language Equal opportunities	
K Singh 3574	Team inspector	Design and technology Art and design	
M Cox 2318	Team inspector	English Religious education	How good are the curricular opportunities offered to pupils? – SMSC and personal development
C Richardson 22058	Team inspector	Geography History The Foundation Stage	
J Walsh 21796	Team inspector		Assessment and monitoring (support)

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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Winsor School is a three form entry mixed school with 486 pupils aged 5-11. The school also has a 52 place full time equivalent Nursery unit. At present, there are only two forms in Year 1 and Year 5 and after the Spring term 41 pupils will enter school which will make the Reception classes two forms entry also. The school roll has fallen and this has been due to the opening of a new school on a neighbouring housing estate. In September 1999, 107 pupils transferred to the new school.

The school is situated in the East of London and serves an increasingly diverse community. It has pupils from 35 different countries speaking 40 different languages. The percentage of pupils with English as an additional language is 48 per cent. This is high. The school has a higher than average number of pupils with special educational needs.

The school is situated at the edge of the Docklands Development area and the housing has been upgraded in the area over the last 15 years. Families reside in housing association or council properties and owner occupied housing. The number of pupils entitled to free school meals is very high at 60 per cent. Pupil mobility has fluctuated from year to year, but seems to be on the increase. The mobility figure for the last academic year was 20 per cent, higher than the Newham average.

Attainment on entry to school is very low and assessments carried out shortly after the children join the reception class show that attainment is lower than average when compared to schools in Newham and nationally.

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

Winsor school is an effective school. Although pupils' attainment at the age of 7 and 11 is below or well below nationally expected levels in English and mathematics, the pupils generally make good progress as they move through the school. When compared with similar schools, standards are broadly the same by the age of 11. The quality of teaching throughout the school is good, overall, and the school is very well led and managed by the headteacher, well supported by the deputy head. They have helped the school to achieve a trend of improvement which is better than the national average. The school provides good value for money.

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

- Enables more able pupils to reach the higher levels in English and mathematics.
- Has thorough assessment and evaluation procedures and uses these effectively to improve standards.
- Has very good leadership and management which identifies the most important areas for improvement and puts plans in place to develop the school.
- Has very good systems for managing and promoting good behaviour.
- Provides a very good start for children in the Nursery and Reception, with a particular emphasis on developing speaking skills.
- Makes very good provision for the moral and social development of pupils. Relationships throughout the school are good; all individuals are highly valued; all staff share the desire to improve the school and, as a result, it has a very good capacity to develop further.

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

- Standards in English, mathematics and science should be closer to national levels.
- Standards in information and communication technology at the end of both key stages.
- Levels of attendance and punctuality should be improved through greater parental involvement in children's learning.
- Greater staff knowledge and resources in respect of pupils at the very early stages of English language acquisition.
- The role of subject co-ordinators in monitoring the strengths and weaknesses in teaching and its impact on learning.
- The number of governors actively involved in the school.
- The use of the time at the beginning and end of each morning.

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*The areas for improvement will form the basis of the action plan prepared by the appropriate authority.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since it was last inspected in June 1996. The quality of teaching has improved and it is good, overall. Teaching in Key Stage 1 matches that throughout the rest of the school. Assessment and evaluation procedures have improved and are having an impact on the standards achieved. Teaching and learning are systematically monitored by the senior management team and team leaders. Subject co-ordinators are not yet all involved in this aspect of checking quality and standards. Extensive systems for promoting good behaviour have continued to be developed and, although attendance remains below national levels, procedures have been effective in raising levels. In addition, the national literacy and numeracy strategies have been successfully introduced. The trend of improvement in standards has been better than the national trend in the last few years.

## STANDARDS

The table show 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	E*	C	E	C
Mathematics	E	D	E	C
Science	E	C	D	B

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

Standards attained in English and mathematics by the age of 11 in the 2000 National tests were well below average and in science they were below average. The proportion of pupils attaining the higher levels in both English and mathematics is above average by the age of 11. However, when compared with results achieved by pupils in schools with similar levels of free school meals' entitlement, attainment in English and mathematics was average. It was above average in science. The school's results are affected by a higher than average percentage of pupils with special educational needs, a higher than average percentage of pupils for whom English is an additional language, well below average attainment when children begin school and a high number of pupils who join the school during the course of their primary education. Given all of these factors, pupils achieve well, making good progress and learning effectively as they move through the school. Children in the Foundation Stage make good progress in the areas of learning and are well prepared for Year 1.

Pupils with special educational needs and those for whom English is an additional language achieve well and make good progress. Those at the very early stages of language acquisition make satisfactory progress. Attainment in information and communication technology is unsatisfactory and pupils throughout the school do not make enough progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They join in activities with enthusiasm.
Behaviour, in and out of classrooms	Behaviour throughout the school is satisfactory. A minority of pupils behave inappropriately, but they are managed well and there is little effect on the learning of others.
Personal development and relationships	Relationships in school are good. Pupils have satisfactory opportunities to take on responsibility in the school.
Attendance	Unsatisfactory. Attendance is below the national average and a number



	of pupils regularly arrive late to school. However, attendance has improved in recent years and is closer to the national average.
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Although a small number of pupils behave inappropriately, the school has effective systems for managing behaviour. As a result there is little detrimental effect on the learning of others.

## TEACHING AND LEARNING

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

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

The quality of teaching is good throughout the school. This represents an improvement since the last inspection, particularly in Key Stage 1. During the inspection, 112 lessons were observed. Teaching was satisfactory or better in 95 per cent of lessons. It was very good in 15 per cent and good in 47 per cent. In six lessons, five percent of those seen, it was unsatisfactory. Teaching in English and mathematics is good throughout the school; literacy and numeracy are effectively taught and, as a result, pupils make good progress. Teaching in information and communication technology is currently unsatisfactory. Teaching of pupils with special educational needs and for those for whom English is an additional language is good. However, teachers' expertise in working with pupils at the very early stages of English acquisition is in need of further development to match the good standard elsewhere.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum and ensures that pupils with a wide range of needs have equal access to it.
Provision for pupils with special educational needs	Provision for special educational needs is good and, as a result, pupils make good progress in relation to their individual needs.
Provision for pupils with English as an additional language	Good, although teachers need to develop their expertise for those at the very early stages of English language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for the moral and social development of pupils. Spiritual and cultural provision is good.
How well the school cares for its pupils	Very well. Assessment and monitoring procedures are very good. These are used effectively to enable pupils to make progress.

The school is thought highly of by the parents who attended the parents' meeting and those who returned the questionnaire. However, only a few parents are actively involved in the work of the school and few contribute to learning at home. The school recognise this as an area for development. The school provides a broad and generally balanced curriculum although insufficient attention is paid to some aspects of music and information and communication technology.

Procedures for monitoring pupils' academic performance and personal development are very good, as are procedures for monitoring and promoting good behaviour.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. In particular the head and deputy head have provided a very clear steer for the school with an emphasis on raising the attainment of all pupils.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities, although their ability to make decisions is sometimes hampered by the lack of a full complement of governors.
The school's evaluation of its performance	Very good systems are in place for evaluating the performance of the school and taking action to improve. The role of subject co-ordinator is not fully developed to monitor teaching and its impact on learning.
The strategic use of resources	Resources are used effectively to enable pupils to make progress. Grants are used well to promote learning.

Staffing and resources for learning are good and accommodation is very good. Leadership and management are very good and resources are used effectively. The school applies the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The good progress made by children.</li> <li>• The behaviour and attitudes of pupils.</li> <li>• The high expectations and the good quality of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework.</li> <li>• The range of extra-curricular activities.</li> </ul>

The inspection team agrees with the largely supportive views of the parents. It also agrees with them that a more consistent and clear approach to homework should be developed. The school provides a satisfactory range of extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. By the age of 11, pupils' attainment in English and mathematics was well below the national average and in science it was below average in the National Curriculum test in 2000. However, when compared with schools with a similar percentage of pupils eligible for free school meals attainment in English and mathematics is average and in science it is above average. In both English and mathematics the proportion of pupils attaining at the higher levels is above average. The school's results are affected by a large number of pupils with special educational needs, a significant number of pupils for whom English is an additional language and a high number of pupils who either move in or out of the school during their Primary school careers. Given all of these factors, all pupils make good progress, achieve well in relation to their earlier attainment and learn effectively. This is largely the result of predominantly good teaching where work is matched well to pupils' attainment, enabling them to build on their learning as they move through the school. Pupils with special educational needs make good progress in relation to their individual targets because of the good support they receive. Pupils for whom English is an additional language achieve as well as other children. However, the achievement of pupils at the very early stages of English language acquisition is below average. This is partly because teachers need to develop their knowledge, skills and resources further in this area to enable pupils to make more rapid progress. The school is aware of this and has plans in place to improve.
2. Children in the Foundation Stage, in the nursery and reception classes, make good progress in relation to the nationally recommended areas of learning. They enter the school with attainment which is well below the nationally expected level and below average for the local authority. As a result of the good teaching they receive, children make good gains in their knowledge and understanding and, although their attainment remains below nationally expected levels, they achieve well and are well prepared for moving into Year 1.
3. By the age of seven, pupils' attainment in the National Curriculum tests in 2000 was well below average in reading, writing and mathematics. When compared with similar schools, they were average in reading and writing, but below average in mathematics.
4. The trend in the school's results in the past five years has been better than the national trend. Overall, most pupils throughout the school make good progress and achieve well.
5. In speaking and listening in Key Stage 1, pupils make good progress from a very low base. Small group work provides opportunities for adults to act as good models, encouraging pupils to express their ideas clearly. The focus is on specific language structures and, as a result of this early work, pupils make rapid progress in their use of language and, by the age of seven, many are confident and articulate speakers. In Key Stage 2, pupils' vocabulary is extended further and they begin to use more complex and grammatically accurate sentences.
6. Given the limitations of the pupils' skills on entry to the school and the high percentage of pupils with special educational needs or at the early stages of English language development, they do well to improve standards in reading. This signifies good achievement for the majority of pupils. There is a strong emphasis on the teaching and learning of letter sounds and blends. In Key Stage 1, average and below average pupils have a satisfactory grasp of letter sounds and this helps them to tackle words that are unfamiliar to them. Most pupils make at least expected progress as a result of an effective combination of direct teaching of phonics and other support aimed at developing their sight vocabulary.
7. In Key Stage 2, reading books are appropriate to the interest and level of attainment of pupils. The range of reading material is extended appropriately as they move through the school. Higher attaining pupils are able to choose books freely. They read with increasing fluency and accuracy. While lower attaining pupils still interpret their reading literally, a few average and higher attaining pupils show a growing understanding of abstract language. Pupils develop regular use of

- dictionary and thesaurus in most classes. Years 5 and 6 are developing skills of skimming and scanning and make meaningful notes. Reference and information skills are limited, however.
8. Standards in writing are well below average at the end of both key stages. The younger pupils in Key Stage 1 learn to use capital letters and full stops appropriately in short meaningful sentences. They represent ideas in interesting forms such as speech bubbles, for example, when following the story of the 'Owl Babies'. At the end of the key stage, the most able seven-year-olds write well. They learn to structure their stories with a beginning, middle and end. A few carefully sequence sentences and write instructions, using intelligible spelling. Pupils in the middle range of ability have difficulty in constructing sentences and using appropriate punctuation. Many Year 2 pupils find joining letters quite difficult. This also affects their presentation of work.
  9. By the end of Key Stage 2, a few pupils plan their writing well and write at length. Some writing has inaccuracies in spelling, punctuation, handwriting and presentation. The more able writers show a developing knowledge and understanding of how to use language appropriately and the majority of pupils have good ideas for their writing. Their work is usually short however. Pupils are learning to write in an increasing number of styles across the school. Some pupils can produce interesting writing for different readers in a range of forms, for example, letters, stories, poems and descriptions. Most pupils however, lack fluency in their writing and are unaware of grammatical mistakes in their work. Although a majority of pupils are still striving to express themselves clearly in writing, the higher attaining pupils, in particular are able to interpret poetry and comment sensibly on texts that they read. They write neatly and many develop their own personal style, but most pupils do not consistently use joined-up script. The use of information technology to word process, re-draft and edit is limited.
  10. Standards achieved by the pupils in mathematics are, overall, below the national average. They are better at Key Stage 2. As a result of greater attention being given to mathematics, a faster pace in many lessons, the teaching of strategies in making calculations and the use of appropriate mathematical language, achievement and progress are good. The introduction and development of the National Numeracy Strategy is having a positive impact on achievement. Additional, out-of-normal lesson 'booster' classes are used to support older pupils who are not achieving in line with their age, but are capable of doing so. A ' booster' week is also offered annually during the Easter holiday. The school exceeded its target of 52 per cent of pupils attaining level 4 or above in the national tests this year.
  11. In 2000, the results in the national tests for seven-year-olds were well below those achieved nationally and below those of similar schools. However, standards attained by the pupils in lessons during the inspection week were broadly in line with national expectations at level 2 or above. This means that, given their low attainment on entering the school, achievement and progress are good. This represents an improvement since the last inspection.
  12. The results in the 2000 tests for eleven year olds were well below national results. In comparison with similar schools, the results were just below average. The trend over the last three years has been upwards with a slight decline in 2000. At the end of Key Stage 2, standards attained by the pupils in lessons during the inspection were close to national expectations and above at the higher levels.
  13. In both key stages, pupils are able to sort data, using different techniques such as pictograms and sets. They use an increasingly wide mathematical vocabulary and are able to analyse the data they collect. Higher attaining pupils in Year 2 can overlap two circles to extend a venn diagram to provide additional data. They develop their understanding of two and three dimensional shapes. Pupils do have difficulty with quick recall in mental mathematics and these activities sometimes lack pace and rigour.
  14. Setting arrangements in Year 3 and in Year 4 and across Years 5 and 6 enhance the teaching and the progress pupils make in Key Stage 2. Weaknesses in language often hinder pupils' ability to express their obvious understanding of mathematical concepts, for example when working with venn and carroll diagrams. In Years 5 and 6, pupils gain confidence in using angles and develop their ability to use protractors with increasing accuracy. Good extension activities enable pupils to work at levels above national averages in the higher sets.

