

INSPECTION REPORT

STAR PRIMARY SCHOOL

Plaistow, London

LEA area: Newham

Unique reference number: 102746

Headteacher: Marion Rosen

Reporting inspector: Philip Schofield
1616

Dates of inspection: 11 – 14 February 2002

Inspection number: 185556

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Star Lane
Plaistow
London

Postcode: E16 4NH

Telephone number: 0207 476 5336

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Appropriate authority: The governing body

Name of chair of governors: Christine Dyer

Date of previous inspection: 23 March 2000

INFORMATION ABOUT THE INSPECTION TEAM

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2866	Bob Battey	Team inspector	Special educational needs Mathematics	
27635	Diana Cinamon	Team inspector	Information and communication technology Science	How good are the curricular and other opportunities offered to pupils?
27738	Christina Kadir	Team inspector	Foundation stage Design and technology Physical education	How high are standards? b) Pupils' attitudes, values and personal development
8696	Abul Maula	Team inspector	English as an additional language English Religious education	
1963	Sibani Raychaudhuri	Team inspector	Equal opportunities Art	Inclusion Special funding initiatives
18116	Christopher Taylor	Team inspector	Geography History	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Star Primary School is a community school for pupils aged three to eleven years. It is situated in Canning Town in the East End of London. It provides education to pupils from a wide range of cultures, faiths and languages. There are 610 pupils on roll in full-time education and a further 76 who attend the nursery part time. The attainment of the children on entry to the school is well below expectations. Half of the pupils are entitled to free school meals; this is above the national average. The school has to manage high levels of pupil mobility and the associated traumas; 95 pupils joined the school and 73 left at times other than the usual time of leaving or transfer during the last school year. Half of the pupils have spent less than two years in the school. Just under half of the pupils speak English as an additional language and many of these have limited contact with the English language outside school. The number of pupils with special educational needs is above the national average and nine pupils have Statements of Special Educational Need. The school benefits from being part of an Education Action Zone and has attracted additional funding through various initiatives.

The school is committed to equal opportunities both in policy and practice and is very successful in catering for the needs of all pupils. The aims, objectives and curriculum of the school take full account of equal opportunities issues. Boys and girls from all sections of society have equal access to all learning opportunities, including sport. There is very good provision for pupils with special educational needs. The school makes good provision within the limits of the resources available to it for those pupils learning English as an additional language. The school cares well for its pupils no matter what their background or ability.

HOW GOOD THE SCHOOL IS

The school no longer has serious weaknesses. It has made rapid improvement under the very strong and effective leadership of the headteacher and her leadership team following a period of instability. It is now a very good school providing good value for money. Effective and imaginative teaching is ensuring that standards are improving and are now in line with national expectations in most subjects. Children make rapid progress in the Foundation Stage. Standards in mathematics at the end of each key stage are average and, in English, are slightly below average. Very good use is made of additional funding to provide further resources to the school. These have enriched the curriculum and made an impact on pupils' behaviour and progress. Pupils with special educational needs receive very good support and make good progress. Pupils with English as an additional language generally acquire the language quickly and make good progress. The school has insufficient resources to cater properly for the minority who continue to have limited literacy skills. This is an inclusive school and very good efforts are made to ensure that all pupils benefit from the education provided. The headteacher and governing body have clear priorities for the school and are constantly striving to improve it.

What the school does well

- Pupils take a pride in their school and are enthusiastic about it.
- The headteacher and leadership team provide very strong and effective leadership.
- This is an inclusive school that provides very good education for all pupils.
- The quality of teaching is good and teachers receive very good support based on careful monitoring of their performance. This makes them more effective.
- The school has excellent systems to manage pupils' behaviour.
- Special educational needs provision is managed very effectively.
- The school provides a wide and stimulating range of extra-curricular activities.

What could be improved

- Some of the systems of management and administration are over-elaborate and could be rationalised without undermining standards of attainment or the quality of education provided.
- Some parts of the accommodation are unsuitable for the delivery of the National Curriculum.
- The school makes good provision within the resources available to it for pupils with English as an additional language. However, the level of resource is insufficient to ensure that these pupils have regular, sustained support.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2000. The school has made rapid improvement because of the headteacher's careful analysis of the needs of the school and the very effective management systems and structures she has put in place. Standards have been maintained or improved in all subjects. The leadership and management of the school are much more effective. The quality of teaching has improved because the headteacher has made the recruitment, retention and professional development of staff a priority. The quality of provision for pupils with special educational needs has improved under the inspired leadership of the school's Access Manager.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E*	D	C
Mathematics	E*	E*	E	C
Science	E*	E*	E	C

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

At the end of Year 6, pupils achieved results that were in line with similar schools in mathematics and science and above similar schools in English. Standards in English and science were below national averages; in mathematics, they were well below. The number of pupils attaining Level 4 or above was close to the national average but the number achieving the higher Level 5 was well below the national average in all subjects. Standards at the end of Year 2 were above the national average and well above those of similar schools. The actions taken by the headteacher and governing body are bringing about improvements in standards and most subjects are now either slightly below or in line with the national average. The school has exceeded the targets agreed with the LEA and has now revised its targets for the coming year upwards.

