

INSPECTION REPORT

ST BEDE'S CATHOLIC PRIMARY AND NURSERY SCHOOL

Chadwell Heath

LEA area: Redbridge

Unique reference number: 102845

Acting Headteacher: Miss M Armstrong

Lead inspector: Mrs June Punnett

Dates of inspection: 12 – 14 January 2004

Inspection number: 263626

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	439
School address:	Canon Avenue Chadwell Heath Romford
Postcode:	RM6 5RR
:	
Telephone number:	0208 590 1376
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs L Fontaine
Date of previous inspection:	19 October 1998

CHARACTERISTICS OF THE SCHOOL

St Bede's Catholic Primary and Nursery School caters for pupils aged between three and eleven. It is situated in the London Borough of Redbridge, in an area of private housing. The substantive headteacher is just starting a four-term secondment to the LEA and the deputy headteacher is now the acting head. Since the last inspection the school has increased in size. Altogether there are 439 pupils on roll, organised into 14 classes. This includes 52 part-time nursery places. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils speaking English as an additional language is lower than in most schools. The percentage of pupils identified as having special educational needs is below the national average. The percentage of pupils with statements of special educational need is also below the national average; this includes pupils with multiple learning difficulties. Pupils' attainment on entry to the school is above average, although this varies from year to year. There has been substantial staff mobility in recent years.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school benefiting from good leadership and management and good teaching. Consequently, pupils achieve well. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in English, mathematics and science because of the good teaching, and standards are above average by Year 6.
- The teaching of children in the Foundation Stage is good; it is very good in the Nursery.
- Pupils' spiritual, moral and social development is fostered very well.
- Individual education plans for pupils with behavioural difficulties are not well enough focused.
- Teachers do not always plan sufficiently well for using information and communication technology (ICT) in their lessons.
- Governors are insufficiently active in planning for the school's future.
- The procedures that help teachers to keep track of pupils' progress, although good in English and mathematics, are not good enough in science and other subjects.
- The library provision is unsatisfactory, as is the outdoor play area for Reception children.

The school has improved satisfactorily since the last inspection in October 1998. It has made satisfactory progress in rectifying the main weaknesses identified in that report, and made substantial improvements in curriculum planning. Standards have improved in ICT, but have fallen in design and technology.

STANDARDS ACHIEVED

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

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

Pupils' achievement is good. The table shows pupils' very good attainment in mathematics and science, and above-average results in English in the 2003 national tests. When compared with similar schools, standards were below average in English, above average in science and well above average in mathematics. Standards were higher in 2003 in the national tests, but vary from year to year according to the standards on entry to the school. Standards observed during the inspection are still above average in English, mathematics and science, where the teaching is at its best, average in ICT, art and design and all other subjects except design and technology, where it is likely that standards will not meet expectations by the end of Year 6. In national tests at the end of Year 2 in 2003, pupils achieved well above average standards in reading and mathematics, and above average in writing. When compared with results in similar schools, pupils' attainment was above average in reading and mathematics and average in writing. Current standards in Year 2 show their attainment to be above average in speaking and listening, reading and writing, mathematics and science. Children in the Foundation Stage do well because of the good planning and teaching, and most achieve the expected targets in most areas of learning.

Pupils with special educational needs generally make good academic progress, especially in reading. Pupils with English as an additional language and gifted and talented pupils achieve well

when clearly identified. They are identified early and given demanding work to make the best of their skills, especially in Years 3 to 6. Data shows that by the end of Year 6, over a five-year period, the school achieved above the national trend of improvement for all core subjects. By the end of Year 2, the trend was broadly in line with the national average.

Pupils' personal qualities and their spiritual, moral, and social awareness are very good.

This is why they behave well, respect other people's views and have good attitudes to learning. Pupils enjoy school but attendance rates are only average when compared to those found nationally. Pupils are not consistently punctual in coming to school.

QUALITY OF EDUCATION

The overall quality of education is good. The good teaching and learning mean that pupils learn quickly and make good progress. Teachers are well prepared, and are skilled at making lessons interesting so that pupils enjoy learning. They give pupils the confidence to attempt difficult work and take risks with their answers to questions. The teaching and learning of mathematics are very good and pupils develop very good numeracy skills as a result. The teaching of reading is good and helps pupils read fluently and with enjoyment. The teaching and learning of children in the Foundation Stage are good and prepare them well for Year 1. There are good assessment systems in English and mathematics to evaluate and track pupils' progress. The teaching and learning of pupils with special educational needs and those who speak English as an additional language are good, and ensure that all pupils have equal opportunities to learn.

The curriculum is planned well to provide teachers with a good basis for their lessons. A sound programme for personal, social and health education teaches pupils how to live healthily. The good partnership with parents makes an effective link between home and school. Pupils are very well cared for and feel confident to ask for help when necessary. Statutory requirements are met.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is good overall. The substantive headteacher is just starting a four-term secondment to the local education authority (LEA) and the deputy headteacher is the newly-appointed acting headteacher; she took up her post in January. Good management and good financial systems ensure that the school runs smoothly and makes good use of its funds. All staff are clear about their role in the school's improvement and are supported well in their own development. There is sound support from the governing body, but the governors are insufficiently active in planning for the school's future.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are mostly positive. A very small minority of parents is less happy about the school but these very few parents have long-standing issues that are yet to be resolved with the school's management. Parents are pleased with the standards their children achieve, and the good quality of teaching. Pupils are very proud of their school, enjoy their work and feel that adults treat them fairly.

IMPROVEMENTS NEEDED

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

- Provide a co-ordinated programme for the use of ICT across the curriculum, and ensure that all lesson plans identify the use of ICT where appropriate.
- Focus more precisely on the needs of pupils with special educational needs, especially those with behavioural problems.
- Develop the role of the governing body in planning for the school's future.
- As a matter of urgency improve the outdoor facilities for all Reception children.
- Improve the library, as already planned.