15. In science, the school's results in the teachers' assessments of seven year olds in recent years show that at Key Stage 1 pupils attain standards both below the national average and well below those attained by schools with similar intakes. This is confirmed by the Year 2000 results where the results show attainment to be well below the national average at the end of Key Stage 1.
16. At the end of Key Stage 2, test results show that in recent years attainment has been below the national average although in 1999 it was in line. Results for 2000 show that attainment was below the national average although the number of pupils attaining the higher Level 5 was close to the national average. When compared to similar schools, performance was above the national average. There is no significant difference in the performance of boys and girls. Over the past four years, the improvement in attainment in the tests has been better than the national average, except for a slight dip in 2000.
17. The current Year 2 attainment is also well below average. Pupils enter the key stage with levels of attainment that are well below and many very low. Achievement and progress through the key stage is good. Pupils in Year 2 understand basic scientific facts. They gain understanding by discussions, observations and investigations. They record their findings in an appropriate variety of ways. Recorded work at the beginning of the key stage is mostly pictorial and, as pupils move through the key stage, there is some improvement in the quality and quantity of written work. There is an increasing knowledge of scientific fact and developing, predicting, investigational and recording skills. Year 1 pupils, through investigation, understand that shiny things do not shine in the dark. In Year 2, pupils understand the need for making a test fair when using melting ice to find the warmest and coolest areas in the classroom. They make predictions and test out their ideas in groups. They record their findings in a variety of ways but are handicapped by weak language and presentation skills and a firm grasp of scientific terms.
18. The current Year 6 attainment is also below average, but there is a significant number of pupils who are on the special needs register with learning difficulties. Pupils have sound opportunities to develop investigational and experimental skills and understanding. All pupils made good progress in relation to their prior attainment through Key Stage 2, with most strands of science and achievement is good. Throughout the key stage, they learn to hypothesise, plan and test out ideas, choosing appropriate apparatus, for example, in Year 3, where pupils investigate materials that muffle sound. In Year 4, pupils vary the components in a circuit to observe the effect on the brightness of a bulb. Year 5 pupils' hypothesise over evaporation and condensation and the effect that this has on puddles and the water cycle. Year 6 learn to organise a fair test and predict results on the air resistance of spinners, using different materials, size of wings and weight. Most understand the need for fair testing. They use appropriate scientific language such as volume, circuit, condensation, Newtons and air resistance. Pupils with special educational needs and English as an additional language make good progress in line with their identified needs, with appropriate support.
19. Pupils' for whom English is an additional language achieve standards in English which are generally inline with indigenous peers in both key stages. For pupils who are new arrivals and on stages 1 and 2 of English language acquisition, achievement is below the national average.
20. Attainment in information and communication technology at the end of Key Stage 1 is below expectations and, by the end of Key Stage 2, it is well below. Achievement and progress are unsatisfactory because pupils have insufficient opportunities to develop their skill and some staff lack the necessary expertise. The school is aware of this and has well-developed plans to improve the situation.
21. Attainment in religious education is at least in line with the expectations of the Agreed Syllabus at the end of both key stages and, for many pupils, attainment is high. Progress and achievement are good. In Physical education, history, geography and design and technology attainment is in line with that expected of seven and eleven year olds at the end of Key Stage 1 and Key Stage 2. Progress and achievement are good. In art and design progress and achievement are good. At the end of Key Stage 1, attainment is typical of that expected of seven year olds. By the age of 11 the current Year 6 are attaining standards just below those expected, but, in all other year groups, attainment is broadly typical. Attainment, achievement and progress are sound in some aspects of music, but insufficient attention is paid to composing and listening and attainment in these areas is below expected levels.

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

22. Pupils have good attitudes to school and learning. Parents report that their children enjoy coming to school and it was evident in the inspection week that by far the majority of pupils arrive at school in a positive frame of mind and ready to learn. In a short mathematics session at the beginning of the day, the vast majority of pupils in a Year 5 class got down to work methodically and quickly and were soon completing their times tables sheets. However, there is often a significant minority of pupils who are late. Not only do they miss learning time, but they also disrupt lessons for the other pupils.
23. During the inspection, the attitudes of the pupils in lessons was judged to be never less than satisfactory, with a substantial proportion good or better. When the teaching is interesting, challenging and well organised the pupils respond very well. In a Year 3 mathematics lesson on Carroll diagrams and in a Year 2 science lesson on testing the melting rate of ice, the enthusiasm of the teachers was clearly picked up by the pupils. The enjoyment in learning contributed extremely well to their progress. In lessons where the teaching lacks sparkle or the tone is patronising, some pupils easily go off task, by not listening and fidgeting.
24. Pupils join in activities outside the classroom with enthusiasm. Many of the older pupils make the most of opportunities to join the lunchtime and after school clubs. They enjoy art, basket-ball and choir as well as the more unusual clubs, such as badminton. Football competitions are popular, even when the result may not be in the school's favour!
25. The behaviour of the pupils is satisfactory. There were 5 exclusions for a fixed number of days last year, which is in line with the average for primary schools. Most pupils behave well in lessons, but there are often times when teaching is held up, so that staff can deal with misbehaviour or small disruptions. Some pupils lack self-discipline and are easily distracted. In a few classes, there are one or two pupils with particularly challenging behaviour, who demand a high proportion of the teacher's attention. For the most part, they are managed well and cause minimum upheaval to learning for the other pupils. Around the school, most pupils are orderly. When well monitored, they come into assemblies and move between lessons in a sensible manner. Out at break times, play is often boisterous and lunch times can be noisy. Records show that there is no more bullying than in similar primary schools. When identified, it is dealt with effectively. Behaviour was judged to be good in the last report. Since then, the pupil numbers have fallen, due to a brand new school opening in the vicinity, so the school has recently admitted more pupils from unstable families and with limited social development. However, the majority of pupils are well behaved, polite and show good respect for property. Some pupils look after their school grounds well by taking their litter pickers and small "wheelie" bins to tidy the playground at break.
26. Relationships within the school are good. Pupils come from many different ethnic backgrounds and many do not speak English as their first language. However, they get on well together, both in lessons and out at play. In a Year 3 technology lesson, pupils collaborated well together to share out the jobs and come to a democratic decision on what was the best sort of sandwich for a chimpanzee's tea and a cat's breakfast. Out in the playground, pupils were often seen helping each other or bringing in friends for treatment to grazed knees.
27. Most pupils have a satisfactory understanding of the impact of their actions on others and know right from wrong. When a Year 3 class realised that their teacher had lost her voice, they made every effort to work quietly, so she did not have to strain to be heard. However, some undisciplined pupils do not think beyond their own actions and do not realise that they may be affecting the learning of their peers. School systems manage this well.
28. Overall, pupils show good respect for feelings, values and beliefs. In religious education, pupils listen with interest to the stories from other religions. When given the opportunity, they show suitable respect during quiet times for reflection in assemblies. During the inspection week, the theme for assemblies was "gifts and giving". Many pupils soon understood that gifts could be intangible, like friendship, helping or love. However, a significant number found it very difficult to understand the concept that gifts do not always have to cost money.

29. The development of personal responsibility and initiative of pupils is satisfactory. Around the school, pupils show good responsibility and take on special jobs with pride. Some older pupils sell fruit as a break time snack. The pupils in the school council are sensible and mature. They are full of good ideas to help the school run smoothly and they have a well-developed community spirit. However, pupils generally have not yet acquired the skills to take responsibility for their own learning. Some pupils are slow to evaluate and improve their own work. Often, presentation is unsatisfactory and there is a lack of pride in the finished product. However, the vast majority of pupils gain in confidence as they move up through the school and after Year 6 feel they are ready for secondary education.

#### **Attendance**

30. The attendance levels are unsatisfactory. Over the past five years, the attendance has gradually improved and the gap between the school's rate and the national rate has diminished. However, attendance is still below the national average, with particularly high levels of unauthorised absence. The majority of permitted absences relate to illness, although there are still too many days off school for unacceptable reasons, such as birthdays, special treats and holidays going beyond the agreed time. The classes with the worst attendance records are in the foundation stage, where parents are not yet bringing their children to school regularly. The high turn over of pupils who start and leave school with little warning also has a negative effect on attendance figures. The unsatisfactory attendance of a large number of pupils is detrimental to their achievement in learning.

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

31. The quality of teaching is predominantly good. During the inspection, 112 lessons were observed. In these, 95 per cent of the teaching was satisfactory or better, 15 per cent was very good and 47 per cent was good. It was unsatisfactory in six lessons, five per cent of the teaching. This represents a significant improvement since the last inspection, particularly in Key Stage 1.
32. The quality of teaching for pupils with special educational needs is good. Work is well-matched to their level of attainment and, as a result, they make good progress. The co-ordinator has developed very good relationships with pupils which she uses effectively to promote positive attitudes. A variety of teaching methods are used to maintain pupils' interest. For example, when getting pupils to listen carefully and follow instructions, the activity was made interesting by pupils working in pairs, back-to-back drawing shapes on whiteboards as instructed. Good links were also made with mathematics in selecting colour and shape. Planning is very thorough and detailed assessments are kept.
33. The quality of teaching for pupils for whom English is an additional language is good, overall, but satisfactory for pupils at the very early stages of English language acquisition. Teaching, funded through the Ethnic Minority Achievement Grants (EMAG) is characterised by good regard to the pupils' stage of language acquisition. There is an effective partnership between class teachers and EMAG staff in planning, target setting and sharing expertise. However, class teachers do not all have the specific expertise for early language acquisition and opportunities are sometimes missed for the use of repetitive language or the use of pupils' first language. Resources such as dual language books or story 'props' to enhance learning are not always evident in teaching pupils in the early stages of language acquisition. The school is aware of the need and has planned for the development of this aspect of provision.
34. Teachers generally have a good knowledge of the subjects they teach and of the needs of the pupils. They use this effectively to promote learning. It is a particularly strong feature of the teaching in the Foundation Stage. The introduction of the national strategies for literacy and numeracy has enhanced teachers' knowledge and understanding of these areas of the curriculum and improved teaching. Across the school, teachers have a good understanding of how to teach reading and writing and they make sure that pupils know what they are expected to learn in lessons and how it links with work covered previously. In mathematics, teachers use their knowledge of the subject well to provide challenging and interesting tasks matched to their needs. In physical education, teachers use their knowledge of basketball well, for example when teaching different types of passing to Year 6 pupils.