The work seen during the inspection indicates that standards in English are slightly below the average in Year 6 while standards in science and mathematics are average. By Year 2, standards in mathematics and science are average whilst those in English are slightly below average. This represents good progress against their attainment on entry to school. Pupils' numeracy and literacy skills are generally secure, although a small number of pupils have limited literacy skills. Pupils generally write effectively in English and in other subjects. Standards in science are slightly below average. By Years 2 and 6, standards in art, music, ICT, physical education, history, geography and religious education are at expected levels. Some examples of good quality work were seen in all subjects. Pupils with special educational needs make good progress. Pupils with English as an additional language make good progress at the early stages and then rapid progress in all subjects once they have mastered the language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils take a pride in their school and have very good attitudes; this helps them to learn and make progress. Most pupils work hard and with

	enthusiasm. Many become involved in clubs or the very active school and class councils.
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Behaviour, in and out of classrooms	Behaviour in classes and around the school is very good. The clear, structured approach to behaviour management has reduced sharply the number of exclusions.
Personal development and relationships	This is an inclusive school in which pupils are supported, challenged and respected. Relationships are very good and pupils want to work for their teachers. This has a very positive effect on learning and standards.
Attendance	The school's procedures for monitoring attendance have brought about improvements. A number of pupils still take long holidays during term-time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Throughout the school, teaching is at least satisfactory and mostly good; some is outstanding. This promotes good learning. Teachers plan thoroughly and have high expectations of the pupils. The quality of teaching has been strengthened significantly through the use of nationally recognised methodology in literacy and numeracy. Teachers sometimes overestimate what the pupils can do and sometimes do not leave pupils scope to work independently. They make very good use of their teaching assistants who provide valuable and effective support for the pupils. Their management of the pupils is very good. They make good use of assessment to plan further work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for all pupils is very good and provides very good opportunities for them to develop intellectual, physical, social and emotional skills. The school has adjusted the curriculum well to take account of the needs of the pupils. Literacy, numeracy and ICT skills are taught effectively and are used well to support other areas of learning. The school provides a rich and diverse range of additional opportunities that enhance considerably the pupils' overall experience.
Provision for pupils with special educational needs	Strong and effective management ensures that pupils receive very good support from teachers and teaching assistants.
Provision for pupils with English as an additional language	The resources available to the school are insufficient to meet the needs of the pupils. However, teachers and teaching assistants work very well with these pupils and ensure that they can join in with lessons and make progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good provision, including strong moral codes that are known to the pupils, helps them to think about their work, relate well to their peers and adults and take responsibility. The cultural development of pupils is enhanced well by visiting artists, writers, musicians and dancers and members of cultural groups.

How well the school cares for its pupils	Pupils' personal and academic progress is monitored well and they receive very good levels of academic and pastoral support.
How well the school works with parents	The school has good links with parents and the quality of information provided by the school is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. Decisive steps have been taken to provide a strong focus on standards, clear direction, positive identity, a very good climate for learning, effective teaching and a rich and varied curriculum. Excellent management of special educational needs.
How well the governors fulfil their responsibilities	The Governing Body has good knowledge of the school and provides a very good strategic direction. It is committed to school improvement.
The school's evaluation of its performance	The school evaluates its performance across all its activities and uses the information very well to set directions for development.
The strategic use of resources	The school has attracted a number of specific grants and has put these to very good use in improving the quality of provision. Teaching and non-teaching staff are sufficient in number, deployed effectively and have appropriate qualifications. Teaching resources are good and include a significant investment in a new and attractive library. Accommodation is used well.

Accommodation is used well, but some classrooms are too small to deliver the National Curriculum well. The school applies the principles of best value very effectively to ensure high quality of provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Standards have improved. Work ethos is good. Behaviour has improved. Staff have higher expectations of pupils. 	<ul style="list-style-type: none"> Consistency in the use of homework. More extra-curricular activities. Better facilities for parents who have English as a second language.