- Raise standards of attainment in design and technology across the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good in the Foundation Stage and in Years 3 to 6. In Years 1 and 2, pupils' achievement is no more than satisfactory because their progress slows in Year 1. There is a dip when pupils initially join Year 1 but their progress improves because of good quality teaching in Year 2. Higher-attaining pupils in Key Stage 1 are not well challenged in science. Standards in all the core subjects reflect the abilities of the pupils, and show that most make good overall progress in their learning. There are slight variations in standards from year to year, depending on pupils' attainment when they join the school.

Main strengths and weaknesses

- By the end of Year 6, in the 2003 national tests, pupils achieve well above or above the national averages in English, mathematics and science.
- Good quality teaching enables the majority of pupils to achieve as well as they should.
- Pupils with special educational needs and those who speak English as an additional language make good progress in both key stages.
- The higher-attaining pupils in Years 1 and 2 are not always well challenged in science.
- Standards in design and technology are below average by the end of Years 2 and 6.

Commentary

1. Standards in the core subjects have been maintained since the last inspection. The standards in art and design are not as high as they were in 1998, and in design and technology it is unlikely that pupils in either key stage will reach average standards by the ends of Years 2 and 6. Standards achieved in the 2003 end of Year 6 national tests in mathematics and science were well above average, and in English above average. According to the evidence of this inspection, standards in Key Stage 1 were above average in English, mathematics and ICT, and average in science. Standards of work seen were above the national average in Years 3 to 6 in English, mathematics and science. It is likely, however, that they will be well above average in Year 6 by the end of this academic year.

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

Standards in:	School results	National results
Reading	17.5 (18.0)	15.7 (15.8)
Writing	16.5 (15.7)	14.6 (14.5)
Mathematics	18.1 (17.9)	16.3 (16.3)

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

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

Standards in:	School results	National results
English	27.6 (27.8)	26.8 (27.0)
Mathematics	28.1(29.5)	26.8 (26.7)
Science	28.2 (30.2)	28.6 (28.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year

2. Over a period of five years, the trend in the school's National Curriculum test points scores for all core subjects has been above the national trend in Key Stage 2, and broadly similar to the national trend in Key Stage 1. When compared with similar schools in 2003, standards were above average in mathematics by the end of Year 2 and well above average by the end of Year 6. Standards at Key Stage 1 were well above average in reading and writing, and above average in mathematics. In science, teacher's assessments showed well above average attainment for Year 2 pupils reaching Level 2 and above. Pupils who speak English as an additional language make good progress in their learning and achieve well because of the good support they receive in classrooms, especially from their peers.
3. In Key Stage 1, higher-attaining pupils in science do not achieve as well as those in Key Stage 2. This is because the school currently lacks secure systems that enable pupils' progress in science to be monitored. In literacy and numeracy, where assessment is well established, pupils' progress is good. In Key Stage 1 2003 national tests, girls achieved much better than boys in writing and mathematics. In the 2003 Key Stage 2 national tests, girls achieved slightly better than boys in English and science. Boys achieved better than girls in mathematics. Pupils from minority ethnic groups achieve as well as others. Over a longer period of time, the trends show that boys in Key Stage 2 perform better than girls in mathematics and science.
4. By the end of the Reception year most children reach the levels expected for their age in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Their personal and social development is above average. This is similar to standards at the time of the last inspection. Children in the Foundation Stage achieve well and make good progress in their learning.
5. There has been an improvement in provision for pupils with special educational needs since the last inspection. However, individual education plans lack rigour and focus. Pupils with special educational needs receive good support within their classrooms and this promotes their achievement. They make good progress overall.

Pupils' attitudes, values and other personal qualities

Attendance is in line with that in other schools nationally. The school recognises the need to improve punctuality. Pupils show good attitudes towards learning and behaviour is good overall. Provision for their spiritual, moral and social development is very good; for their cultural development it is satisfactory.

Main strengths and weaknesses

- Very good provision for pupils' spiritual, moral and social development.
- Pupils are keen to learn and enthusiastic about attending extra-curricular clubs and activities.
- Pupils behave well in class and around the school.
- Punctuality is not consistently good.
- Pupils are not given enough opportunities to exercise responsibility for the school community.

Commentary

6. Pupils come to school willing to learn. Many arrive before school even in wet weather for sports practices. Pupils behave very well in class. Children's behaviour is very good in the Foundation Stage, because the activities are so well suited to their stage of development. Children work very well together and manage resources independently. Behaviour is still good in the rest of the school, but it is less good in Years 1 and 2. At times the behaviour of one or two pupils interrupts the learning of others. The behaviour of pupils with special educational needs is generally managed well. Strategies are in place for supporting pupils with specific difficulties but there are times when these pupils disrupt learning.

7. There have been three exclusions for behaviour-related incidents in the past year; the school has worked with parents and outside agencies trying to resolve these but not all teachers have the necessary behaviour management skills in the classroom, in spite of the fact that positive behaviour management and reward schemes are in use.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

8. Pupils know the school rules, and want to obey them because the school helps them to understand right and wrong. There is no racial harassment, no bullying was observed, and parents and pupils say that teachers generally manage reported incidents of unkindness properly. Pupils mix well together at work and at play. Relationships are good between pupils. They are very confident and capable, hold lively conversations, and express opinions because they arrive with good social skills and the school adds to these. In discussions with inspectors, pupils spoke of their pride in their school, and how much they enjoyed their work. Younger pupils have older 'buddies', and 'playground pals' look out for lonely pupils. School and class councils are in place, but pupils are capable of taking more responsibility and of making a positive contribution to the whole school community.
9. The school is making very good provision for pupils' spiritual, moral and social development. Teachers set high expectations of work and behaviour and most pupils respond. Older pupils' writing on display shows very good personal development as they see beyond themselves and relate to others. Pupils respond with understanding when teachers take deliberate and focussed opportunities to model confession and forgiveness. The school is teaching pupils to recognise and nominate others for achievement awards, displayed in hall. The home languages of many pupils are recognised in display, but not enough use is made of the school's own community to extend pupils' understanding of other cultures. As a result, provision for their cultural development is satisfactory.
10. Attendance is satisfactory and has been at a similar level over recent years. It is better than at the time of the last inspection, and unauthorised absence is lower. Improving punctuality in the mornings has been a recent issue for the school, but as yet it is no better. The school transfers attendance data onto a computer for borough use, but is not using the information internally to do its own monitoring of lateness and attendance. Instead it is reliant on the monitoring done by the education welfare officer.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Chinese

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
275	3	0
29	0	0
10	0	0
37	0	0
3	0	0
5	0	0
25	0	0
7	0	0
1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is well planned and well supported by a wide range of extra-curricular activities. Teaching is good overall. Assessment of pupils' standards and progress is good across the school, especially in English and mathematics. Accommodation is satisfactory overall. Resources are good in the Foundation Stage and satisfactory in other years. The school provides a good standard of care for its pupils and has good relations with parents.