35. Basic skills in English and mathematics are taught well, but not in information and communication technology, where skills are insufficiently taught and, as a result, pupils do not learn effectively or attain satisfactory standards. Teachers' planning throughout the school is very good and is a strength of the teaching. They clearly identify what they want pupils to learn in every lesson and the methods they are going to use to achieve the objectives. The acronyms WALT (We Are Looking To) and WILF (What I Am Looking For) are used to demonstrate to pupils what is intended to be taught and learned in every lesson. A good range of teaching methods is used in all subjects to maintain pupils' interest. The literacy and numeracy strategies provide good opportunities for whole class and group work and this aids learning. In a religious education lesson, a very effective strategy involved a "hot seat" situation where a pupil was required to answer questions from the point of view of a character in a story.
36. The management of pupils is generally good, but, where unsatisfactory teaching occurs it is usually because teachers do not manage pupils effectively. In a science lesson and in a music lesson, learning was adversely affected when pupils who misbehaved were not well managed. This is the exception, however.
37. Support staff and resources are very effectively used to support learning. In physical education, for example, very good use of resources in Key Stage 2 to support hockey and basketball led to good progress and successful learning of key skills. Support staff work effectively to support pupils with special educational needs and those for whom English is an additional language. They have clear roles and responsibilities which they discharge effectively. Although time is generally used well and lessons have good pace and rigour, there is inconsistent use of the time set aside at the beginning and end of each morning for mental mathematics and literacy skills. Time is not always used effectively or for the purpose it was intended.
38. Good quality assessment informs teaching throughout the curriculum. Teachers evaluate the outcomes of teaching and modify their planning in the light of these evaluations.
39. Homework is not used effectively to support learning in Key Stage 1 and 2. The school is aware of the need to develop parental support for working with their children at home and has plans to tackle this issue. Homework, in terms of supported reading is used effectively in the Foundation Stage.
40. The quality of teaching of staff paid for through the Ethnic Minority Achievement Grant (EMAG), as judged from the scrutiny of pupils' work and the teachers' own records of their progress, is mainly sound. It is characterised by teachers' regard to pupils' stage of learning English. In a few very good lessons, work was well matched to targeted pupils.
41. There is an effective partnership between the class teacher and EMAG teacher in planning, target setting and sharing expertise. The EAL and class teachers work closely, assessing and reviewing pupils' progress. The language demands of the wider curriculum are analysed, but teachers do not consistently plan to meet these pupils' needs and support them, for example, through repetitive language, structured activities, vocabulary development and the use of pupils' first language. Effective use of visual aids, artefacts, dual language books and story 'props' to enhance learning is lacking. Individual needs, including special needs, are, however, adequately met. Pupils are generally provided with effective models of written language. Teachers do not make good use of pupils' first language to support their acquisition of English and insufficient attention is given to supporting pupils' home languages. There is limited evidence of promoting pupils' mother tongue in displays around the school.
42. Quality of learning is good and most pupils on higher stages of acquiring competence make good progress over their time in school, where there is to well-organised support in class. This is currently given in Year 3 and a block of time has been allocated to another year group next term.

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

43. The school provides a sound broad, balanced and relevant curriculum, which includes all the subjects of the National Curriculum, religious education, personal and social and education, sex, health and drugs education and planning meets statutory requirements. The curriculum



successfully promotes pupils' intellectual, physical and personal development and is accessible to all pupils. Provision for pupils with special educational needs is good. Sound policies are in place for all subjects, although some are under review. Schemes of work are in place for all subjects and have either been, or are in the process of being, revised in line with Curriculum 2000. In science, information and communications technology and most foundation subjects good reference has been made to guidance from the Qualifications and Curriculum Authority. There is a clear curriculum map which provides good guidance to staff and ensures effective continuity in the development of pupils' skills and knowledge. Teachers plan carefully in year groups and this ensures that parallel classes receive similar opportunities and curricular. The school gives high priority to developing basic skills in literacy and numeracy and has implemented the National Literacy and Numeracy Strategies well. This is beginning to have a positive affect in raising standards. The time allocated to most subjects is broadly in line with national recommendations except in information and communications technology and music where it is insufficient and this has an impact on standards across the school. There are some minor inconsistencies across parallel classes and the use of time at the end and beginning of sessions in some classes needs to be monitored to ensure that all curriculum time is used effectively.

44. Planning for continuity within year groups is good. The introduction this year of ability setting in literacy and numeracy in Years 3 and 4 and the continuation of this in Years 5 and 6 ensure that the curriculum in these subjects is more closely matched to the needs of the groups. The school has an effective policy for sex and drugs education and these are implemented well through the science curriculum and specific teaching for the oldest pupils at the end of Year 6. A personal and social education policy is being developed and is to be introduced shortly. Homework procedures are in place but there is an inconsistent approach. This aspect has been identified by the school as an area for development and is a feature of the School Development Plan
45. The curriculum provided in the Foundation Stage is good. It is broad and balanced and covers all areas of learning, preparing children well for compulsory education.
46. Opportunities are provided for pupils with English as an additional language and those with special educational needs to participate in all curricular-related tasks. The planned activities, the quality of support and teacher interventions ensure equality of access to the curriculum. All pupils on the register are given support in literacy and numeracy, where teaching is specifically planned according to their individual needs. The school is committed to the inclusion and integration of pupils with English as an additional language in all school activities. Pupils on the special educational needs register also receive good levels of teaching and non-teaching support, well matched to their individual needs.
47. Equality of access and opportunity for all pupils is good. The school has a commitment to equal opportunities, which is ensured through the equal opportunities policy and the aims, general philosophy and ethos of the school. Co-ordinators are generally aware of issues within their subjects and have a positive approach to ensure equal access to all. Provision for pupils on the special educational need register, is good. Support for these pupils is sometimes on withdrawal basis, but equal access to curriculum for all pupils is always ensured. Pupils with English as an additional language are well supported. Opportunities are given for them to participate in all curriculum-related tasks. In lessons, boys and girls were given equal access and performed as well as expected. Teachers are generally aware of gender issues in lessons and how to deal with them as they arise. Incidents of harassment, bullying or racial/social name calling by or towards particular groups of people are recorded and carefully attended to, following agreed procedures.
48. The provision for extra-curricular activities is satisfactory and it is accessible to all pupils, although these operate only for Key Stage 2 pupils at the moment. Staff and external helpers are involved in a wide range of after-school activities which include football, basketball, cricket, badminton, art, choir and athletics. There are good inter-school sporting activities which provide effective social inter-action. Provision for pupils' personal, social and health education is good. Good opportunities are provided in most classes for pupils to discuss issues about relationships and codes of behaviour in circle time. Pupils assume a range of responsibilities in all classes and older pupils also distribute registers and provide help in assemblies, at wet lunchtimes and playtimes, helping to clear away and tidy up. These activities contribute to their personal and social education. Health education is effectively provided through the science curriculum and

through specific sex and drugs education for the oldest pupils and the school nurse has an appropriate involvement. Positive health messages are displayed around the school and older pupils are encouraged to design and display posters.

49. The school makes sound use of the local community and surrounding area to support pupils' learning beyond the classroom. The school has recognised that it could do more and this has been identified on the School Development Plan as an area for development. A variety of visitors come into school to speak to pupils and this extends their knowledge and understanding of the wider world. Some visits are made to museums such as Bethnal Green, Millennium Dome, Lea Valley environmental area and other places of interest, but insufficient use is made of the richness of the area to extend learning beyond the classroom and across curriculum areas through first hand experience. A residential visit is undertaken by pupils in Year 5, which provide a wide range of learning opportunities and further opportunities for social development. Links have been established with a county cricket club and West Ham United Football Club as part of football in the community.

### **Pupils' spiritual, moral, social and cultural development**

50. Overall, the school cultivates the pupils' spiritual, moral, social and cultural development well and is a strength of the school's curriculum provision. Particular emphasis is given to the promotion of moral values and social awareness. The pupils' spiritual and cultural development are good and represent an improvement since the last inspection. There is no written policy to support consistency in planning for this area of the curriculum.
51. Spiritual awareness is evident in many aspects of school life. School and class assemblies, lessons in personal, social and health education, literature, drama, music and art, as well as in other areas of the curriculum, all contribute to the pupils' wonder of the world around them and beyond. They are encouraged to reflect on a variety of issues and to express their feeling and emotions, thoughts and actions from day-to-day both formal and informal situations.
52. Provision for moral development is very good. The school promotes principles which enable the pupils to distinguish right from wrong. Class rules are drawn up by the pupils and addressed regularly. Pupils learn about the importance of sharing; of giving as well as receiving and that gifts are not always tangible. Good achievement in pupils' work and attitudes is rewarded in line with the school's policy. Sanctions are imposed where appropriate by the effective use of a 'traffic light' system.
53. The school provides for the pupils' social development very well. Pupils meet and work with one another in a variety of situations in class within their peer group and beyond. They take on a good variety of responsibilities as they move through the school. Representatives from the classes in Key Stage 2 are elected onto the school council which meets regularly to debate issues raised by the pupils and make decisions which have implications for the whole school.
54. The pupils' cultural development is good. The school teaches the pupils to appreciate their own cultural traditions as well as the diversity and richness of other cultures. The school has appropriate multi-ethnic resources to draw upon to support the learning. However, the use of the locality, religious leaders and parents is limited. Pupils are introduced to music, art and literature from across the world. An artist worked with the pupils to produce a mural in the atrium. Pupils have made visits to the museum of childhood and the millennium dome most recently. However, the opportunities available in the immediate area and beyond in central London are not fully used to enrich the curriculum.
55. Relationships with local secondary schools are good and transfer arrangements are started very early in the pupils' final year in school. Information booklets are provided and school visits and an information evening arranged for parents, so that the transition to secondary school is as easy as possible. The community makes a satisfactory contribution to pupils' learning in several ways. A number of local service providers, such as the school nurse, health services, fire services and police support the school's programme for personal, social and health education. Musical and theatrical groups regularly visit the school and participation in such activities as World Poetry Day and Book Fairs further extends pupils' learning. The school regularly participates in fund-raising

activities which adds to the opportunities for moral and social education and prepares pupils well for adult life.

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

56. Winsor School cares very well for all its pupils. The school works very well to include all pupils in effective learning, whether they have special educational needs or are from different ethnic, language or social backgrounds. Combined with strong practical care, pupils are helped to gain the most out of their time in school. The school has maintained this strong ethos of care well since the last inspection.
57. The school's procedures for monitoring and evaluating academic progress are good. There has been very good improvement in the school's system for assessing pupils' attainment and progress since the last inspection. Non-statutory tests are used in the core subjects along with half termly tests. Procedures are very clear and there is a published time-table of assessments so that all staff are aware of what is required and by when. Results are recorded and analysed by subject co-ordinators and discussed with the assessment co-ordinator, so that strategies can be put in place to tackle areas of concern. Specific targets are then set for all pupils and shared with them. Assessment information is, therefore, used well in planning. The consistency of approach across the school is a strength. All pupils are tracked throughout the school, using the assessment data and the assessment co-ordinator keeps an overview of all assessments and the progress made by pupils. These systems have a positive effect on pupils' learning and the standards they achieve.
58. Procedures for ensuring the pupils' welfare are good. Pupils are safe and secure when in school. The building is modern and well appointed. The site supervisor attends the daily staff meeting and keeps a good eye out for potential hazards. Risk assessments are carried out regularly. Currently, there is no health and safety representative on the governing body, but the head teacher and staff representative ensure that all health and safety requirements are effectively met. First aid practices are good. There are plenty of first aid boxes positioned in strategic places around the big building. Accidents, however minor, are well recorded and parents informed should there be any concern. At the moment, there are only two members of staff with first aid certificates, which is not adequate for the size of the school. The school has good procedures for child protection. The co-ordinator for special educational needs is the person nominated to liaise with the child protection agency, should the need arise. The head teacher and deputy head teacher are also both knowledgeable and supportive in dealing with suspicions of child abuse. Not every member of staff has had sufficiently recent training in child protection procedures, although, in practice, all staff know what to do.
59. The school has good systems for promoting and monitoring attendance. Registers are called promptly and efficiently at the beginning of the morning and afternoon sessions. Class teachers mark any absence and note the reason. Registers are carefully checked twice a week to follow up any pupils who have missed school without notification. The school works closely with the education welfare service to support those families who are having problems delivering their children to school on time or failing to bring their children to school regularly. The school is keeping up a good dialogue with parents, both formally and informally, to remind them not to take their children out of school unnecessarily. The weekly class attendance cup and the end of term certificates are giving a clear message to the pupils that good attendance leads to better achievement. The school needs to persist with parents to communicate these appropriately high expectations on attendance. Little by little, the school is improving attendance levels by the effectiveness of these strategies to combat absence.
60. The procedures for monitoring and improving behaviour are very good. The head teacher and deputy head teacher have undertaken some extremely thorough research and analysis over the past two years on several different approaches to managing behaviour. They are striving to achieve the best in helping pupils to behave well. They are currently reviewing the various strategies used to ensure that the many exciting initiatives do not become too confusing for staff, parents and pupils to understand. All classes effectively use the traffic light system to differentiate between good and unacceptable behaviour. It is a clear and understandable strategy for pupils to understand; green for good behaviour, amber for minor misdemeanours and red for the wrong sort of behaviour. Most class teachers and support staff use positive praise very effectively to promote

good behaviour, although there are still a few who deal with inappropriate behaviour inconsistently. Pupils have been well included in giving their views on behaviour expectations. The school council helped draft the "Learning Rules". Parents are provided with details of the behaviour strategies at open meetings and can have copies of the behaviour policy. As yet, they are not sufficiently involved in consultation on new initiatives to ensure that there is a shared understanding on how the school deals effectively with all types and severity of behaviour.

61. There is a significant number of pupils with challenging behaviour who are supported well with the help of careful monitoring. There is good input by the learning mentor, who has recently been recruited to help the improvement in the behaviour of particular pupils. She withdraws disruptive pupils to the "Restart Room" if they need a calming place to work away from the other pupils. The very effective strategies in managing behaviour are ensuring that learning for the vast majority of pupils is good and is affected as little as possible by misbehaviour in the classroom. Any instances of bullying are dealt with firmly and sensitively, with the full involvement of the parents.