The inspectors endorse the positive views of the parents and their judgement is to disagree about homework which is generally adequate and appropriate for the age of the pupils. The school has an excellent range of extra-curricular activities. The school makes good efforts to communicate with parents. The provision of materials in the large number of home languages represented in the school is an unreasonable expectation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school has made the raising of standards a priority and has put in place strategies that have ensured improvements in the standards attained by the pupils. Key to this is the significant improvement in the quality of teaching, skilful management of pupils and the analysis of data to identify what needs to be done for particular groups. This has resulted in adjustments to the teaching programme to give greater emphasis to the teaching of literacy and numeracy skills, much more effective targeting of support for pupils with special educational needs and better provision for pupils with English as an additional language.
2. There have been significant improvements in standards of achievement for all subjects. In the 2001 national tests, pupils in Key Stage 1 achieved results that were above the national averages and well above the averages for similar schools in English, mathematics and science. Pupils in Key Stage 2 achieved results that were in line with similar schools in mathematics and science and above similar schools in English. Standards in English and science were below national averages in the national tests; in mathematics, they were well below. The number of pupils attaining Level 4 or above was close to the national average but the number achieving the higher Level 5 was well below the national average in all subjects. Standards in Year 6 are relatively lower than elsewhere in the school. This is because the younger pupils have benefited from well planned and taught lessons over a period of time whereas the older ones did not have the same support during the earlier part of their schooling. Overall, there have been very good improvements in standards since the last inspection in March 2000 at both key stages in English, mathematics and science.
3. Many children enter nursery with language skills that are well below expectations; most do not speak English at home. The nursery and reception classes provide a wide and stimulating range of activities that help many of these children make rapid progress in gaining understanding of spoken language and early literacy skills. Most join in with familiar rhymes and songs and can give simple responses to questions; for some, communication is restricted to nods and gestures. Progress in reading and writing is slower than in other local schools. A significant minority moves into Year 1 with poorly developed literacy skills. Most children make good progress in their development of mathematical understanding and many can count, match numbers to objects and recognise simple shapes. This represents a move from standards that are well below average on entry to school to standards that are below average by the time they enter Year 1.
4. Standards in the national tests for seven-year-olds show improvements on previous years. In particular, the number of pupils achieving higher levels of reading, writing and mathematics has increased significantly. In comparison with similar schools, Star Primary School was in the top 5 per cent of schools for reading and mathematics and the top 25 per cent for writing. Attainment in reading and mathematics was above the national average. There were no significant differences between the performance of boys and girls. Pupils with English as an additional language, other than those who were at the early stages of acquisition, performed as well as other pupils.
5. Standards in the national tests for eleven-year-olds show improvements on previous years in all three subjects. The percentage of pupils achieving Level 4 in English was above the local authority average and below the national average. The percentage reaching Level 5 was well below the national average. In mathematics and science, the percentage achieving Level 4 matched the average for other schools in the area. The percentage of pupils attaining Level 5 in English matched other local schools, but was below national averages. In mathematics and science, attainment at the higher Level 5 was below that of other local schools. Boys tended to do less well than girls in English and mathematics, but better than girls in science. Pupils with English as an additional language performed well in comparison with other pupils.

6. Observations of lessons and scrutiny of pupils' work during the inspection showed that there has been considerable improvement in standards since 1998. Standards in speaking and listening, reading and writing have improved in both key stages and are now just below the national average. A significant minority of pupils in both key stages has limited literacy skills and this is depressing the school's overall performance. Teachers and non-teaching staff provide very good support for these pupils, but this is insufficient to ensure that regular and sustained attention is given to the development of these skills. There has been a rapid rise in standards in mathematics and science and these are now close to or in line with national expectations in all years except Year 6 where the pupils have not received the full benefit of the school's drive to improve standards.
7. Standards in the foundation subjects have improved. Standards in physical education, design and technology, art, geography, history, music and ICT are in line with expectations. Pupils have secure knowledge of religious education and are making good progress in personal, social and health education. In those lessons where the quality of teaching is very high, pupils often reach higher than expected standards. In a mathematics lesson where the teaching was outstanding, pupils achieved very high standards. The school exceeded the targets it set for itself last year and has revised this year's targets upward to make them more challenging.
8. Pupils with special educational needs make good progress overall. There is an appropriate emphasis on improving pupils' literacy and numeracy skills. Most pupils achieve the targets set for them in their individual education plans, and they make good progress because of the very good levels of support they receive from teachers and teaching assistants to meet their intellectual, social, emotional and behavioural needs. The school's approach to behaviour management means that pupils who are inattentive or troublesome are quickly reintegrated into lessons with the minimum of disruption to other pupils. This helps to ensure that all pupils have the best opportunity to perform well.
9. There is no significant variation in attainment among pupils of different ethnic groups or backgrounds or between boys and girls. Most pupils who have English as a second language make good progress and attain standards in line with their peers. However, some pupils at the early stages of acquiring the English language make slower progress than expected because insufficient specialist teaching is available to support them as they move through the school. Some more advanced pupils lack confidence in the use of grammar, punctuation and appropriate vocabulary.