Teaching and learning

Teaching and learning is good overall.

Main strengths and weaknesses

- Teachers generally manage their classrooms well, encouraging and engaging their pupils.
- Homework is used well to reinforce or extend learning.
- Assessment procedures are good in English and mathematics, helping pupils to achieve well. They are being developed in other subjects.
- Relationships in most classrooms between staff and pupils are good.

Commentary

11. The teaching of English and mathematics is good overall, and the teaching of literacy and numeracy is good in all classes. The majority of teachers have a good knowledge of the subjects they teach and use this well to extend the learning of pupils. There are some gaps in some teachers' knowledge in Years 1 and 2 but the school is already giving support. Behaviour, in most classrooms, is managed well so that pupils can listen and learn. The staff are very good role models for pupils. They effectively build pupils' self-esteem so that they feel confident. In most classes, staff have developed good relationships with their pupils. Pupils try hard with their work and this helps them to be successful in their learning.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	10 (23 %)	21 (49%)	8 (19 %)	3 (7%)	0 (0 %)	0 (0 %)

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

12. Homework is used well to support pupils' learning and to improve their work. The use of assessment in English and mathematics helps pupils to reach their potential. In other subjects co-ordinators are beginning to put assessment strategies in place but these are not yet having a full impact on standards. In the most successful lessons, planning takes full account of the varying needs of all pupils, the pace of the lessons is brisk and there are 'brains whirring' in activity. The majority of classroom assistants make a strong contribution to the quality of learning. Pupils with special educational needs are taught well and receive sensitive support from most classroom assistants. The quality of teaching for pupils with English as an additional language is good in lessons and helps them to make good progress.
13. The quality of pupils' learning and progress reflects the quality of teaching and is good across the school. Strengths in learning include the enthusiasm with which pupils apply themselves to lessons. In lessons where pupils' behaviour is well managed, pupils have the opportunity to listen and learn. Pupils with special educational needs and those who speak English as an additional language make good progress in their learning, helped by the support they receive from adults and peers in the class.
14. The school tracks pupils' progress across the school. The procedures are of good quality and help pupils to achieve good standards. In the best examples of marking, pupils are made aware of what they need to do in order to improve their work. The marking of pupils' work is good overall.
15. In the Foundation Stage the teaching seen was good and sometimes very good. In the Nursery, for example, interesting activities such as the North Pole scene and the block of ice are prepared so that the children become involved in learning immediately they arrive. In Reception, children are given opportunities to work together in the role-play areas. They listen to one another and take turns in speaking. Teachers and teaching assistants work very effectively together.
16. The support for pupils with special educational needs is variable. Some learning support assistants and teaching assistants make a good contribution while others are less effective. Pupils make satisfactory progress overall.
17. Since the last inspection there has been significant improvement in the teachers' use of information and communication technology (ICT) in lessons. In consequence standards have risen from below average at the last inspection to satisfactory in all aspects, across the school. However, in Years 1 and 2, pupils achieve above-average standards in ICT because they have had more opportunities to use the computer suite than the pupils in Years 3 to 6.
18. Pupils of all social and ethnic backgrounds are fully included in the work of the school and are well integrated. This is because of the consistent messages and high expectations given to pupils by all staff. Staff treat and value pupils as individuals. Many of the behaviour management systems are based on positive reinforcement of good behaviour, and these work well. However, pupils with special behavioural difficulties are less well supported because there is insufficient use of well-targeted individual education plans.

The curriculum

The curriculum provides a broad range of worthwhile opportunities that cater for the interests, aptitudes and particular needs of pupils, and ensures progression in pupils' learning.

Main strengths and weaknesses

- Equality of access and opportunity for all pupils is a strong feature, embedded firmly in the school's aims and its inclusive, Catholic ethos.
- Extra-curricular activities provide good enrichment to the curriculum and help pupils to achieve well.
- Additional teachers to the regular staffing, support staff and good resources contribute to helping to raise standards of work for all pupils.
- The lack of books in the library and limited use of computers across subjects restricts opportunities for independent research.

Commentary

19. The school's commitment to promoting equality of access and opportunity for all pupils is central to its aims. All pupils and staff are highly valued by each other within a positive learning environment throughout the school and most subject leaders have a good understanding of the strengths and weaknesses in their areas, continually striving to develop provision further. These are important factors that result in the high standards attained by pupils.
20. An imaginative curriculum is beginning to have a positive effect on pupils' learning. Key improvements to the school timetable, the environment and additional resources, particularly in ICT, are allowing pupils to achieve at a higher level and to develop their capabilities. This has had a good impact on standards and is helping older pupils in particular to achieve well. However, the good learning that takes place in the computer suite does not always extend to work in the classrooms.
21. Subjects are well linked to enhance learning, for example when literacy and mathematics skills are applied across the curriculum. Data handling is used satisfactorily in science, with further analysis and presentation of the data on the computers.
22. The school provides a rich and varied programme of experiences for all pupils. They respond positively and respect and nurture their environment. Pupils can fulfil their potential by taking part in the school productions, such as the recent musical or Christmas and Easter productions. Visits by a range of enthusiasts are well established and beneficial; these include poets and storytellers and the regular visits by the local priest. The school supports all pupils' learning further through additional extra-curricular activities, including a variety of sports and musical activities.
23. The range of opportunities provided in the Foundation Stage is good but the lack of outdoor learning opportunities for all Reception children means that children do not have equal opportunities to explore and develop their skills. Independent learning is very good overall. Higher-attaining children are sometimes given insufficient challenge in their work. There are secure planning systems in place.
24. The accommodation is satisfactory, overall. The building is bright, clean and well maintained by the site manager. The grounds are attractive and provide a good outside environment for pupils. However, the ICT suite is very narrow and makes whole-class teaching difficult. The library accommodation is under review by the school, as the present accommodation is unsatisfactory. One Reception class has no outside play area. This was reported as unsatisfactory in the last inspection.