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

62. The small number of parents who attended the inspection meeting and returned questionnaires are very appreciative of the school. They particularly like the quality of information provided by the school, the good teaching and the good leadership and management. The inspection team agrees that the teaching is good throughout the school and that the lead given by the head teacher and deputy head teacher is very strong. The quality and quantity of information given to parents is judged to be satisfactory. A few parents are unclear about homework and would like to see a greater amount of activities provided out of lessons. Parents are justified in having concerns about homework. Although parents have all been sent a homework book setting out the school's policy, expectations and ways they can help with learning from home, it is not sufficiently detailed and linked to learning in the lessons. Also, the setting and marking of homework is not consistent between classes. The inspection team judges that the school provides a satisfactory amount of clubs and sporting activities over lunch hour and after school. The number and range match those normally found in primary schools.
63. The school has satisfactory links with parents. It competently provides all the standard information to parents, such as a prospectus, the annual report from governors and regular newsletters. However, these documents do not capture the essence of the school and fail to convey the high quality of values and ethos. The annual report from governors omits to include a financial statement, information on how disabled pupils can be accommodated and the targets for the Key Stage 2 national test results. The nursery provides a very good and informative leaflet to help parents settle in children new to schooling. The introduction of a library of books specifically for nursery parents to borrow is establishing a good rapport with parents for the benefit of their children's learning. Links with parents of pupils with special educational needs are good. These parents are kept well informed about the progress of their children and are included when targets in the individual education plans are set. The school communicates adequately with parents who do not speak English by using other parents or pupils. End of year reports give a clear message on what has been covered in lessons and what individual pupils know, understand and can do. However reports are not consistent in giving unambiguous information to parents on how their children have gained in knowledge over the last year in each subject area. Although most parents are well involved in agreeing targets for their children's progress, there is an insufficient number of curriculum evenings or workshops to improve parental awareness and interest in their children's learning.
64. The impact of parents' involvement on the work of the school is unsatisfactory. It has not improved since the last inspection. Few parents' help in school, but the school has been effective in encouraging any parents who are interested to become trained class room assistants. The attendance at school events, such as the annual report from governors and open evenings in Parents' Week, is poor, although a better number turn out for performances including their children. There is a skeleton parent teacher association with very little support from the majority of parents. The unsatisfactory levels of unauthorised absence and poor punctuality demonstrate that a significant number of parents do not support the school and education, in general, as they should. The high mobility of families in the area, together with a limited knowledge of the English language and some cultural barriers, militate against some parents becoming more involved in the school. The school should build on the appreciative, but passive, support of the parents to encourage them to take a more active interest in their own children's learning.

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

65. The headteacher and deputy headteacher provide very good leadership and management for the school. This has developed and improved since the last inspection. They have developed very clear systems for evaluating the attainment of pupils, identifying the strengths and the weaknesses and ensuring that action is taken to tackle the weaknesses. The head and deputy head provide a clear focus for the development of the school, based on raising the attainment of all pupils. This is shared by all staff who work hard and successfully to enable pupils from a very wide range of attainment and social, economical and ethnic backgrounds to be fully included in the school and make good progress.

66. The school's aims and values of ensuring that everyone is fully included and that all have rights to equal opportunity are reflected in all the work of the school. Pupils with a wide range of special educational needs have their needs clearly identified and support is targeted well to enable them to make good progress across the curriculum. Care is taken to ensure that, if they are withdrawn from their class group for specific support, the work is directly related to the work covered in the subject they are missing. Pupils for whom English is an additional language are also clearly identified, including those at the very early stages of English language acquisition. The very experienced co-ordinator targets support appropriately, although the school has recognised the need to develop the expertise of all staff, to ensure that provision is consistent, particularly where direct support is not provided.
67. A very clear management structure has been developed. Staff with responsibilities are very clear about their roles and a clear decision-making process has been established. Responsibilities are devolved to different groups within the school and a cycle of time-tables, and agenda meetings ensure that communication between the groups is effective. Subject co-ordinators all produce three-year plans for the development of their subject and they report termly to the senior management team and the governing body about progress towards their objectives.
68. All staff contribute, through discussion and their three-year plans, to the identification of the development needs of the whole school. As a result, the priorities identified are correct and are based on a very clear analysis of needs. Monitoring and evaluation of the school's performance are very good. The detailed analysis enables the school to produce a long term development plan and a more detailed yearly plan which clearly targets finance to the areas of greatest need. This has a positive impact on learning and has enabled the school to improve the standards achieved by pupils at a better rate than national improvements over the past five years, even though overall attainment remains below or well below national average. Although co-ordinators produce three-year action plans, only members of the senior and middle management teams have been involved in classroom observations to evaluate the impact of teaching on learning. The school recognises the need to develop this further, so that all co-ordinators monitor and evaluate teaching, in addition to planning and standards.
69. The governing body has developed since the last inspection. It continues to fulfil its legal responsibilities, although this has proved difficult in recent months, because there are a number of vacancies for governors and, occasionally, decisions have had to be deferred because insufficient governors were in attendance. The immediate difficulty has, in part, been the result of the opening of the other local primary school, because some governors have moved to the new school. Minor omissions from governors' reports and the prospectus were brought to the attention of the school during the inspection.
70. Governors receive detailed reports from the staff of the school which they discuss and debate, contributing effectively to the School Development Plan. They have a clear understanding of the strengths and weaknesses of the school. Active involvement in the life of the school is better than at the time of the last inspection, particularly since a number of governors work in the school in various capacities. As a result, informal monitoring is good and more formal systems have been introduced and are developing as governors gain confidence.
71. Careful financial planning is in place. Monitoring procedures are sound and expenditure is very closely linked to the analysis of need. Principles of best value are appropriately applied and careful analysis of the impact of spending on pupils' learning is undertaken. Although the school currently has a large carry forward, this is partly the result of the reduction in numbers because of the opening of the new school. Plans are in place to reduce it.
72. The school is an effective school where pupils build on their prior learning, often from a very low starting point. The trend of improvement in recent years has been better than the national average. The quality of teaching is good and leadership and management are very good. Costs are relatively low. As a result, the school provides good value for money.
73. The school's system for induction of new staff is very good. Teachers are supported very well by their mentors and by other staff. The school has very good arrangements for the professional

development reviews and performance management of staff and provides very effectively for the training of new teacher and support staff.

74. The match of teachers to the demands of the curriculum is satisfactory. There are sufficient teachers with a broad range of experience to meet the demands of the National Curriculum and support and training are provided where necessary. Teachers receive very good support from skilled non-teaching staff who are well deployed to provide high quality support for pupils' learning. Teamwork between teachers and support staff is of a high standard. Effective and efficient administrative staff make a valuable contribution to the quality of support for pupils and the life of the school.
75. The school has very good accommodation. It is sited in a modern building, designed with today's curriculum in mind. There are a good number of specialist rooms. The school has 4 halls for PE, assembly and lunch, including an innovative atrium, with a sliding roof for summer and winter use. The site is safe and secure and well maintained. Some of the classrooms are cramped, particularly for the older pupils, but all classes have access to useful, communal teaching areas. Outside, the playgrounds are spacious and pupils have access to an adjacent field for sport and recreation in the summer months.
76. There are adequate resources to match the demands of the curriculum in all subjects, except information and communication technology and for pupils at the very early stages of English language acquisition. In some areas, the level of resources is good. The level and quality of resources are good in science, religious education and music and very good in physical education. Although there is a library, facilities are unsatisfactory and an area for development. The quality and quantity of books is satisfactory in science and religious education, but unsatisfactory in all other subjects. There are many old and outdated reference books and insufficient guidance for younger pupils to access reference materials.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, the headteacher, staff and governors should:

- i) Raise standards in English, mathematics and science by
  - providing more opportunities for pupils to consistently practise basic skills, particularly in relation to presentation and spelling (94);
  - increasing the opportunities for pupils to practise their mental mathematics skills (104);
  - improving the presentation and recording of results in scientific experiments (113).
- ii) Raise standards throughout the school in information and communication technology by
  - improving the opportunities pupils have to develop and practise their skills (140);
  - improving staff expertise and confidence (74);
  - improving the resources available (76).
- iii) Improve pupils' attendance and punctuality and the involvement of parents in their children's learning by
  - instilling in parents the need for regular and punctual attendance (30);
  - encouraging more parents to become supporters in the classrooms (64);
  - developing a more consistent approach to homework (39).
- iv) Improve the management roles of curriculum co-ordinators and governors by
  - developing the co-ordinators' role in monitoring the impact of teaching on learning (68);
  - developing the governors' role in monitoring the standards achieved by pupils (70).
- v) Improve the provision for pupils who are at the very early stages of English language acquisition by developing teachers' knowledge and expertise and enhancing the range of available resources (74).
- vi) Ensure that the taught time at the beginning and end of each morning is used effectively to ensure a consistently rigorous approach to teaching basic skills (41).



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	112
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15.2	47.3	32.1	5.4	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)	52	486
Number of full-time pupils known to be eligible for free school meals	0	244

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	0	171

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	261

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	118
Pupils who left the school other than at the usual time of leaving	88

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	2.5
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	45	40	85

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	30	23
	Girls	26	32	28
	Total	52	62	51
Percentage of pupils at NC level 2 or above	School	80	75	73
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	29	28
	Girls	33	34	31
	Total	63	63	59
Percentage of pupils at NC level 2 or above	School	74	74	70
	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	40	34	74

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	33
	Girls	23	14	27
	Total	48	40	60
Percentage of pupils at NC level 4 or above	School	65	54	81
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	27
	Girls	14	13	21
	Total	34	32	48
Percentage of pupils at NC level 4 or above	School	44	41	62
	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	28
Black – African heritage	87
Black – other	4
Indian	5
Pakistani	30
Bangladeshi	35
Chinese	6
White	181
Any other minority ethnic group	28

### **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	5	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	21.6
Number of pupils per qualified teacher	21
Average class size	29

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

Total number of education support staff	12
Total aggregate hours worked per week	365

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999-2000
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	£
Total income	1105588
Total expenditure	1106612
Expenditure per pupil	2218
Balance brought forward from previous year	86388
Balance carried forward to next year	85364

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	471
Number of questionnaires returned	59

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	2	2	0
My child is making good progress in school.	49	42	2	3	3
Behaviour in the school is good.	37	56	5	2	0
My child gets the right amount of work to do at home.	17	51	22	7	2
The teaching is good.	54	41	3	0	2
I am kept well informed about how my child is getting on.	51	42	3	2	0
I would feel comfortable about approaching the school with questions or a problem.	56	37	5	0	2
The school expects my child to work hard and achieve his or her best.	58	32	2	0	7
The school works closely with parents.	37	47	8	0	3
The school is well led and managed.	32	54	5	2	5
The school is helping my child become mature and responsible.	42	44	10	0	3
The school provides an interesting range of activities outside lessons.	27	31	25	2	14

## **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**

77. Children are admitted to the 52-place nursery in the September or January after their third birthday. It is a colourful, stimulating area, which is well equipped to cater for the needs of young children and enthuse them to learn through play. Nursery children usually attend either mornings or afternoons only and most transfer to full-time education when they move into reception before they are five. Children are provided with a caring, supportive and very stimulating start to their school life in the nursery and in the reception class. Entry into both the nursery and reception is carefully managed for all children. Most children enter the nursery with low levels of social and early learning skills, their speaking skills being particularly underdeveloped. This is confirmed by the initial assessments conducted with the children. The majority of children make good progress across the areas of learning recommended for young children and, by the time they transfer to Year 1, they are much closer to the expected level of attainment in reading, writing and numeracy, but are still below the levels expected for their age in these areas. Children attain the early learning goals in physical development and creative development
78. Teaching and learning for children under the age of five is good and is sometimes very good. The school has maintained the overall good quality of teaching and learning identified in the last inspection. Staff transmit their enthusiasm to the children, who are keen to work and proud of their efforts. Adults make good use of praise and encouragement and make clear the reasons why the child has gained success. Day-to-day assessment is good and enables careful targeting of activities to extend and challenge children without over facing them.

#### **Personal and social development**

79. Children enter the nursery with personal and social skills that are low in comparison with those found nationally. The teaching of personal development in both nursery and reception is very good and much emphasis is placed on good behaviour, a sense of self-worth and achievement. Consequently, children make good progress and grow in confidence. They work and play happily together or alongside each other. Helped by imaginative arrangements which make very good use of adults and the quality resources available, the children settle very well and respond extremely positively to the opportunities created for them. For example, children find their name card when they arrive and place it on the wall in their group, registering that they have arrived. When someone is unsure of which card to choose, another child shows him his name on a fish so that he is able to check which card he needs. Children are interested in their work and they concentrate for a suitable length of time. They share and co-operate well. They learn the social rules of taking turns and listening to others. Not all activities are directed, so children learn to make decisions by choosing which area to go to when they arrive with their parents. They become more independent in remembering routines and more self-sufficient. In the reception class, they demonstrate suitable levels of initiative and take responsibility in their use of equipment and materials. Children's concentration improves and they are able to sit and participate in the numeracy and literacy times, paying good attention throughout because of the teacher's skilful presentation of the material. Both boys and girls develop good attitudes towards learning and their behaviour is good in response to the very skilled management of the teacher.