Pupils' attitudes, values and personal development

10. The personal development and behaviour of pupils is very good at all times. Pupils have very good attitudes to learning and take a real pride in their school. They feel part of it and share in the responsibility for it through the school's council. The overall picture is one of considerable improvement since the last inspection. Attendance and punctuality have improved but are still a cause for concern.
11. The vast majority of parents support the view that their children like school. Pupils work hard and learn from their experiences at school. There is a high degree of consistency in the skilful management of pupils and the use of motivating teaching methods and materials, resulting in very good levels of concentration by pupils. Teachers demonstrate enthusiasm and drive and pupils focus on their work with a correspondingly high level of interest. This was exemplified in a Year 5 personal and social education lesson; where the teacher's thought-provoking and expert questioning helped pupils to gain a deep insight into the everyday problems encountered by visually impaired people. During a Year 3 lesson, two teachers expertly model the celebration of peoples' differences and every child in turn has an opportunity to describe proudly how they are different from each other.
12. The relationships that pupils have with each other and adults in the school are very good indeed. Pupils show respect for each other and staff. Rare incidents of challenging behaviour are managed effectively with a way out for both the pupil and the teacher. Pupils comply with oral warnings about undesirable attitudes or behaviour. Verbal, written and pictorial reminders as well

as good role models provided by staff ensure pupils develop a sense of equality and fairness in their dealings with each other and adults. Governors and parents see the school as an orderly community and the inspection evidence would support their view. Pupils respect each other's values and beliefs and there are no racial tensions; this fact represents a considerable achievement on behalf of the whole school community and in particular the leadership of the school. Pupils play happily together in the playgrounds and benefit from community play leaders who involve them in games during the lunchtime break. In the dining hall, boys and girls engage in friendly discussion and there is a good social atmosphere.

13. The school is investing considerable time in developing staged procedures for managing pupils' behaviour; their consistent application permeates everything that happens in school. The positive impact of these initiatives is noticeable during lessons, playtimes and pupils' movements around the school. Teachers are successful at providing activities that promote positive relationships and motivate even the most hesitant learner.
14. No oppressive behaviour has been recorded or was witnessed during the inspection. Pupils know how to respond and what to do if it should occur. Pupils know they can rely on prompt action from staff if they report that someone is being unkind to them. When the interest of pupils and staff are at risk, the headteacher takes appropriate action. The governors upheld three fixed-term exclusions last year and one fixed-term exclusion this year.
15. Pupils show good levels of personal responsibility. They respond willingly to opportunities to act maturely and think wisely, for example, when being involved in consultation about the school improvement plan. Pupils are encouraged to act on their own initiative in lessons, for example, during a Year 1 lesson where pupils were encouraged to extend the task they were working on using the computer. There is scope for more independence and decision making by pupils in some lessons where over-direction by the teacher restricts this.
16. The attendance of pupils is satisfactory. The school has worked hard to bring about improvements in pupils' attendance. From a very low base of just eighty-eight percent in the 1997 report, the attendance of pupils has improved to over ninety-three percent in the last term and is now in line with national averages. This has positive effect on the attainment and progress of those pupils who attend school regularly.
17. The unauthorised absence figure is above the national average and is generally due to the school identifying unauthorised absence in line with current regulations. There is no evidence of truancy although there is some parent-condoned absence.
18. The equivalent of over eighty-two weeks schooling was lost in the last term due to holidays taken in term-time. This has a negative effect on the progress and attainment of those pupils who miss school and a significant effect on the school's attendance figures. There are still a number of pupils who arrive late for school each morning. For example, on the first day of the inspection fifty-six pupils were recorded in the late-book arriving up to fifteen minutes late. The school is aware of these issues and is currently reviewing their procedures to bring about further improvements in the attendance and punctuality of pupils.
19. Registration is carried out quickly and efficiently and registers conform to current legislation. These sessions are often used to reinforce learning in basic skills.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good overall; this has a very positive impact on pupils' attitudes to learning and their acquisition of knowledge and skills. This is a significant improvement since the last inspection and follows the decisive actions of the headteacher and governing body to provide a more stable staff and better monitoring and support for teaching. Teaching is good overall in the Foundation Stage where the teachers set high expectations, manage the children well and use the learning environment to good advantage. In the best lessons, there are imaginative and

sensitive interactions with the children. Teaching is also good or very good in Key Stages 1 and 2. Over one quarter of the lessons seen was judged to be very good or outstanding. Good or very good lessons were noted in every subject and across the year groups. A small number of satisfactory lessons would have been judged to be good if there had been more differentiation, matching work more closely to individual pupils' ability, and greater opportunities for pupils to contribute more. Good emphasis is placed on the teaching of personal, social and health education and this contributes well to the pupils' attitudes to learning.