25. The resources are good, overall, and ICT resources are very good. Each classroom has an interactive whiteboard. The Nursery is very well resourced. Although the resources for English are satisfactory, there is a shortage of reference books in the library.
26. All groups of pupils have equality of access to the full curriculum. The provision for pupils who speak English as an additional language is good, and enables them to achieve as well as they should. The school tracks pupils' behaviour and attendance and gives praise when pupils improve. The school is taking time to collect information from teachers, parents and pupils so that each pupil has an identified area of 'talent'. Provision in some classes for the most able is good because they are given challenging work. There is no specific provision for the highly gifted nor is it evident that they have been clearly identified.
27. The provision for pupils with special educational needs has been improved since the last inspection. Early identification is made and individual education plans are put in place. In some lessons these plans are used well but this practice is not consistent and some plans lack a sharp focus on the individual's needs.
28. Teachers and support staff are effective in promoting pupils' learning and providing positive role models. Most are suitably qualified and work together in partnership to help pupils make good progress and achieve well. There has been some staff mobility and many subject leaders are new to their roles. Good induction arrangements ensure that children in the Foundation Stage settle in confidently. There are good relationships and effective links with local secondary schools and pupils enter a well-organised transfer process as they leave the school at the end of Year 6. The computer suite, coupled with the use of the interactive teaching boards in the classrooms, provides a high-quality learning environment. However, computers are not used enough across the curriculum to help pupils extend their knowledge and the library has limited books. As was stated in the last inspection report, these shortcomings restrict the opportunities for pupils to increase their research and independent learning skills.

Care, guidance and support

The school has initiated good and effective procedures for the protection of its pupils' health, welfare and safety. Pupils are valued and their strengths and interests identified.

Main strengths and weaknesses

- Inclusion is very good: each pupil is valued.
- Very good child protection and health and safety procedures are in place.
- Very good provision of external support for pupils with specific needs.
- Good care within school for those injured or unwell.
- The role of the school council could be developed further.

Commentary

29. Pupils' health, welfare and safety are assured by good routines and practices. Staff are trained in child protection matters, and very effective procedures are in place. Pupils who are injured or unwell at school receive good care. A 'healthy schools' committee is looking to extend work already in place to promote exercise and healthy eating.

30. Class teachers know their pupils well and can offer good support, advice and guidance, because all pupils and their parents have been asked to contribute to an audit of their gifts, talents and interests. Parents of pupils with special educational needs contribute to their child's education plan but at present pupils are not involved in their own targets for improvement.
31. The school works hard to be fully inclusive. It does not give up on pupils, working with families to keep poorly behaved pupils in school. Teachers and support staff receive training together so that they give a consistent message. Adults in the school treat and value pupils as individuals.
32. The school makes good use of external agencies for behaviour management and bereavement counselling. The ethos of the school encourages pupils to comply with expectations for work and behaviour, and there are plenty of adults around if they need to seek help.
33. Arrangements for pupils starting school are good. The very good induction programme for children and parents supports entry into the Nursery and Reception classes. Teachers collect information through home visits, and children who have attended the Nursery are particularly well known. Parents are happy with the progressive induction process to the school, although a few working parents found this inconvenient. Induction to Year 1 is not as effective in smoothing the transition and establishing different working patterns.
34. Pupils elect members of their school council, but the body meets only half-termly. Greater use could be made of this willing and competent body.

Partnership with parents, other schools and the community

The partnership with parents is good overall. Parents support the work of the school, and are particularly pleased with the high standards achieved by their children. Communication between the school and parents is not consistently good, causing frustrations on both sides. Parents receive plenty of written information from the school but its tone varies too much. Some parents do not feel listened to, and this devalues the school's consultation process.

Main strengths and weaknesses

- Communication with parents in the Foundation Stage is very good.
- Good year-group based curriculum and homework letters lead to effective support from parents.
- Useful consultation with parents at year-group level.
- Some parents perceive barriers between themselves and the school so that they do not feel free to raise issues or concerns.

Commentary

35. Parents choose St Bede's for its Catholic education and the high standards it encourages from their children. They are pleased with the school's high expectations, and are confident that teaching is good and that staff encourage maturity and independence. They say their children are happy in school, and that the arrangements were good when their child started school. They have concerns about staff turnover and communication with parents, and a very small minority raised criticisms beyond the scope of this inspection.
36. Communication with parents is too varied. It is very good at the Foundation Stage. Nursery parents have ready access to the teacher and the very good introductory booklet and weekly letters are written in a warm tone. These involve parents whilst giving them clear information and explanations. The writing style contrasts starkly with the over-formal tone of the prospectus and the school weekly newsletters. However, class teachers' curriculum letters to parents are written in an open and friendly style. They bring a good response when teachers

consult over their content at open evenings, and lead to parents being able to provide good support for homework.