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

80. Many of the children who enter the nursery are at the very early stages of English language development, have English as an additional language or have special education needs. As a result, many are shy and lacking in confidence. English speaking and listening skills are very low in comparison with the level expected for their age. Children make good progress in speaking and listening, reading and writing during the time they spend in the nursery and reception, but are still below the expected levels by the age of five. Adults in the nursery draw attention to letters and sounds around them in displays and this helps children to develop an interest in words and writing. Staff use very good questioning skills to increase children's knowledge and vocabulary and use imaginative strategies and methods to stimulate interest and offer challenge to the children.

Children learn to respond appropriately to questions and to make relevant replies. They also learn from each other in a social situation, for example at tea parties when they name foods and ask each other what they would like to eat. Children learn to hold brushes, crayons and pencils correctly. Some write under a model of an adult's handwriting, others make recognisable attempts at some letters and others enjoy the flourish of producing their own writing. In reception, they come in eagerly in the morning to practise their handwriting. When asked "What sound is it today?" a child answers confidently, "Curly caterpillar!" When the teacher demonstrates the letter, she is quickly informed, "You're doing it too long." Children concentrate so well on the teacher that they move their pencils in the air whilst they listen. They practise the letters in the way that they have been shown, without being reminded. The teachers' careful and well-informed planning ensures that children build on the skills they have developed. Listening and speaking skills develop in story time in nursery and in the literacy time in reception so that they begin to make lively contributions to discussions, stimulated by well-framed questions and prompts from the adults. Children join in with the reading of big books with good levels of concentration and confidently learn familiar phrases that are repeated throughout the story. They also learn routines, knowing that words in the story are going to be covered up, "Because it's Tuesday!"

### **Mathematical development**

81. By the age of five, the majority of children are achieving standards in mathematics that are growing closer to, but are still below, those expected for children of this age. In the nursery, children learn to recognise rectangular, square, triangular and circular shapes consistently through stimulating introductions and regular reinforcement in a variety of contexts and activities. Children look for shapes everywhere. "Look," shouts one boy, "I've made a circle with my train." Children match cutlery and plates on the tables, sort objects into big, little and middle-sized and try to create their own shapes. The teacher's choice of number games and songs provides practice in counting to ten and recognising numbers to five. Children learn that numbers are used when they talk about the beads they have made, when they make buttons with dough or count how many hats are in use at the sand tray. If there are four, they know there are none left and no one else may go to the sand until someone leaves. In reception, children consolidate their learning of one to ten and children learn to be "number detectives." They use money and understand that it is used to buy items from the shop. Children confidently match shapes and recognise smaller shapes within larger ones, for example, in the shape patterns on the wall. Children extend their learning about the date and other routines in sessions that have good pace, opportunities to make progress and lead to reinforcement of previous learning.

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

82. Children make good progress in the development of their knowledge and understanding of the world. From a variety of well-planned and stimulating experiences in the nursery, children learn to experiment and build with construction materials. Very careful questioning by adults helps children think about what they are making. There are many opportunities for structured play and exploration during the sessions to which children respond well. Very good use is made of the microwave, brought in for a specific activity, so that children see how items change during baking. Activities are linked well together and extended as necessary, this developing children's concentration span. Their idea of time is developed through the routines of the day. Children acquire a good understanding of the work that people in the community do and become very involved in their play as policemen, firemen, doctors in the dressing up areas. In reception, children extend their skills in construction and learn how to sequence stories, correctly ordering the beginning, middle and end of a story. When using the computer, children in both nursery and reception classes learn to manipulate the mouse to operate the program on the screen. They increase their precision when dragging items across the screen and, through very good teaching and a gradual reduction of support, children are enabled to sequence the dressing of the bear quickly.

### **Creative development**

83. By the age of five, children's creative development is approaching the level typical for their age. Children in the nursery and reception classes participate fully in role-play activities in the classroom and in the atrium and there is very good provision for this area of development. There is

a regularly changing focus, which is carried through all the areas of learning. In the nursery, children make very effective salt dough beads for necklaces, looking at a colourful book of African culture to see what type of necklaces may be made and worn. The following day they paint these in bright colours, most naming the colours of paint correctly. There are many opportunities for children to paint and print, or make collages. In reception, there is an abundance of glittery shapes, papers and objects, including glittery play dough to make shiny Christmassy pictures and patterns. In music, children demonstrate an understanding that instruments make different sounds and play together well with a tape. They sing sweetly and enjoy their music making.

### **Physical development**

84. Children make good progress in their physical development, learning many new skills of using their bodies in physical education lessons, in the playground and in the covered area. They are developing an awareness of consideration for others when using equipment. Children are learning to use tools, materials and equipment with a good range of dexterity. The provision of good quality resources and materials enables children to improve their ability to cut paper and materials. They demonstrate good levels of co-ordination when emptying and filling containers. Children use a variety of construction materials to build and make objects, which develops their manipulative skills. Children know what is expected of them in physical education lessons, because routines and expectations are so well established. They find spaces well, skip, hop and rock from side to side, as directed. The teacher makes very good use of demonstrations by the children and they are proud to be chosen to show others how to improve the quality of their movements. Children respond well to the instruments used in the lesson, stopping and starting very promptly.
85. The nursery and reception classes provide children under five with a very good start to their schooling. There is a good balance of activities and the planning between nursery and reception is very thorough. It takes account of children's needs, as well as identifying links with the National Curriculum. The staff work very well together as a team and have a very good understanding of the needs of children under five. There are good procedures for assessing children's attainment on entry into the nursery and reception and good day-to-day records of academic and social achievement.
86. Relationships with parents are good and the opportunities for parents to share in their children's learning by taking home library books regularly are being welcomed. Resources for learning are good and there are good facilities for indoor and outdoor development of physical and social skills.

### **ENGLISH**

87. Standards in English at the age of seven and eleven have significantly improved since the last inspection. The school did well to meet its targets for 2000. Results in the 2000 national tests show that the standards at age seven were well below average in both reading and writing, but average when compared with those in similar schools. At age eleven, the results were well below the average for all schools and average when compared with similar schools. These results show a gradual rise over the past year, particularly in the percentage of pupils attaining higher levels in both key stages. This is testament to the school's focus on improving standards.
88. The inspection findings largely mirror these results, but show a greater improvement in reading standards at both key stages. Pupils achieve standards well below national average in speaking and listening and in writing at ages seven and eleven. The standards in reading are below average rather than well below. More pupils than average are on course to reach above the expected level, particularly the eleven year-olds. From a low starting point, these results are evidence of good achievement over time. When pupils enter the school, they lack confidence in speaking and their listening skills are generally weak. Reading skills are not well developed and very few pupils have sufficient pencil control to enable them to write clearly. These limitations are soon addressed with effective teaching. As a result, pupils achieve well by the age of seven and eleven in all aspects of the subject. Most pupils including those with special educational needs make good progress over their time in school. Progress is often good for pupils on higher stages of English language acquisition, but limited for new entrants and those on the early stages. Once these pupils have acquired a basic competence in English, they begin to make more rapid gains, in line with their peers. While suitable efforts are made to identify pupils' specific language needs, the specialist

support for this purpose is not targeted close enough to meet the needs of pupils very new to English language.

89. For younger Key Stage 1 pupils, small group work provides opportunities for adults to act as good language models and to encourage children to express themselves clearly. Focusing on specific language structures is a key feature of this work. In later years, the level of language use develops rapidly and there are many confident and articulate children by the end of Key Stage 1. In Key Stage 2, pupils' vocabulary is extended further and they begin to use complex and grammatically accurate sentences. Pupils' own reading and the teachers' use of good subject-related vocabulary in class discussions play an important part in this development. Most pupils know how to explain their opinions and ideas about poems and stories and extracts from books in interesting ways. For most pupils, the Standard English is little different from their everyday speech and the range of oral and literacy experiences provided by the school reinforces the acquisition and use of the Standard English. However, there are few well-planned opportunities such as drama and debate, to speak at length and use a variety of expression and vocabulary.
90. Given the limitations of the pupils' skills on entry to the school, they do well across the school to improve standards in reading. This signifies good achievement for the majority of pupils. There is a strong emphasis on the teaching and learning of letter sounds and blends. In Key Stage 1, average and below average pupils have a satisfactory grasp of letter sounds and this helps them to tackle words that are unfamiliar to them. The planning of work at Key Stage 1 includes all the main elements from the National Literacy Strategy effectively. Most pupils make expected progress as a result of an effective combination of direct teaching of phonics and other support aimed at developing their sight vocabulary. Pupils with special educational needs are identified early and embark on well-structured literacy programmes, with realistic short-term targets.
91. The books read by pupils in Key Stage 2 are appropriate to their interest and level of attainment. The range of reading material is extended appropriately as the children move through the school and more able readers are able to choose books freely. Pupils read with increasing fluency and accuracy. Most pupils' talk about favourite authors with discernment, but their critical appreciation of a range of books is limited. While lower attaining pupils still interpret their reading literally, a few average and higher attaining pupils show a growing understanding of figurative language. Most pupils find it difficult to identify meaning beyond text and appreciate the subtleties of humour in good quality children's fiction. Pupils develop regular use of dictionary and thesaurus in most classes. Years 5 and 6 are developing skills of skimming and scanning and make meaningful notes. However, their reference and information skills are limited. Most pupils do not understand how books are arranged in libraries and how 'contents' and 'indices' can point the way to specific information. A few pupils are able to use non-fiction books to locate and retrieve information within the classroom, but the independent research and study skills of the majority are not fully developed. Most pupils make satisfactory use of their reading skills in cross-curricular work. The school library is at a developmental stage and currently out of use.
92. Pupils make frequent references to reading at home. The process of home school reading is well established and has a positive effect on pupils' interest and attainment. This is one area where homework is successfully used. The guided reading sessions where these are skilfully structured enhance pupils' progress in reading. Teachers keep very good ongoing reading records to identify weaknesses and target pupils' learning.
93. Standards in writing are well below average in both key stages. The younger pupils in Key Stage 1 learn to use capital letters and full stops appropriately in short meaningful sentences. They represent ideas in interesting forms such as speech bubbles, for example, when following the story of the 'Owl Babies'. At the end of the key stage, the most able seven-year-olds write well. They learn to structure their stories with a beginning, middle and end. A few carefully sequence sentences and write instructions, using intelligible spelling. Pupils in the middle range of ability have difficulty in constructing sentences and using appropriate punctuation. Many Year 2 pupils find joining letters quite difficult. This also affects their presentation of work.
94. By the end of Key Stage 2, a few pupils plan their writing well and write at length imaginatively and clearly. Pupils' writing has the technical inaccuracies generally to do with skills of spelling, punctuation, handwriting and presentation. The more able writers show a developing knowledge



and understanding of how to use language appropriately and of the effect on the reader. The majority of pupils have good ideas for their writing, but their work is usually short in length, such as when they write reports or attempt to write long stories. Pupils are learning to write in an increasing number of styles across the school. Some pupils can produce interesting writing for different readers in a range of forms, for example, letters, stories, poems and descriptions. Most pupils however, lack fluency in their writing and are unaware of grammatical mistakes in their work. Their spelling strategies of a range, the proof reading skills and vocabulary choice in writing, are insufficiently developed. Although a majority of pupils are still striving to express themselves clearly in writing, the higher attaining pupils in particular are able to interpret poetry and comment sensibly on texts that they read. They write neatly and many develop their own personal style, but most pupils do not consistently use joined-up script. However, there are insufficient examples of sustained story writing with good attention to characterisation and plot. The use of information technology to word process, re-draft and edit is limited. Handwriting lessons are not progressively structured across the school.

95. Teaching of English is good, overall, with some very good features in both key stages and never less than satisfactory. Teaching was good or better in 70 per cent of lessons with 30 per cent very good teaching. In the main, pupils' achievements parallel the quality of teaching, although satisfactory teaching for pupils at the very early stages of English language acquisition could be improved through better resources and more advanced knowledge amongst teachers. Teachers across the school have a good understanding of how to teach reading and writing. They make sure that pupils know what they are expected to learn and how this links with what they have covered previously. The National Literacy Strategy has been incorporated into the scheme of work and teachers across the school implement it effectively. Lessons are well planned and organised with a good mix of whole-class, group and individual work. In the younger classes, teachers successfully promote oral language development. They talk with pupils in an adult style, encouraging them to extend their vocabulary and use complex forms. For example, in a Year 4 lesson, very good teaching was demonstrated, with pupils actively involved in work that was very carefully planned and organised and with opportunities to research and record information about the human body. Most teachers in both key stages use suitable methods and strategies to develop good listening and improve concentration and the pace of working in most sessions. The management of pupils' behaviour is consistently very good. Teachers set appropriate standards for the majority and maintain a good level of support for pupils with special educational needs. Teachers know their pupils well. They have good relationships with them and encourage good manners and social skills. Literacy skills are promoted satisfactorily in English lessons and across the curriculum, such as when reading and writing about events of the past in history and explaining and recording conclusions of scientific experiments. Pupils with special educational needs receive effective support from teachers and adult helpers. They sometimes leave the room for short one-to-one reading sessions during whole class focused literacy work and consequently miss out on these learning opportunities.
96. Pupils have good attitudes towards the subject, contributing well to their learning. Most pupils are attentive, eager to answer questions and join in class discussion, where they express themselves clearly. They behave well and concentrate on their work.
97. The management of the subject is good. Both the key stage 1 and 2 co-ordinators are well aware of the strengths and weaknesses in teaching and learning. The procedures for assessing pupils' progress are very good and the careful analysis of all tests results supports the setting of individual targets. The marking of pupils' work is generally helpful. In the best examples, teachers make constructive comments and give suitable guidance. Resources are good for the effective delivery of the curriculum and there have been some useful additions to support the literacy strategy. Although the level of available books is good in classroom, the library is currently not used regularly and has an insufficient number of good quality fiction and non-fiction books.