21. The planning of lessons and the very helpful feedback from the monitoring of teaching are strengths of the school and contribute significantly to the overall quality of teaching. Most teachers have good knowledge and understanding of their subjects and this helps to ensure that teaching is stimulating and well focused. They have high expectations of the pupils and provide them with challenging work. In a very small number of lessons, expectations of attainment are slightly inflated; for example, low achievers in a mathematics lesson were unable to understand the language used by the teacher. There is little variation in the quality of teaching between key stages, although in subjects such as music, those teachers with specialist qualifications teach to a higher standard than those without.
22. As a result of effective teaching and support from the hard-working and skilled teaching assistants, pupils with special educational needs learn very well alongside their fellow pupils. For example, younger pupils with learning difficulties in literacy successfully discussed and completed partly prepared sentences with good levels of understanding and accuracy. Older pupils in a Year 5 mathematics lesson, when using a computer program to estimate and measure the size of angles, achieved high levels of understanding and accuracy alongside their fellow pupils. This was due to the high expectation of what they should do and excellent teaching. The school is becoming more effective at identifying gifted and talented pupils and teachers are making good provision for this group.
23. In most lessons, teachers used questioning very effectively to encourage pupils to think about their work. In one lesson pupils were taught the skills of contributing to a discussion. In many lessons, the teacher's approach was lively and challenging, thereby ensuring pupils were attentive and contributed to the lesson. Good use was made of demonstration to show pupils how they should respond to a task. Resources to support learning were selected with care and added considerably to the effectiveness of lessons.
24. The teaching of English and mathematics is good overall with some outstanding teaching seen in mathematics. Teachers have very good subject knowledge and are very effective in teaching the basic skills. In a mathematics lesson, the teacher used a computer program skilfully to question, challenge and extend the pupils so that they achieved standards that were well above expectations. The structure of lessons with a clearly focused introduction, purposeful activities and ending with an effective whole-class (plenary) session helps to ensure that pupils make good gains in their learning. Teachers often reinforce basic skills such as letter sounds, mental calculations and spellings in the plenaries and at other times such as registration. The teaching of science is good overall and care is taken to develop pupils' understanding through practical activities. The teaching of ICT is planned carefully to ensure that pupils gain skills and understanding in a systematic way and teachers encourage pupils to apply the skills learnt to other subjects, for example, in researching information for a history topic and in using the e-microscopes to enhance their artwork.
25. Teaching in other subjects is good and often very good. In most lessons, the pupils knew what they were expected to learn and the teacher referred back to this in summing up at the end of the lesson. In art, the teacher used questions effectively to encourage Year 6 pupils to look critically at their work. In a physical education lesson, the teacher made it clear that she expected very high standards of performance. In music, teachers used their specialist knowledge to demonstrate the techniques they were teaching. Good use was made of external resources in RE where an advisory teacher helped the class teacher to deliver a very effective lesson and in PE where a dance group led a very productive workshop with the teacher working alongside the pupils. Teaching assistants were used very effectively to support the pupils and often showed

great awareness of what was being taught and the needs of the pupils. Their contributions were often strong points in a lesson.

26. The teachers' management of pupils is a strength of the school and contributes greatly to the efficient management of lessons and the success of the pupils. The school's behaviour management strategy is known by teachers and pupils alike and is applied consistently throughout the school. This means that there are effective ways of dealing with inappropriate behaviour that do not harm the teaching and learning and ensure that the child who is misbehaving is returned to lessons as quickly as possible.
27. Teachers assess the work of pupils regularly and use the information gained to modify their teaching plans. They spend a lot of time making sure that the work is matched to the needs of the pupils and is consistent across the year group. Long-term plans are changed to meet the needs of a particular year group and short-term plans are changed to meet the needs of individuals and groups. Teachers mark work regularly and often provide very good encouragement and clear guidance as to how the work could be improved. Teachers use examples of pupils' work to track their individual progress over time. The provision of homework is satisfactory and usually reinforces basic skills or enhances what has been learnt in lessons.
28. All staff are very conscious of the school's commitment to inclusion and make very good efforts to include all pupils in the activities of the school. Teachers are very skilful at involving all pupils in their lessons and often use the experience of one child to strengthen the experiences of others. In one music lesson, a new pupil was taught the skills learnt by the class in a previous lesson. This served both to bring the new pupil up to speed and to reinforce the learning of the class.
29. Teachers are very sensitive to the needs of pupils with special educational needs and, in most cases, make very good provision for them. Occasionally the work is too hard or complex for the pupils to understand. Teaching assistants are very skilled at helping these children to join in with lessons and to benefit from them. Throughout the school, children with special educational needs receive good, focused, support that is having a clear beneficial impact on their learning.
30. Teachers and teaching assistants provide very good support for pupils who have English as an additional language (EAL). In one lesson, a child was helped to understand the teacher's question, to frame an answer and to attract the teacher's attention by putting up her hand. The teacher gave this child the time needed to answer the question even though it came several minutes after the question had been asked. These pupils benefit from a specialist teacher who provides good support each week. However, this support is insufficient to provide the regular specialist teaching that would enable those pupils who are at the early stages of acquiring English to make progress. The specialist EAL teacher is fully aware that English acquisition is the key to success across the curriculum. She is closely involved in planning, preparation and classroom organisation and management with the class teachers, though this reduces the time she has available to support pupils' specific language needs. Teachers and teaching assistants have received some training to help them make better provision for these pupils and there is good liaison between the specialist teacher and the class teachers.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

31. The quality and range of learning opportunities offered to all pupils is very good. The school provides a sound balance and very good breadth of curriculum opportunities for pupils. All areas of the statutory curriculum are well in place and the school meets the requirements for collective worship. The strong focus on the needs of all pupils ensures that they have equal access to the curriculum and additional activities.
32. The senior manager with responsibility for this aspect has a well-directed view of the curriculum; this contributes significantly to the improving standards. There is very good joint planning by teachers and very effective monitoring by the senior leadership team to develop and improve the

curriculum. This enables the school to respond to the needs of different groups of pupils and put in place appropriate provision. Initiatives are monitored carefully for impact on pupils' achievements. The very strong commitment to year group planning of lessons has a good impact on teaching and learning and ensures that new teachers are prepared well.