37. Consultation is less effective at school than at class and year level because some parents do not feel that they are listened to. Parents' frustrations lead to a few feeling that they cannot raise their concerns or complaints.
38. Liaison is encouraged between parents and staff in the Foundation Stage. The scene is set with a very good induction process. Parents are successfully encouraged to spend time in the classrooms and support children in activities. The school has strong links with a range of agencies to support the specific needs of pupils with special educational needs. Parents are kept informed of their child's progress and invited to contribute to the next steps for learning.
39. The school has listened to parents' views and changed the end-of-year reporting system. Reports are satisfactory because they indicate pupils' National Curriculum (NC) level in English and mathematics each year. Alongside this is an overall indication of national and school expectations for each year group. Levels are not reported for other subjects, nor is there any indication of how the pupils are getting on in relation to their own ability. Written comments relate to the work done, and the few personal comments are placed at the end. These are solid documents which do not 'sing of the individual child'.
40. The Parents' Association is very supportive, organising activities and raising funds for the school. It is beginning to co-operate with the parish on activities for the benefit of the whole Catholic community. The school has few links within its geographical community. Pupils transfer to a wide range of secondary schools.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good. The school is satisfactorily governed.

Main strengths and weaknesses

- Teamwork in the school is good and a catalyst for the effective teaching and good support that pupils receive.
- The governing body is insufficiently involved in planning for the school's future.
- There is insufficient monitoring of the provision for pupils with special educational needs.
- Commitment to the promotion of equality of opportunity and concern for the needs of individuals.
- Staff review the work of the school well.

Commentary

41. The substantive headteacher has put in place many good management systems likely to help the school to function efficiently and effectively during her four-term secondment. The acting headteacher had been in post for five days when the inspection began. She has a clear overview of all the elements of the school's work, and this is shared across the staff team. A strong team of senior managers work and plan well together. At present there is no acting deputy headteacher and this is having a negative effect on the management of the school and provides no support for the acting headteacher. The acting headteacher knows the pupils, and uses well the knowledge gained in her previous role as deputy headteacher. The English and mathematics subject co-ordinators lead their areas well and make substantial contributions to the school. Many other co-ordinators are new to their roles, and although they have many good plans in place in subjects such as in ICT and science, these are yet to have an impact on standards across the school.

42. The management of the Foundation Stage is very good, with systems well established to enhance learning. Leadership is good but monitoring is an under-developed area. The leadership and management of special educational needs are satisfactory. Individual education plans lack a clear focus and there are insufficient opportunities for the co-ordinator to liaise with assistants. This would be of benefit particularly to assistants supporting pupils with behavioural problems.
43. The school monitors its test performance well. The acting headteacher has a good knowledge of the school and, together with staff, is already thinking about setting appropriate targets for school improvement and curricular planning. The assessment procedures in English and mathematics are strong features. Careful financial planning, administration and monitoring of expenditure ensure that the resources are used well to promote pupils' learning.
44. The school successfully promotes equality of opportunity, and effectively includes pupils of all abilities and backgrounds in all its activities, which are securely underpinned by a strong Catholic ethos. The school's improvement plan is an effective management tool. The performance management of teachers is closely linked to the improvement plan and supports their development well.
45. Governance is satisfactory overall. The governing body makes sure that the school meets its statutory responsibilities, and it has a structure that allows regular review of policies. A small group of governors is involved and provides the school with some effective challenges. This group values the strengths of the school, but understands its weaknesses less well. Governors do not always seek the information required to enable them to make informed decisions. As a result they do not help to shape the vision and direction of the school. The partnership with the acting headteacher is too new to judge.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,029,570
Total expenditure	976,732
Expenditure per pupil	2440

Balances (£)	
Balance from previous year	52,838
Balance carried forward to the next	54,593

46. The school's finances are well managed, by an experienced administrator, helping it to achieve its educational objectives. There were no substantive issues raised in the most recent audit report. The previous year's budget under-spend is being wisely allocated, based on identified priorities. Governors receive regular finance reports from the school and have been involved in decision-making. The school utilises ICT very well for administration and for the education of the pupils. Teachers are making very effective use of the interactive whiteboards and laptops purchased in the last school year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision in the Foundation Stage is good and standards have been maintained since the last inspection. However, the issue of the outside learning environment for children in Reception, identified in the last inspection, has not been addressed. To enable children to access the full curriculum, the provision of the accommodation should be improved as a matter of urgency.

The leadership of the Foundation Stage is good and the management is very good. At present two staff are working towards the standards of QuiLT (Quality in Learning and Teaching); they are very committed to their work and are on track to reach the standards required for the award. All staff, including the teaching assistants, create a calm, secure and purposeful learning environment in which the children thrive and become confident learners. There is very good liaison with parents, and children are happy to come to school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths

- Overall teaching is good with some very good aspects.
- Children's very good attitudes and behaviour.
- The stimulating, well-organised and well-managed environment promotes independent learning.
- The very good support given by teaching assistants enables all children to participate fully.

Commentary

47. The good teaching in both the Nursery and Reception classes has a positive impact on the children's learning. Routines are established that support independence and positive attitudes to learning. Behaviour is very good. The environment is attractive, with a range of different learning opportunities available to the children. Children know how to use resources, for example, how to find the sticky label with their name on and how to attach the label to their work.
48. Children work with one another taking turns and sharing resources. They are able to move confidently around the classroom accessing the materials they require. They readily help when it comes to snack time and tidying up and are eager to explore new learning. Teaching assistants are responsive to the children's needs and move learning forward effectively. Most children will well exceed the expected outcomes by the time they join Year1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths

- Teaching is good.
 - Children's skills are above average in speaking and listening.
49. The teachers and teaching assistants take every opportunity to talk with the children; they use open questions and encourage the children to discuss what they are doing. They model behaviours and language in the Chinese Restaurant role-play area that extend the children's

vocabulary. These opportunities help to raise children's levels of achievement in speaking and listening.

50. Children are given opportunities to develop their writing skills in both directed activities and play. Their knowledge of letters and letter sounds is growing, enabling some children to write independently. Children are likely to exceed the expected levels by the time they join Year 1.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Good teaching.
- Children count reliably up to 20 and identify numbers as 'more than' and 'less than'.
- They solve practical problems by carrying out simple additions and subtractions.
- Lessons are well planned for the majority of children but some tasks lack challenge for the more able.