## **MATHEMATICS**

98. Pupils enter the school with very low attainment and their socio economic backgrounds are well below average. The percentage of pupils with special educational need is well above average as is the instance of pupils learning English as an additional language. Pupil mobility is a significant factor, as is the high turnover of staff over the last few years. Taking into account these factors,

along with the good quality of teaching, the school is successful in supporting a wide range of needs, resulting in good achievement by the pupils in mathematics, especially at the higher levels, as they move through the school and by the time they reach the end of Key Stage 2.

99. Standards achieved by the pupils in mathematics are, overall, below national expectations. They are better at Key Stage 2. Pupils' achievement in lessons is good and, over time, is steadily improving. This is the result of greater attention being given to mathematics, a faster pace in many lessons, the teaching of strategies in making calculations and the use of appropriate mathematical language. The introduction and development of the National Numeracy Strategy is having a positive impact on achievement. Additional 'booster' classes are used to support older pupils who are not achieving in line with their age, but are capable of doing so. A 'booster' week is also offered annually during the Easter holiday. The school almost reached its target of 52 percent of pupils attaining level 4 or above in the national tests this year.
100. In 2000, the overall results in the national tests for seven-year-olds were well below those achieved nationally and below those of similar schools. However, the percentage reaching the higher level was in line with similar schools. The trend over the past three years has been static, although pupils reaching the higher levels are better. Standards attained by the pupils in lessons during the inspection week were broadly in line with national expectations at level 2 or above. This means that pupils' achievement is, overall, good which represents an improvement since the last inspection.
101. The results in the 2000 tests for eleven year olds were well below when compared with national results and below at the higher levels. In comparison with similar schools the results were just below average at level 4 or above and in line at the higher levels. The trend over the last three years has been upwards with a slight decline in 2000. At the end of Key Stage 2, standards attained by the pupils in lessons during the inspection were close to national expectations and above at the higher levels.
102. There is evidence of appropriate consistency in attainment across the year groups. In Key Stage 1, the pupils in Year 1 can sort data, using techniques including pictograms and sets. They are beginning to analyse the information gathered and explain their findings, using appropriate mathematical vocabulary. A few pupils in Year 2 were able to overlap two circles to extend a venn diagram to provide additional data. Very good use of timed tasks supported good pace in these lessons. Pupils worked with 2 dimensional and 3 dimensional shapes, developing their knowledge and understanding of shape and space. Many pupils have difficulty manipulating numbers and, although mental arithmetic sessions are timetables, these activities generally lack pace and rigour.
103. In Key Stage 2, mathematics is developed systematically following the school's scheme of work. Pupils are set in Year 3 and in Year 4 across Years 5 and 6. This strategy is effectively supporting the needs of the differing abilities of the pupils who are set appropriately matched work. In the Year 3 middle set, pupils were solving problems by collecting, sorting, organising information, classifying objects and displaying results, using venn and carroll diagrams. Many had difficulty explaining how many more people do not have dogs than have dogs. Weaknesses in language often hinder the pupils' ability to articulate their finding. In a Year 4 set pupils were able to add up two digit numbers, using the partitioning method accurately. The pupils in the middle and lower sets worked at levels below national expectations, but achieved well in relation to their abilities. Pupils in Years 5 and 6 were able to identify and name angles and use protractors with developing accuracy. They identified perpendicular and vertical lines in the environment and calculated the surface area of rectangular shapes and cuboids, using the correct formula. They are able to total and order amounts of money. Good extension activities enable pupils to work at levels above national expectations in the higher sets.
104. Overall, the quality of teaching is good in both key stages. There was evidence of very good teaching across the key stages. This represents an improvement since the last inspection. Teachers' planning is very thorough and assessment is used well to inform planning for groups and individuals both in the short and long term. In the best lessons the pace is appropriate and a good variety of strategies are employed to support the learning. Teachers know their pupils well and offer them challenging and interesting tasks suitably matched to their needs. The organisation of

lessons and the management of pupils are consistently good in almost all lessons. Resources are used well to re-inforce learning. Teaching often helps pupils to try out different methods of working out answers well supported by the additional adults present in most of the lessons. In the few lessons where the teaching was less secure, much time was spent on too frequent interventions into pupils' behaviour, for example in a Year 5/6 set, which made the pace of the lessons slow. Although mental arithmetic sessions form part of the numeracy strategy, they are not consistently rigorous. Some short sessions during registration lacked sufficient intervention by teachers and, in one Year 4 session, pupils finishing off work in geography curtailed the timetabled number bond activity. The use of mathematics across the curriculum is limited and computer assisted learning in lessons is unsatisfactory.

105. Pupils with special education needs and those learning English as an additional language make good progress according to their ability and need. They benefit from the support they receive in lessons, which enables them to have individual attention focused on their particular needs, as outlined in their individual education plans.
106. Pupils' attitudes to learning are generally good. They enjoy mathematics lessons and are mostly well motivated. Behaviour is satisfactory overall and most respond well to reward and sanction strategies used by teachers in conjunction with the school's behaviour policy. During group activities, many pupils are unable to work without supervision.
107. Effective leadership, clear guidance for staff and enthusiasm for the subject have contributed to the improvement achieved in mathematics. Staff have received training, the newly qualified teachers are well supported and the National Numeracy Strategy is being implemented successfully. Further monitoring by the co-ordinator of the teaching and learning, especially in Years 4, 5, and 6, should support the overall improvement of the subject. Resources are plentiful, of good quality and well used to support the learning.

## **SCIENCE**

108. The school's results in the teachers' assessments of seven year olds in recent years show that at Key Stage 1, pupils attain standards both below the national average and well below those attained by schools with similar intakes. This is confirmed by the Year 2000 results where the results show attainment to be well below the national average at the end of Key Stage 1.
109. At the end of Key Stage 2, test results show that in recent years attainment has been below the national average, although in 1999 it was in line. Results for 2000 show that attainment was below the national average, although the number of pupils attaining the higher Level 5 was close to the national average. When compared to similar schools, performance was above the national average. There is no significant difference in the performance of boys and girls. Over the past four years, the improvement in attainment in the tests has been better than the national average, except for a slight dip in 2000.
110. When reading the results of tests and assessments, it is important to note that the published data do not take into account the high proportion of pupils in the school who are on the special educational needs register in some year groups or who move into the school. These detrimentally affected levels of attainment and account for fluctuations in standards in some years.
111. Progress since the last inspection has been good, overall. There has been an improvement in the quality of teaching and resources and teachers' knowledge have improved. The policy and scheme of work have been successfully updated and the monitoring of teaching, planning and pupil's work has been introduced. The school has made good progress in the introduction of investigative science at both key stages which was a weakness identified in the previous inspection. The subject features prominently as an area for development in the School Development Plan.
112. Inspection findings confirm attainment of the current Year 2 to be well below expectations. Pupils enter the key stage with levels of attainment that are well below and many very low, particularly in speech and language and recording. Achievement through the key stage is good. Pupils make at least satisfactory and a significant number good progress. Pupils in Year 2 understand basic scientific facts across the range of the science curriculum. They gain understanding by

discussions, observations and investigations. They record their findings in an appropriate variety of ways. Recorded work at the beginning of the key stage is mostly pictorial and not always well presented. As pupils progress through the key stage, there is some improvement in the quality and quantity of written work, but presentation is below expectations. There is an increasing knowledge of scientific fact and developing predicting, investigational and recording skills. Year 1 pupils, through investigation, understand that shiny things do not shine in the dark. In Year 2, pupils understand the need for making a test fair when using melting ice to find the warmest and coolest areas in the classroom. They make predictions and test out their ideas in groups. They record their findings in a variety of ways, but are handicapped by weak language and presentation skills and a firm grasp of scientific terms.

113. Inspection findings show attainment of the current Year 6 to be below average, but there is a significant number of pupils who are on the special needs register with learning difficulties. Pupils have sound opportunities to develop investigational and experimental skills and understanding. All pupils made good progress in relation to their prior attainment through Key Stage 2 with most strands of science and achievement is good. Throughout the key stage, they learn to hypothesise, plan and test out ideas, choosing appropriate apparatus, for example, in Year 3 where pupils investigate materials that muffle sound. In Year 4, pupils vary the components in a circuit to observe the effect on the brightness of a bulb. Year 5 pupils' hypothesise over evaporation and condensation and the effect that this has on puddles and the water cycle. Year 6 learn to organise a fair test and predict results on the air resistance of spinners, using different materials, size of wings and weight. Most understand the need for fair testing, but the quality of handwriting, recording and presentation of results are below expectations. Although pupils devise methods of recording results in tables and charts, the information is not always presented in a clear, neat and organised way. They use appropriate scientific language such as volume, circuit, condensation, Newtons and air resistance. Pupils with special educational needs and English as an Additional Language make good progress, in line with their identified needs with appropriate support.
114. The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. In the best lessons, planning has clear objectives and these are shared with pupils so that they know what they are learning. Teachers ensure that pupils know what they are learning and what the teacher is looking for through good use of acronyms WALT and WILF. The pace of lessons is usually brisk and questioning is good and this ensures that pupils are interested, motivated and keen to learn. Most teachers have good subject knowledge and this is effectively communicated to pupils. They have high expectations and activities are usually well planned and structured to the needs of the pupils and build on their prior learning. At both key stages, teachers know their pupils well and management of pupils is good. They ensure that lessons are interesting and that pupils are achieving. Sound use is made of time and resources in both key stages and questioning and assessment procedures are good. There is a good balance of activities with a developing emphasis on using and applying scientific knowledge especially at Key Stage 2 and this shows improvement since the last inspection.
115. In both key stages, most pupils show positive attitudes to their work. Most listen and behave well and show an eagerness to learn and undertake activities because of sound and sometimes good teaching. They work well individually and in small groups and, at Key Stage 2, take responsibility for their own learning, often in cramped conditions under the good management of teachers. They relate well to other pupils and their teachers and relationships are good. Pupils sustain their interest and concentration well and most show clear enjoyment of their lessons through good interaction with their teachers. They handle equipment carefully, understand the need for safety and show respect for each other's views when discussing and planning science topics.
116. The science curriculum is broad and balanced and provides good coverage of the national curriculum requirements. A sound policy and comprehensive scheme of work provide clear guidance, ensure progression and ensure that skills build systematically. Science is taught through science topics and also embraces other subjects where this is possible. Planning is thorough and provides good structure. Teachers in parallel classes plan carefully together and this ensures equality of opportunity and experiences across classes. The curriculum framework ensures that each programme of study is effectively visited on a two-year cycle. The co-ordinator has good subject knowledge, has a firm grasp on the subject and provides good support to colleagues. An action plan is in place and the co-ordinator reports termly to staff and governors on

the development of the subject. Monitoring to raise achievement is a feature of the school development plan and this has already started. The co-ordinator has undertaken some monitoring of teaching and given feedback to teachers. Some successful monitoring of planning is evident and this ensures continuity between parallel classes and across the school. There has been some monitoring of pupils' work, but this needs to be more rigorous to raise standards and improve presentation. Marking is satisfactory and there are examples of good practice where teachers set good targets for further development. There are good learning resources which include videos, worksheets and equipment and these are effectively organised and accessible. The subject contributes soundly to literacy in written activities with sound use of scientific language. It contributes to numeracy through the use of measurements and the recording of data. However, information and communications technology is not currently used to support science and this is an area for development, especially in the areas of recording and handling data, control and monitoring, using sensors. Accommodation is satisfactory in Key Stage 1, but, in some Key Stage 2 classes, space is limited for practical work. Pupils often sit at tables when carrying out investigations rather than standing and this inhibits independent learning. There are some stimulating science displays around the school which further enhance the subject.