33. The provision for pupils with special educational needs is very good and they make good progress. The school provides an appropriate curriculum mainly within their classes for pupils with special educational needs. On occasions, specialist teachers give effective support to pupils outside the classroom. Individual Education Plans describe well the appropriate provision for pupils and are reviewed regularly with good levels of input from parents, teachers and specialists from agencies outside the school. Provision for gifted and talented pupils is developing well and these pupils have a good range of challenging experiences.
34. Pupils who speak English as an additional language are included in all aspects of the curriculum and make sound progress at the early stages of language acquisition and good progress thereafter. Those at the early stages do not always receive the sustained level of support they need to make good progress. There are 301 pupils at different stages of learning English, but the specialist teacher only has time to support 50 pupils who are at Stage 1 of learning English. These pupils do not receive this support on a regular basis, and there are a significant number of pupils who do not have access to the specialist teacher.
35. The curriculum is weighted towards English, maths and science as part of the school's drive to raise standards. The national literacy and numeracy strategies have been implemented very effectively and this is having a significant impact on pupils' achievements. A suitable proportion of time is given to other subjects with the use of historical and geographical texts in English to compensate for the smaller amount of time available for these subjects. The school makes very good provision for information and communication technology (ICT). Teachers set a satisfactory amount of homework; this helps pupils to practise basic skills and extend the work done in class. The school keeps the governors very well informed about the curriculum by reporting to committees, linking governors with curriculum areas and providing demonstration lessons.
36. Provision for extra-curricular activities is excellent. The school is involved in a remarkable number of initiatives. Particularly impressive are the clubs and out-of-hours activities run by the school. Not only are these extensive in scope but are also very well attended by enthusiastic pupils. As well as having a good impact on pupils' achievement, the clubs are clearly enjoyable. Pupils were seen taking breakfast after an early morning booster class, receiving extra help with their computer skills, enjoying a drama club, learning French conversation, cooking and making large sculptures of animals, people and butterflies. A very wide range of visits, activities and experiences, which are offered to all pupils, considerably enhances all aspects of the curriculum. The number of visitors to the school is impressive. In the last term, all pupils either had a visit from an arts group, theatre group, or storyteller or were involved in workshops. Year 3 pupils undertook a special project with the cast of 'Cats' and Year 2 pupils visited a war memorial. There was a successful book week and a Black History week.
37. Pupils benefit from links with business such as the offer of computers to take home and from subsidised tickets to the theatre. Pupils are motivated to write by submitting pieces to the Newham Recorder for publication. Volunteers come in from the community to hear pupils read.
38. Links with other schools and educational institutions are good and have a positive impact on the work of the school. Teachers worked with others in the local authority to devise a history pack in conjunction with staff at the Tower of London and also produced materials for pupils to use when going to the theatre. Many students are trained in the school. Links with teacher training establishments include specific projects such as the development of ICT and learning styles. The school has good links with the local secondary school to ensure the smooth transition of pupils when they leave. Year 6 pupils make visits and meet the teachers. The school is working on a project to ease transition by transferring records electronically.