Commentary

51. Teaching is clear and the aims of each lesson is shared with the children. Learning is productive because the children have many practical opportunities to enhance their understanding. The use of the interactive white board to order numbers to 20 is effective and engages children in reinforcing their understanding of ordering and recognition of numbers. Whilst for the majority of children learning is appropriate, assessment lacks sufficient focus to ensure that all children are given activities that extend their learning appropriately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths

- Very good teaching.
- Children learn well from a wide range of practical activities and their own investigations.
- Children use the computer and interactive white board with confidence.

Commentary

52. Teaching is very good and opportunities are planned well for the children to learn from a wide range of experiences of the world around them. They investigate melting and freezing in the Nursery and in Reception the children showed understanding of animal habitats. Children use computers and the interactive white board independently; they know how to log on and to change program and use the mouse confidently. The majority of children will exceed the learning outcomes for this aspect by the time they join Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children have good skills in using and handling large and small items of classroom equipment.
- Provision for physical development is good in the nursery but is under-developed in Reception as the outdoor learning environment is inadequately provided for.

Commentary

53. Children's dexterity in handling large and small items in the classroom is developing well when they use construction materials, brushes and scissors. Malleable materials such as play-dough are used successfully to develop manipulative skills.
54. Teaching in this area is good in the Nursery but only satisfactory in Reception. This is because the children in Reception do not have suitable access to learning in the outside environment and therefore the opportunity for the development of gross motor skills is limited. However, it is likely that a good proportion of children will meet or exceed the learning goals for this aspect by the time they join Year 1.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths

- Children's good ability to use their imagination, both in producing pictures and in their role play.
- A good range of creative opportunities are provided.

Commentary

55. Children enjoy participating in role-play activities. These areas are well resourced and the teachers and teaching assistants model expected behaviours very well. Consequently the children show high levels of involvement in their play and participate confidently.
56. The organisation of resources is very good. The children can access materials for themselves and follow their own interests. One child said she was going to 'make purple' and confidently took red, blue and white paint and mixed her own shade of the colour. Most children will exceed the expectations for this area of learning by the time they reach Year 1.
57. Displays are good and demonstrate the range of creative opportunities provided. Children sing confidently and enjoy using untuned percussion instruments. Taped music is used to support the routines of the day.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in Year 2 and Year 6 are above average.
- There is good provision for developing pupils' speaking and listening skills in plenary sessions.
- There are insufficient opportunities for pupils to use ICT in lessons.
- Accommodation for the library is unsatisfactory.

Commentary

58. The 2003 national test results for pupils in Year 2 were well above the national average in reading and above the national average in writing. They were above the national average in reading and average in writing when compared with similar schools. The 2003 test results for pupils in Year 6 were above average, but below average when compared with similar schools. This was due to the below-average number of pupils gaining the higher Level 5. Inspection findings show that standards in Year 2 and Year 6 are above average in speaking and listening, reading and writing.
59. Pupils enter school with average standards in English, but they achieve well. The school has placed emphasis on improving the standard of boys' writing. As a result, no significant difference was seen in the standards achieved in writing by boys and girls during the inspection. The progress of pupils with special educational needs is satisfactory. Higher-attaining pupils make good progress in all aspects of the work.
60. Pupils' speaking and listening skills are good. Many pupils speak confidently and with clear diction. They increase their confidence in communicating with each other by taking part in short role-play activities. In one lesson, for example, a group of Year 2 pupils pretended to be different characters in a story. They used expression well to make their conversation come to life. By Year 6, pupils speak with increased fluency and use a varied range of vocabulary in an appropriate way. Most pupils concentrate well when listening to the teacher and each other. All pupils listen well in assemblies. Teachers use the plenary sessions at the end of lessons to develop pupils' speaking and listening skills by encouraging discussion on the work they have completed.
61. Standards in reading are above average. Pupils enjoy books and are eager to talk about the stories they read. Year 2 pupils make progress in reading new words and use different strategies to help them. By Year 6 many pupils are very fluent readers and read unseen texts with clarity. They use expression well to make their reading interesting to the listener. They offer opinions about the books they have read and describe the characters in some detail.
62. By Year 2 and Year 6, pupils' writing skills are above average. Pupils experience a range of writing opportunities which enable them to gain confidence in their work. Many younger pupils write with increased fluency and spell simple words well. They use basic punctuation with some accuracy. In a lesson, many Year 2 pupils used speech marks accurately when making up a conversation about a bear. Year 6 pupils wrote convincing arguments for and against the death penalty. They extracted information from different texts and used this supporting evidence well to offer opinions. They wrote down their ideas and worked collaboratively to argue their case. Many of the words used were accurately spelled. The school has focused on providing opportunities for older pupils to write at length in an imaginative way. This has enabled pupils to develop confidence in using a wider vocabulary and has prepared them for

gaining the higher levels in national tests. By Year 6, pupils' handwriting skills are well developed and pupils write fluently with a good cursive script. Most pupils present their work neatly and take care in what they do.

63. Teaching and learning are good, overall. Lessons are well planned and cater for the differing needs of pupils within the class. Good use is made of questioning to extend pupils' understanding. This was evident in a Year 4 lesson, when the teacher skilfully questioned pupils about the way that words might be used to describe a scene in a graveyard. As a result, pupils increased their understanding of different vocabulary and the way that words can create an atmosphere. The quality of marking is good and pupils know what they have to do in order to improve. Although pupils occasionally use the computer in lessons, it is not always used on a regular basis.
64. Leadership and management are good. The co-ordinator has secure knowledge of the literacy strategy and a clear overview of the provision. She has identified ways to raise the standard of pupils' work. Assessment procedures are good and are used to inform the way lessons are planned. The school is aware that the library accommodation is unsatisfactory and plans are in place to improve it. Resources are satisfactory, but there is a shortage of reference books to aid pupils' learning.
65. Improvement since the last inspection is good. Standards have remained the same, overall. However, there has been a slight decline in the standard of older pupils' writing. Previously it was judged to be well above average by Year 6. The overall quality of teaching has improved and the weaknesses in teaching highlighted in the report have been addressed. There is now effective monitoring of standards, teaching and provision by the co-ordinator. Although there has been some improvement in the library provision since the last inspection, the accommodation remains unsatisfactory.