## ART

117. Standards attained by seven year-old pupils are in line with expectations, but standards attained by the present 11 year-old pupils are lower than expected for their age. Standards are improving and attainment of pupils in all other classes in Key Stage 2 is appropriate for their age. The school has made efforts to make the policy and scheme of work more effective to raise standards. Pupils are offered a broad range of activities to develop their skills, knowledge and understanding and makes art relevant to their needs. All pupils have access to the curriculum on offer and all, including pupils with special educational needs and those who have English as an additional language, make satisfactory progress.
118. By seven, standards are satisfactory. This is an improvement from the previous inspection when the standards of attainment were unsatisfactory. Pupils make use of their experiences, observations and imagination to create pictures, prints, paper sculptures and three-dimensional models. They talk about their work with confidence. In one lesson, pupils in year 2 were making three-dimensional animal masks, using tissue paper to decorate in the style of Eric Carle. Pupils showed great interest in the artist's work and, using his style and their own imagination, produced very decorative and colourful masks. They used their knowledge and understanding of colour, shade, tone and texture learnt in the previous lessons. Pupils' achieved very good results and they made very good progress. They evaluated their work by reflecting on techniques they used and talked about the ones that worked and those which did not work. Pupils enjoyed talking about their own designs drawn in their sketch books and explained confidently why they had chosen particular items for different features such as noses and ears for effect. Younger pupils learn different techniques to make paper animals such as curl, fringe, crumble and chip paper to create their designs. However, staff generally direct the use of materials and there are few opportunities for pupils to make choices.
119. Throughout the school, pupils experiment with line, shape, space, colour, tone and texture to create observational drawings, paintings and sketches. Pupils in Year 5 had successfully painted pictures, giving a three-dimensional effect to a watery landscape. Year 3 and 5 pupils were able to develop work from drawings into three-dimensional sculpture, using Giacometti's sculpture of 'Man Pointing'. Pupils' achievement and progress is satisfactory. However the present Year 6 pupils' work does not show the required level of progression of skills, knowledge and understanding. Work completed by younger pupils is of higher level. The quality of work in their sketch books is of a low standard. They do not try out different techniques or collect and record ideas and artefacts to help them acquire a wider range of creative and imaginative approaches in their work. At present, the work in all classes is very teacher-directed and leaves little scope for exploration and experimentation by, for example, taking an idea from its initial design through a range of different artistic media.
120. Pupils' attitudes to learning are good. They enjoy the subject and show good levels of concentration while working. They take pride in what they achieve and share resources well and co-operate with each other sharing ideas.

121. The overall quality of teaching and learning is satisfactory in Key Stage 2. Only one lesson was observed in Key Stage 1 and teaching and learning in that lesson were very good. The planning and preparation of activities are generally good. Pupils are encouraged to respond to the work of artists and crafts people and appreciation and enjoyment of art are improving as a result. There are limited opportunities to reflect on art from non-western cultures. Where teaching is good, it is based on careful planning, introducing the techniques systematically. Stimulating resources are used well, developing skills and helping pupils to refine their own ideas. For example, In Year 5, pupils were making trees, using wire for base and were decorating them using mudroc and papier-mâché. They observed the artist's work carefully and discussed the effects of weather on the trees. Pupils are encouraged to evaluate their work and that of others. Where teaching is less effective, the management of pupils' behaviour is less successful, which reduces the pace of work and teachers do not encourage pupils to reflect on their work.
122. Art displays around the classrooms and in the central areas create a stimulating environment for pupils and staff to work in. Art club is used to further develop pupils' skills. The three-dimensional sea creatures and hand puppets made in the art club enthuse pupils further. Art is used well across subjects such as history, information and communication technology, design and technology and mathematics.
123. The co-ordinator provides satisfactory leadership. This is an improvement from the previous inspection. The school has developed a policy and a scheme of work which is implemented and has been effective in raising pupils' standards of achievement. The curriculum supports skill development and technique and it develops pupils' understanding and knowledge of art. The monitoring of standards and assessment procedures is in an early stage of development. The organisation, management and deployment of resources is satisfactory. Stimulating displays around the school successfully celebrate pupils' achievement.

## **DESIGN AND TECHNOLOGY**

124. Attainment in design and technology was below national expectations at the time of the last inspection. Since then, the resources have been improved and the Qualification and Curriculum Authority's recommended scheme of work have been implemented which provides good guidance to teachers. The standards of attainment are now in line with national expectations at the end of both key stages. Pupils' achievement and progress are good.
125. Pupils in Key Stage 1, convey ideas in their workbooks and show knowledge and understanding of basic mechanisms. For example, Year 1 pupils were using split pins to make a moving Father Christmas. Year 2 pupils designed and made their bags for shopping or using as handbags. They discussed the appropriateness of materials such as plastic, leather, and cloth for their purpose and evaluated their designs, explaining likes and dislikes. Pupils in Year 5 and 3, in relation to their food technology, designed and made bread and sandwiches. They made evaluations of their designs and recognise the need to make changes to improve the product. In Year 4, pupils learn how switches work in an electrical circuit. They write clear, step by step explanations and draw good diagrams. In one Year 6 lesson, pupils were making slippers in their textile lesson. They had evaluated different materials and had chosen the best for the purpose. They were learning different techniques to add colour, pattern and texture effects to the fabric. They were able to pin, sew and stitch materials to create aesthetically pleasing effects.
126. Throughout the school, pupils make good progress, including those pupils for whom English is an additional language and pupils with special educational needs. Responses to practical work are good. Pupils enjoy making things and are proud of their achievements. They use tools safely and help each other. For example, in a Year 6 lesson, pupils were supporting others to thread needles and show how to stitch sequins on to their designs. Pupils persevere to achieve good results. Teachers use opportunities for pupils to assess their work and understand the necessity of amending designs for improvement. Pupils are usually made aware of the need for accuracy and care.
127. Overall, the quality of teaching is good. Teachers plan their lessons very well and share the learning objectives with their pupils and check them in the plenary sessions to assess how well

they have been achieved and what progress has been made. They give clear explanations that pupils understand. They praise and encourage their pupils. Teachers give good demonstrations and generally motivate pupils well and this leads to pupils concentrating and persevering with their work and achieving good results. Links are made with numeracy, literacy, art and design, information and communication technology and science. For example, work is effectively linked to science when pupils discuss healthy foods and use is made of famous artists' sculptures for stimulus in design and technology.

128. The co-ordinator provides a satisfactory leadership. She has produced a good action plan for the subject and has selected appropriate topics from the Qualification and Curriculum Authority's schemes of work. This gives good guidance to teachers and they plan together, sharing their expertise. Currently she monitors planning and there are plans to monitor lessons to improve teaching and learning and thereby standards. The school has satisfactory resources to teach the National Curriculum.

## **GEOGRAPHY**

129. During the inspection, no lessons were observed in the infant classes because of the arrangements for teaching geography and history. No judgement on teaching in Key Stage 1 can be made, but teaching in Key Stage 2 was good. From scrutiny of pupils' work, a range of high quality displays, teachers' planning and discussion with the acting co-ordinator, standards at the end of both key stages are similar to those expected for seven and eleven year olds. Pupils, including those with special educational needs and those who have English as an additional language, make good progress. Standards have been maintained since the previous inspection.
130. Younger pupils' interest and enthusiasm for maps are developed well through looking at different types of island, for example Barra and Domenica. They make their own islands, carefully cutting out palm leaves for the tropical islands so that they are clearly different from the non-tropical ones. Teachers phrase questions carefully so that pupils build up realistic islands and are then able to answer the questions that are part of the display. Through showing pupils how to look at objects to gain "a bird's eye view or a side view" of them, pupils learn how to make a three dimensional map across the island. This careful attention to listening and observation helps pupils to construct clear maps of their journey to school and create graphs of the various ways in which members of their class get to school.
131. Year 3 pupils have an ongoing project on collecting information about the weather. They understand how to measure the rain that has fallen, the direction of the wind and check the temperature outside the classroom. Teachers provide clear instructions as to how this should be recorded so that results can be shown in the form of a graph. They are encouraged to present their work well when they describe their way to school and write about the aspects of Becton they like or dislike. Pupils show that they understand how to plot a route on a map and use a key when colouring or drawing items on a map. Work on maps is extended into Year 4 and pupils use co-ordinates to find places on a map. Pupils are encouraged to use atlases and maps to name major cities in the British Isles and the teacher heightens awareness of the floods in different regions of the country through a series of questions to identify the areas which were most affected by flooding recently. The teacher in Year 4 goes into role as a television weather forecaster and this stimulates pupils well to write their own weather report for a television presentation. Hoping to change the pattern of the local weather, one commences, "Tomorrow it will be raining in the north of Scotland, snowing in the north of England and sunny in London." Pupils work in pairs to plan what they will say and how they will use the weather symbols on the large map to illustrate their talk. This well planned activity gives pupils the opportunity to revise their knowledge of the areas of the British Isles and to practise their speaking and listening skills in an enjoyable manner. After much discussion, some pupils put their reports straight on to the computer.
132. Pupils in Year 5 produce interesting information to enhance the maps of the world in their rooms. One class has an attractive display of many of the different kinds of bread around the world and another celebrates the fact that people at Winsor speak more than 37 languages and have families all over the world. They watch a video with great interest and learn how aid agencies work to provide water in some countries, because they are aware of the effects of drinking dirty water. Pupils have learned about uses and need for water in many situations. They know how much progress has been made through changes in public health acts. Pupils are very aware of the ways

in which methods of dealing with sewage have changed. The teacher plans an interesting range of activities that are matched well to pupils' abilities so that pupils are able to build on their learning in previous lessons and relate their knowledge to new learning.

133. The acting co-ordinator has reviewed and developed the subject well and planning across topics is good. There are regular opportunities for writing and discussion, which are used well. The residential visit for Year 5 gives opportunities for field work and the local area is used purposefully to enhance pupils' learning. Resources for the subject are good.

## HISTORY

134. During the inspection, lessons were only observed in Key Stage 1 because of the arrangements for teaching history and geography. Teaching in Key Stage 1 is good, but no judgement on the quality of teaching in Key Stage 2 could be made. However, from scrutiny of pupils' work, high quality displays and interesting topic books, teachers' planning and discussion with teachers and the co-ordinator, standards are typical of those expected of pupils aged seven and eleven. Pupils, including those with special educational needs and English as an additional language, make good progress. Standards have been maintained since the previous inspection.
135. Pupils successfully use a variety of evidence to find out about the past as they carry out research into the lives of famous people. Year 2 pupils have acquired a good understanding of the work of Eric Carle by creating a "time line" of the most important dates in his life and the books he has written and illustrated. Teachers have planned this successful link with literacy and art well and pupils have enjoyed the interesting and stimulating books, as well as taking the opportunity to learn how to look for information on the Internet and to find details in the books themselves. The skilled use of questions by the teachers helps them to make up their own questions to write down what they want to find out about the author, so that they are able to plan their research. So that pupils are aware of what they have achieved, at the end of their project teachers write in their books comments such as, "Well done. You have achieved your target. You can sequence books on a time line." Pupils compare the present with the time when Eric Carle was young and look at pictures to see what has remained the same and what has changed. Teachers intervene skilfully to maintain a focus on "the same" and pupils rephrase their answers so that they are correct. Pupils listen very well to the teacher when she reads and this helps them to give relevant answers when the teacher has finished. They show that they are very observant when looking at photographs of school and transport in the past and the present. They work in groups to write down much detail about the similarities and differences they find. When asked why some things change, pupils make perceptive and thoughtful replies such as, "People were thinking and discovered things. Some things stayed the same because there were no more bits to change."
136. The younger pupils in Year 1 look at photographs of themselves as babies and when they were a little older. They produce interesting personal history booklets. The photographs show their development and developing physical skills. They write, "Then I could walk, now I can learn things at school." They understand that they have changed over time and show a good understanding of oldest and youngest members of the family when, following a very clear demonstration from the teacher of how to arrange the family in age order, they create their own family groupings. They carefully fit older and younger brothers and sisters into order, thinking hard about their task. Many explain their families well. Teachers encourage pupils to observe and listen carefully and this enables them to learn and reach their targets.
137. Pupils at the end of Key Stage 2 produce interesting and detailed project books on dinosaurs as part of their history work and consider life in World War 2, when the original school was bombed, and changes since then. A trip to the Ragged School Museum gives pupils in Year 5 insight into school and life in Victorian times and they create a striking display about Black History, using the Internet well to research the lives of famous politicians, entertainers, sportsmen and scientists. When Year 4 made a Tudor village, the teacher took a series of photographs that demonstrate the care and attention to detail and accuracy shown by the pupils. The photographs support the very realistic and attractive display of the model village in the entrance very thoughtfully.