39. The provision for personal, social and health education is very good. All classes include time for this area of development and it is successfully used as one of the measures for improving behaviour, co-operation and the opportunity for pupils to learn to talk about problems they encounter. The school is part of the Healthy Schools initiative. Fruit is available on a daily basis in school and a fruit co-operative is run for parents in conjunction with a local trader. Sex education is planned into the curriculum and drugs education is provided through Local Authority programmes. Year 6 pupils take part in Police Competitions and Junior Citizen events. Years 2 and 6 pupils had a visit from a Fire Officer to talk about fire safety. The school council is very effectively run by pupils and gives them a voice in the work of the school. A particular feature is the way they account for their actions by reporting directly to the Governing Body. Council members were invited to visit the House of Lords. Through the highly effective peer mediation programme, pupils are becoming more aware of how to help each other and give support to younger pupils.
40. Provision for the spiritual, moral, social and cultural development of pupils is very good and has improved steadily over the past four years. Pupils benefit greatly from the rich diversity of ethnicity and cultures represented in the school and the very good relationships that exist. The school has good draft policies for religious education and personal, social and health education that show strong links between subjects.
41. Provision for pupils' spiritual development is good. Pupils' spiritual development is promoted well through daily acts of collective worship and in lessons particularly through religious education. All assemblies are calm and ordered and a spiritual atmosphere is created which is conducive to reflection. All pupils are given time to reflect on the main theme of the assembly. In an assembly for Key Stage 1 pupils they were given the opportunity to discuss with each other how to respond if they were teased. Some assemblies have a strong religious theme. This was seen in a Year 5 and 6 assembly, where the teacher read the story of the Prodigal Son from the Bible. Pupils answered questions thoughtfully, illustrating their good knowledge of the story and associated key words. All pupils were asked to reflect on the meaning of a prayer read by the teacher. A key feature of all assemblies is the good balance between the input from teachers and the very good involvement of the pupils.
42. The very good displays across the school illustrate the many opportunities pupils have to study the main religions of the world and their traditions. A display on the Muslim pilgrimage to Makkah (Hajj), supported with a range of Muslim costumes, together with the good written explanations of pilgrimage, illustrated the pupils' good awareness of the customs associated with this event. Other displays, of a similarly high standard, showed pupils making cards to celebrate the Hindu festival of lights (Diwali). The cards contained appropriate messages and were supported by the making of Divas, the clay pots used to celebrate the festival. Further displays, on Christianity, illustrated a good awareness by the pupils when writing about the character of Jesus.
43. Pupils' moral development is very good. The school has developed rules and codes that guide behaviour around the school, which pupils understand well. They know the difference between right and wrong. Individual classes display rules adapted to their ages and needs. Awards are given for good behaviour; these reinforce the underlying expectation of the school. Members of staff provide very positive role models that give pupils insights into what is right and wrong. Any incident is dealt with immediately and fairly. Provision for pupils of a special room (Restart Room) to discuss their problems with a suitably qualified and experienced member of staff greatly aids their understanding of what they should do and how to behave in future. The school has a very strong caring ethos and this has resulted in pupils showing concern for others. Pupils discuss issues with their school council representative during personal, social and health education lessons. Members of the school council are volunteers and older pupils, in Year 6, have to write a speech outlining the benefits of being a council representative. The school council has recently been responsible for improving the school toilets and reducing the amount of litter in the playground at lunchtimes. The very effective peer mediation scheme gives older pupils the opportunity to support younger children.

44. The provision for pupils' social development is very good. Pupils readily share ideas with very good understanding of each other's views. They are encouraged to take responsibility in their own classroom and around the school. Pupils' social development is enhanced by residential visits when pupils have to work and play together away from home. At play and at work, pupils and adults develop very good social relationships across the very wide range of cultures represented in the school.
45. Pupils' cultural development is very good. The cultural awareness of pupils is enhanced with a list of different languages spoken in each class. In one class, the pupils speak 12 different languages with over 50 different languages being spoken by pupils attending the school. Words from these languages are seen displayed around the school and teachers take opportunities for pupils to answer attendance registers in languages other than their own. There are many opportunities for pupils to talk about their own and other cultures, in particular through geography, music, personal, social and health education and art and design. A Year 5 display shows pupils illustrating their own cultures: where they have lived or now live, the clothes they have worn, the colour of their skin, their culture and life-style. Displays of the life and culture of Australian aboriginals and a refugee week, where parents brought in different food such as Asian, African, and Eastern European dishes, further the pupils' very good awareness of other cultures. Pupils' awareness has also been enhanced significantly by visits from a North African Youth Band, a Steel Band, a Marimba Band, visitors from Botswana and a Black History Week.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school has very good procedures for child protection and for ensuring pupils' welfare health and safety. The school provides a very high level of pastoral care and this ensures that the monitoring of behaviour and attendance are carried out effectively and sensitively. Relationships in the school are very good and pupils are taught in a safe and happy environment.
47. Pupils are supervised well at all times by a very committed and caring staff. The named person for child protection has attended the appropriate training courses and ensures that all staff are aware of their responsibilities. The school follows the local authority guidelines for child protection. Currently it is in the process of complying with new regulations to ensure that all volunteers have full police checks.
48. Routine health and safety checks are made on equipment and there are regular risk assessments of the premises. The hardworking and conscientious site manager carries out any minor repairs and deals with any health and safety issue quickly and efficiently. The site is maintained to a very high standard.
49. Procedures for first-aid are very good. There are sufficient trained first-aiders on site and all incidents are recorded. Pupils with specific medical conditions are well known to all staff and they receive a high level of care.
50. The school's procedures for monitoring and promoting attendance are very good. Parents report that their children enjoy coming to school and are keen to attend. The very high level of pastoral support, which the school provides for pupils and for parents, has had a significant impact on improving the attendance of pupils. Attendance data features prominently in every classroom and high attendance is noted and rewarded. For example, one class that achieved one hundred percent attendance was rewarded with an extra half an hour of games; this was very popular with pupils.
51. The school makes very good use of all the attendance data, which is analysed and followed up rigorously. Parents are contacted on the first day of absence if the school do not know why a pupil is not in school. This ensures that there is no truancy. The school is constantly refining procedures to bring about further improvements and is currently seeking ways to improve punctuality and reduce holidays taken in term-time. The local authority and the educational welfare officer work closely with the school and provide very good support.