Language and literacy across the curriculum

66. There is good provision for developing pupils' literacy skills across the curriculum. Opportunities are provided for pupils to express their ideas, in both oral and written form. Pupils read aloud in class and this enables them to gain confidence in speaking in front of an audience. Pupils' writing skills are regularly practised in lessons. Year 2 pupils wrote instructions for making a well in design and technology. They sequenced events in an account of the Great Fire of London in history. Year 6 pupils use research skills in geography to make comparisons about rivers. They write plans for experiments in science and present information clearly.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Good teaching and learning.
- Leadership and management are very good, a key factor in raising and maintaining standards.
- Limited use of ICT.
- Numeracy targets identified for pupils with special educational needs are not always incorporated into teachers' planning.

Commentary

67. Pupils across the school are motivated to learn and this helps them to achieve well and reach above-average standards. The school has continued to make good progress since the last inspection.
68. By Year 2, pupils successfully carry out a range of practical and problem-solving activities and high attainers confidently try to discover their own ways to find solutions. They know their multiplication facts relating to two, five and ten. Most can correctly identify two- and three-dimensional shapes and describe their properties.
69. By Year 6, pupils confidently undertake work in addition and subtraction, as well as a range of multiplication and division forms. Pupils in Year 4 excitedly measured angles using a 'simulated' protractor on their laptop screens. The program then measured their success rate and understanding of the concept. However, this good practice is not consistent across the school.
70. The quality of teaching and learning is good and this is reflected in the above-average standards. Successful lessons are well planned and the use of the interactive white board gives an additional dimension to the teaching and the learning, which is both exciting and stimulating. Teaching assistants are used effectively to aid individuals or groups of pupils and this has a positive impact on their achievement. However, numeracy targets, which are laid down in the individual education plans of pupils with special educational needs, are not always incorporated into the teachers' planning. At times, these pupils do not progress as well as they could. One unsatisfactory lesson was seen which related to this issue, as clear strategies were not in place to deal with challenging behaviour.
71. Subject leadership and management are very good and the co-ordinator has ensured that standards have been maintained since the last inspection. The subject has a high profile within the school. Good use of the National Numeracy Strategy enables pupils to make good progress in all areas of learning. Because coverage and standards are monitored on a regular basis, the school has been able to identify and rectify potential areas of concern in provision and this has helped to improve standards. There are few relevant books in the library.

Mathematics across the curriculum

72. Although mathematics is evident in many subjects, it is unco-ordinated. Mathematical skills were well used in investigations, for example, on local road accidents. Various instruments are used for measurement in science. Symmetrical designs are created in art, and mathematics homework includes the designing and making of mathematical games. However, computers are not as well used to support mathematical learning as they might be.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and most reach, or exceed, the expected standards by the end of Year 2 and Year 6.
- The curriculum is well organised so that pupils' scientific skills are developed effectively.
- Pupils are keen, behave well and enjoy the practical activities.
- The potentially higher-attaining pupils in Key Stage 1 are insufficiently challenged in their learning.
- There is insufficient recorded work in Key Stage 1.
- There is room to develop further the ways in which ICT supports learning across the school.

Commentary

73. Pupils achieve well in science because of a well organised curriculum, with a strong emphasis on practical activities, allied with effective teaching. As a result, there has been an improvement in standards over the past three years, and good improvement since the last inspection. Standards attained by pupils in Year 6 are above average, and it is likely that a good proportion of pupils will gain the higher Level 5 in the national tests in May. Pupils' achievement is good by the end of Key Stage 2. By the end of Year 2, the standards attained by pupils are broadly average. Pupils with special educational needs, and those who speak English as an additional language, achieve well because they have the necessary support. The emphasis on practical activities to enhance knowledge and skills was evident in lessons in Year 2 and Year 6 about food chains and in learning about filtration. However, there is insufficient recorded work in Years 1 and 2 and this makes it difficult for teachers to pitch subsequent work at the correct level. There is good enrichment to the curriculum through the links with a local secondary school.
74. Pupils are keen to learn about science and to be involved in practical activities. They are interested in their lessons, behave well and make good strides in their learning. The overall quality of teaching is good. In the best lessons, pupils were engaged quickly and questions used effectively to encourage learning. Even on the occasion in a Year 5 lesson where the teacher was mainly responsible for organising the practical work, pupils made sensible suggestions in response to the teacher's queries. In Year 3, pupils showed good knowledge of the definitions of omnivores, herbivores and carnivores, using the correct scientific language very confidently during the lesson.
75. Pupils develop a good range of skills. Although teachers use the interactive whiteboards to enrich their teaching, there are few opportunities for pupils to be actively involved in using ICT. Suitable use is made of pupils' writing skills and there is sound use of mathematical skills, such as creating and analysing tables of data. The co-ordinator monitors the books and has begun to monitor the teaching and the learning in classes so that standards may be raised further. She is new to the post and recognises the need to develop assessment procedures, to raise the attainment of the higher attainers in Key Stage 1 and to focus the teaching of the subject on investigative and experimental science. Assessment across the school is a developing area; at present it is unsatisfactory. Resources for the subject are adequate. The school lacks a science environmental area in its grounds. The curriculum is enriched by the links formed with a local secondary school, which shares its scientific expertise and resources with the older juniors.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Limited planning and use of ICT across the curriculum.
- Pupils' work is not systematically recorded and assessed.
- Good team teaching by instructor, class teacher and teaching assistants.
- High confidence and interest in using computers amongst pupils.
- Very good resources.