138. The acting co-ordinator has ensured that the subject has been reviewed and developed this year and there are good guidelines for teachers. Visits to enhance pupils' learning and extend their knowledge and understanding are built into the planning. Resources for the subject are good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

139. Information and Communications Technology (ICT) has been identified by the school as an area for development and is a high priority on the school's development plan. The school has in the past month established a small information and communications suite with eleven computers to improve teaching and learning. There are also computers in classrooms and base areas.
140. By the age of seven, pupils' knowledge, understanding and use of ICT are below expectations, because pupils have insufficient opportunity to develop their skills and some staff lack knowledge and understanding in the key stage. Teachers give insufficient opportunities for pupils to independently load programs, save information and have hands on experience. Many pupils have a limited knowledge of the keyboard and use of keys and exchanging and sharing information. They are just beginning to write text and use the shift, delete and spacebar. However, few know how to change font, colour and size of letters independently. They use an art program to draw simple lined shapes and fill with different shades and colours in the style Mondrian. Their knowledge and understanding of the benefits of using information technology inside and outside school are below expectations and they lack the necessary vocabulary.
141. By the age of eleven, pupils' knowledge and skills and understanding of the use of information technology are well below expectations. However, this varies, with those having computers at home being more knowledgeable and more confident. Pupils use publishing software to prepare a newspaper page, but progress is slow. A small number are aware of using the Internet and use of e-mail facilities and that these can be used in different ways to send messages and exchange information through use outside school. However, many lack basic keyboard knowledge and skills because of limited planned access in previous years. They have a limited understanding of the entering and storing of information, such as in databases. Most know that information can be gathered from a variety of sources such as people, books, videos and CD-ROMs.
142. Attainment in information technology was below national expectations at the last inspection and this is still the same. Progress since the previous inspection has been unsatisfactory, although there have been positive developments since September. New modern computers and software have been introduced and established in a small room. The school has purchased four laptop computers for staff to improve their skills and knowledge. Teachers' understanding is variable and several have limited knowledge and understanding and have not yet received sufficient training. The school, as a priority for raising standards, has identified further training needs and this is to be arranged, using government money during the coming year as identified in the ICT development plan. The school has recently adopted the local authority scheme of work which uses guidance from the Qualifications and Curriculum Authority (QCA) and is supported by a toolbox of suitable software. This provides some support for other areas of the curriculum.
143. Only one lesson was seen at Key Stage 1. It is not possible to give a secure judgement on the quality of teaching in this key stage. At Key Stage 2, in all but one of the five lessons observed, the quality of teaching is satisfactory. Most teachers display sound subject knowledge and communicate this effectively to pupils. Planning is satisfactory and based on the scheme of work. Due to lack of specific teaching time and lack of computers, teachers find it difficult to deliver the planned curriculum. There are, currently, insufficient directed opportunities for pupils to use computers outside of the limited time in the computer room. This means that pupils do not have sufficient and regular access to develop basic keyboard knowledge and understanding and improve standards. Across the school, there is an inconsistent approach by teachers to recording when pupils use ICT and what they can do. Pupils undertake the same task and no account is taken of prior attainment. Consequently, activities are not always matched to the pupils' needs and this does not make effective use of ICT or ensure that pupils make sufficient progress. Although there is some use to support reading and mathematics, teachers do not yet plan effectively for ICT across the curriculum and too few opportunities are provided. When using computers in classrooms, pupils receive insufficient support and are often left to their own devices which means they make insufficient progress

144. When given the opportunity, pupils enjoy using the computer and they are keen to learn. On the occasions when they were observed using computers in the computer room, most worked well individually, in pairs or in small groups. They show respect for the equipment, take turns and support each other well. Most show good concentration and perseverance, have positive attitudes and are well motivated.
145. The co-ordinator has only very recently taken over responsibility for the subject and has had little opportunity to provide support and improve standards. Although there is some monitoring of planning, there is currently no monitoring of pupils' work or quality of teaching to raise standards. The ICT Development Plan shows what needs to be done to improve attainment and quality of teaching and plans are in place. The very recently introduced computer room is currently not used effectively, as it is not used during the morning sessions. This means that ICT teaching is restricted to a very short session for all classes in the afternoons. This provides insufficient teaching time for pupils to learn new skills, gain confidence and raise attainment. Many staff are not currently confident in their use but training in specific areas, using government funding, is due to begin shortly and this will improve the knowledge and understanding of teachers and learning support assistants. The newly introduced scheme of work is thorough, but has not yet had time to raise attainment. It provides good guidance but the school needs to think carefully as to how it can be managed with the current insufficient number of computers. With only one modern computer for each class, the number of suitable computers is insufficient to implement the scheme of work in other curriculum areas and ensure regular access to raise pupils' standards. The school has recognised the need for assessment procedures and an evaluation of pupils' skills so that teaching is more effective and activities more closely matched to pupil needs. There is a basic range of suitable software provided in a toolbox on the computers in the computer room. However, word processing software for the oldest pupils does not match what they are using on computers at home and thought needs to be given to this by the school. There is a range of software including CD ROMs, but there has been no recent audit so that these can be fully utilised to support all areas of the curriculum and identify further needs. There is only one programmable toy and this is not enough for the needs of the school. There are insufficient facilities for monitoring. All classes have a listening centre and headphones, which encourages pupils to work independently. Other resources to support ICT, such as CD players and television and video recorders are sufficient and used effectively to develop pupils' knowledge and understanding of ICT.

## MUSIC

146. By the end of both key stages, pupils' performance in aspects of music observed during the inspection was in line with what is expected of seven and eleven year-olds. They make satisfactory progress in the lessons involving singing and the use of percussion instruments. However, their progress in other aspects, such as composing or listening to compare and evaluate different kinds of music, is unsatisfactory. The satisfactory provision reported at the last inspection has not been maintained. There is no co-ordinator currently to support and guide teachers. Although teachers' planning is supported by an appropriate scheme of work, some teachers lack knowledge and confidence in teaching the subject.
147. Year 2 pupils show ability to handle instruments carefully. They can distinguish between high and low sounds and most pupils are able to control their voices appropriately. In class lessons, they remember the words and sing in tune enthusiastically. Pupils have insufficient opportunities to listen attentively to a piece of music and recognise well-defined changes in sounds or explain what it makes them feel. They can clap and tap simple rhythmic patterns and keep a steady beat in time to the music.
148. Key Stage 2 pupils perform confidently in singing sessions. Some very good opportunities to sing in school assemblies are missed, due to pupils only following the commercially produced pre-recorded songs on tapes. In lessons, most pupils are able to deal with a number of aspects of music and cope with rhythm, beat, pitch and pace. Pupils identify the instruments, handle them correctly and keep the pulse of music. Pupils do not yet recognise musical notations and the relative values of crochets and quavers. Most pupils successfully investigate and arrange sounds. They learn to create simple graphic grids using sound-symbol representations. Pupils have some knowledge of signs, symbols and notes and a few can use musical vocabulary accurately when

working with pitched and non-pitched instruments. Good progress was noted in a lesson where teaching was well modified to suit age and ability and pupils were given opportunity to improvise and combine melodic and rhythmic patterns. While most pupils in Key Stage 2 demonstrate developing understanding of musical elements, they are not provided with sufficient opportunities to compose and fit different parts together or evaluate and suggest improvements to their own or others' performance. A small number of pupils receive regular music tuition and learn advanced music skills and talents in playing a clarinet and violin. A few pupils attend regular lunchtime choir practice and enhance the skilled use of their singing voices. A significant number of these pupils perform solo singing items with great confidence and maturity in school concerts.

149. Pupils have good attitudes to music lessons. They are enthusiastic and very well behaved. They enjoy music and many achieve well. The pupils are good in working collaboratively, they listen attentively and respond with increasing discrimination in all aspects of singing and playing.
150. The quality of teaching is satisfactory, overall. It was good in four lessons. Teaching in Key Stage 2 was unsatisfactory in at least two lessons. The good lessons are well structured and carefully prepared. The teachers in these lessons have a very good command of the subject and provide pupils with stimulating tasks and opportunities to respond creatively. In all other lessons, teachers' knowledge of the subject and management of pupils is generally satisfactory. However, they do not set clear expectations or effectively manage time and resources. Opportunities are missed to involve pupils in evaluating work done. The work in lessons is based on an adopted scheme of work, well conceived as a means for broadening the base of teacher expertise, enabling non-specialists to undertake class work more confidently.
151. The school makes satisfactory use of local opportunities and visitors to enhance pupils' musical experiences. During the period of relaxed requirements in relation to the foundation subjects, music has had a relatively low profile within the school curriculum. There are opportunities to integrate music with other areas of the curriculum. Resources are adequate and include both tuned and untuned instruments, recorded music and books. They are centrally organised for ease of access.
152. By the end of both key stages pupils' performance in aspects of music observed during the inspection was in line with what is expected of seven and eleven year-olds. They make satisfactory progress in the lessons involving singing and the use of percussion instruments. However, their progress in other aspects, such as composing or listening to compare and evaluate different kinds of music, is unsatisfactory. The satisfactory provision reported at the last inspection has not been maintained. There is no co-ordinator currently to support and guide teachers. Although teachers' planning is supported by an appropriate scheme of work, some teachers lack knowledge and confidence in teaching the subject.

## **PHYSICAL EDUCATION**

153. Pupils' attainment at the end of both key stages is broadly typical of that expected for their ages with some pupils demonstrating higher levels of skill in some aspect, for example basketball skills at the end of Year 6. Pupils of all ages make good progress as they move through the school, achieving good standards as they build on their earlier learning. Standards have been maintained since the last inspection.
154. In Key Stage 1, pupils learn to work co-operatively in groups and follow instructions in dance lessons. They effectively learn steps and can perform recognisable dances. Their use of space is good as they move around the hall, making sure that they do not collide or spoil the performance of others. In other lessons, they use their imagination, moving like elephants to music, again working co-operatively linking "trunks" and "tails" to form a chain as they move.
155. In Years 3 and 4 pupils' develop their understanding of games skills when playing hockey. They learn to use space creatively to move into position to receive passes. These skills are further developed in Year 6 when they are applied to basketball. All pupils are able to use a range of passing techniques in small game situations, selecting the appropriate pass in different circumstance and learning to move "off the ball" to create space to receive a pass. They work well in grids to develop good co-operation skills, working in small teams. Social and moral

development is well promoted in these activities as pupils learn to abide by rules and work together to achieve common objectives.

156. Teaching is good and pupils have very positive attitudes to physical education. They join in enthusiastically and activities are well-chosen to sustain interest. Teachers have a good knowledge of the curriculum which they use well in very detailed planning of lessons. Objectives are clear, shared with pupils and evaluated to plan for future activities. Resources are good and are well selected to support learning. For example, in the hockey and basketball referred to a wide range of resources ensured that all pupils were fully involved throughout the lessons. Pupils are very well managed in lessons. For example, attention to detail led to successful outcomes in Key Stage 1 dance lessons and lessons on movement when pupils were very clear what was expected and responded well.
157. The curriculum is well-planned to provide a broad and balanced programme for pupils as they move through the school. The subject is well-managed by the co-ordinator who provides advice and support to colleagues as well as monitoring planning. Teaching is not yet evaluated by the co-ordinator. Accommodation, resources and staff expertise are all good and add to the standards being achieved and the progress made by pupils.

## **RELIGIOUS EDUCATION**

158. Religious education is a strong feature within the school's curriculum. The pupils showed positive and respectful attitudes towards the beliefs of others and their attainment is at least in line with that expected by the Locally Agreed Syllabus. There was evidence of some high achievement in lessons across both key stages. Many pupils talk about their work with good knowledge and understanding. Work output in the form of writing is limited. School and class assemblies and lessons in personal, social and health education also contribute positively to aspects of the religious education curriculum. This represents good improvement since the last inspection.
159. Pupils in Key Stage 1 showed good recall of previous learning about the Christian festival of Christmas and the sequence of events leading to the birth of Jesus. Pupils in Year 2 researched advent calendars, identifying the religious symbols and pictures related to the festival. In one lesson the pupils offered their own ideas about the existence of God and where God might be found, one offering the suggestion that He is all around us. In a Year 3 class, the pupils had good understanding of the difference between God and king in their work on the arrival of the three kings and the part played by King Herod in the story. In Year 4, pupils discussed their ideas of 'good news' in relation to the appearance to Mary of the angel Gabriel. They shared their own experiences and emotions on being chosen to do something special. Year 4 looked at the story from Luke and Matthew's gospels. Pupils in Years 5 and 6 have good knowledge and understanding of the Bible and its importance to Judaism and Christianity. A Year 5 class recited 'God is with me' in Twi, Portuguese, French, Urdu, Bengali, Yoruba and Eritrean. Comparisons were made with the Koran and how meaning can be confused in the translation from one language to another. Pupils in a Year 6 class showed a wealth of knowledge about the old and new testaments, the Torah, prophets and the links between the early followers of Jesus and the scriptures. Pupils are introduced to world religions and related festivals within a well-structured scheme of work.
160. The quality of teaching is good and a strength of the school. Some very good teaching was observed in Year 6. Planning is thorough, although there is no assessment procedure to support progression and reporting to parents. Teachers employ effective strategies to support the learning. For example a 'hot seat' role-play activity was used to good effect in some lessons in Key Stage 2 enabling pupils to question a pupil acting the part of a character in the story. The co-ordinator provides useful support to staff and has recently monitored lessons in Key Stage 2. However, some time allocations for religious education are inconsistent across year groups where staff are unclear regarding class assembly and lesson timings. Currently teachers' planning and pupils' work are not sufficiently monitored.
161. Resources are good and used well. However, the use of the locality, religious leaders and parents is under-developed. Computer assisted learning is not effectively used to develop learning.