Commentary

76. The development of the computer suite has led to very good improvement since the last inspection. It is regularly timetabled so that all year groups receive focused tuition for increasing technical skills as well as practical sessions for refining their talents. The introduction of the scheme of work has been well managed and the new co-ordinator is preparing to monitor the teaching and learning. At present, pupils' work is not collated and marked systematically, so that pupils do not always know how well they have achieved and what to do to improve their work.
77. Pupils in Year 2 achieve above-average standards and in Year 6 they are average. Most pupils have computers at home and they exude confidence and independence with both the hardware and software. The instructor and teachers teach and reinforce the skills that pupils need. Pupils successfully investigate the different icons on various programs. At a higher level, this attention to basics enables pupils in Year 6 to begin to experiment successfully, using search engines on the Internet, and finding ways of narrowing their search quickly.
78. The quality of teaching is good. A specialist instructor works in partnership with the class teachers and the teaching assistants, and teaches all classes. This allows for pupils to receive individual attention so that all pupils, including those with special education needs and those who speak English as an additional language, achieve their potential. Teachers' high expectations impact positively on pupils' very good behaviour and they work safely together.

Information and communication technology across the curriculum

79. The computer suite is used well for specific lessons, but it is not used enough for other subjects so that skills that are learnt can be practised in other curriculum areas, such as science, mathematics or English. There is a limited number of relevant books in the library.

HUMANITIES

80. In the humanities, work was sampled in both **geography** and **history**, only one lesson was seen in geography. It is therefore not possible to make an overall judgement about overall provision, standards or teaching in these subjects. There is every indication from pupils' work that standards are broadly average in both subjects, and this is similar to the findings in the last inspection. Section 23 inspectors inspected religious education.
81. Documentary evidence, displays, the one lesson seen and pupil's books in **geography** showed that statutory requirements are met. Pupils in Year 1 have extended their knowledge of the world through the travels of Amy and Albert Bear. In Year 2, pupils made a study of St Lucia. Purposeful visits to places in the locality have supported learning. Pupils in Years 3 and 4 have their own display area that encourages research into different parts of the world and in Year 6 pupils have carried out a detailed study of rivers.
82. In **history**, pupils in Year 1 have studied their favourite toys, looked at changes in toys since 1900 and begun to create a family timeline. For Year 2 pupils, there was no evidence as geography was studied last term. There is good coverage of topics in the junior classes including the Victorians, Ancient Egypt and the Romans. An interesting topic that used literacy skills well in Year 6 asked pupils to suggest reasons for historical events and developments in Tudor times. Discussions with Year 6 pupils indicated that pupils were keen on history.
83. In both geography and history it is clear that visits and visitors play an important part in making work interesting and relevant. The co-ordination and management of both subjects are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. It is not possible to make judgements about provision in **art and design**. No lessons were seen in **design and technology** or **music**. It was also not possible to make a judgement about provision or standards in **physical education**. Discussions were held with subject co-ordinators where possible, and with pupils.
85. Only one lesson was observed in **art and design** during the inspection. However, scrutiny of work, displays around the school and discussions with pupils confirm that standards are average by Year 2 and Year 6. At the last inspection, standards were above average. Pupils' achievement is satisfactory. Pupils gain confidence in using a range of media and make satisfactory progress in acquiring a variety of skills. For example, in the Year 5 lesson seen, pupils developed close observational drawing skills when making a sketch of a group of shells. They used shading well to make the sketches more effective. They talked about their work and suggested ways that it might be improved. The co-ordinator has been at the school for two terms. She has written a new scheme of work and is to provide training for staff on its implementation.
86. In **design and technology**, the evidence drawn from a review of pupils' completed work, work on display and discussions with Year 6 pupils shows that the requirements of the National Curriculum are met but that standards are likely to be below average. These are lower than at the time of the last inspection. This is because insufficient time is spent on the subject and pupils have long gaps between projects. It is therefore difficult for them to build up their understanding systematically and also remember the basic skills to be learnt. Good links are made with other subjects such as history and science, when pupils make toys light up or design Greek vases. Pupils record the design and evaluation elements of their work. However, work is often incomplete and unmarked, so pupils do not learn how to improve. No systematic arrangements are in place to assess pupils' attainment and progress. The use of ICT is limited. At present the co-ordination is unsatisfactory. The co-ordinator is very newly appointed.
87. No lessons were observed in **music**. As a result, no secure judgement about standards can be made. However, there is evidence that good provision is made for developing pupils' performing skills. Lessons are available in the playing of a range of instruments and are attended by over 70 pupils. Opportunity is provided for pupils to take instrumental examinations and many pupils achieve success in these tests. Pupils perform both in and out of school. They perform at Christmas carol services and at other occasions during the year. In March, pupils are to sing at the Royal Festival Hall in a concert. Instrumentalists from Redbridge Music Centre have visited the school to perform to pupils. The school has no music co-ordinator at present.
88. Only two lessons were seen in **physical education (PE)**, and on the basis of this small sample, no secure judgements can be made about standards or the quality of teaching.
89. The quality of teaching in the Key Stage 1 lesson seen showed that the lack of behavioural management skills impacted negatively on the outcomes of the lesson for other pupils. In Key Stage 2, pupils show developing skills of co-ordination and control and practised these skills during the lesson. They worked sensibly both individually and with a partner, co-operating well, reflecting on technique and making improvements. Even though the teacher was unfamiliar to the class, the quality of teaching was good because pupils listened well and showed great interest in their learning.
90. The subject co-ordinator is new to the post but has already reviewed the scheme of work and engaged in monitoring activities. The programme for physical education covers a broad range of activities including gymnastics, games, athletics, dance and swimming. The curriculum is enhanced by links with Redbridge College and the support of parents. Older pupils attend

extra-curricular clubs in gymnastics, dance, netball and football and have the opportunity to participate in competitive sports with local schools.

91. New opportunities are also being pursued with Sadler's Wells Ballet and West Ham Football Club. Resources are good with a good range of large and small apparatus appropriately stored and available.

PERSONAL, SOCIAL AND HEALTH EDUCATION

92. No lessons were seen in this subject and no pupils' work was available for scrutiny, so it is not possible to make a judgement about standards, pupils' achievements or the quality of teaching or learning. The curriculum section of this report judges provision to be satisfactory overall.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