52. Procedures for monitoring and promoting good behaviour are excellent. The behaviour policy is effective for all pupils because it is implemented consistently across the school by all staff. Staff have very high expectations of behaviour and the majority of pupils respond well to this. Praise is used consistently to reward and reinforce good behaviour and pupils are well aware of what is acceptable behaviour and what is not. When there are incidents of inappropriate behaviour, the school has systems in place, which provide a very high level of support for pupils. The support is targeted at improving behaviour and is not regarded as a punishment. The school provides a Restart Room where pupils who have not responded to the earlier stages of behaviour management can be helped to re-integrate in to the mainstream school. This is very effective and has significantly reduced the number of exclusions since the 1997 inspection. All incidents are recorded and monitored regularly by the access manager.
53. A key issue for development from the previous inspection was to standardise systems of assessment in order to monitor pupils' attainment on a systematic basis. The school has developed an appropriate policy for assessment and this is now in use by all staff. The school's procedures for assessing pupils' attainment and progress in the core subjects are good. All staff have received training on how to input and interpret data using the Assessment Manager program. In addition to the statutory tests for seven- and eleven-year-olds, the school uses a range of standardised tests for pupils in all years. These include the optional tests in English and mathematics from the Qualifications and Curriculum Authority. The results provide helpful data for monitoring overall performance and are used well by staff to analyse trends in performance. Tracking systems are in place for all pupils including those with special educational needs, English as an additional language and those who join the school mid-term. There is no formal assessment in place for the remaining foundation subjects.
54. Assessment information is used well to guide curricular planning in the long term. Information about pupils' performance is used to adjust both long- and short-term planning. Marking is evaluative and helps to move pupils on to the next stage of learning, although there are some inconsistencies. Procedures for monitoring and supporting pupils' academic progress are good. Weekly year-group planning meetings are used to evaluate lessons and to identify the learning targets for individual pupils and for different groups of pupils in future lessons.
55. Assessment data about pupils with special educational needs is used to ensure that they receive good levels of support in class. Test results, target setting and concerns expressed by class teachers are used effectively to decide where extra support can be introduced. Assessment information is used effectively to group pupils according to their respective abilities. Classroom teachers initially identify the need for support of pupils with English as an additional language. The specialist teacher is involved in their assessment and the induction programme. She maintains an up-to-date record that includes information on pupils' linguistic background and stages of learning English.
56. Procedures for monitoring pupils' personal development are very good. The staff use a range of strategies. These include sharing information daily with other members of staff, meeting with parents and using the school's rewards and sanctions procedures. The Achievement Assembly provides high quality recognition for pupils and effectively monitors their personal development and contributes to their self-esteem. Pupils show their pleasure when they are invited to receive certificates and are applauded by their peers. The staff know pupils well and use this knowledge to monitor pupils' personal development.
57. The school makes very good use of outside agencies to support pupils' needs. It also provides a very high level of support for families and pupils through its restart programme, mentoring support and home liaison worker.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. Parents who completed the parents' questionnaires and who attended the parents' meeting are generally satisfied with what the school offers and achieves. There are some concerns about homework and some parents would like more information about how their child is getting on. The inspection team agrees with parents' positive views of the school. They judge that homework is satisfactory. The school is currently reviewing the quality of information provided to parents on their children's progress. Some parents would like information provided in home languages for parents who have limited or no English. The school recognises that this is an area for development and is planning to review and improve this aspect.
59. The school has good links with parents and the quality of information provided by the school is satisfactory. Annual school reports on pupils' progress are satisfactory. They provide good information on mathematics and English, clearly identifying strengths and weaknesses. Literacy and numeracy targets for improvement are linked to the identified weaknesses. However, reports do not tell parents how their child is doing in relation to age and national expectations. Information about progress in the foundation subjects is, on occasion, about lesson coverage rather than telling parents what their child understands and can do. Parents of children with special educational needs are well informed about their progress through regular contact with teachers and through the termly reviews of Individual Education Plans and the yearly reviews of statements. The school is currently reviewing the information it provides to parents in reports and at the termly parents' meetings.
60. Many parents reported that teachers and other staff are very supportive of the whole family and are always ready to listen to them. The school's newsletters are informative and keep parents up to date with all the forthcoming events. The annual report is written in clear and simple language and provides information that is helpful to parents. The school's website is exemplary and provides both a comprehensive way of providing information about the school and an excellent resource for pupils' learning.
61. Parents' involvement in children's learning is good. They support their children's learning at home both with homework and by listening to their children read. Some parents with limited English who have young children attend the weekly literacy sessions that are organised by the home liaison worker. Children and parents learn together. The weekly toddler group enables parents to meet each other before their children begin school. Another group of parents attend weekly 'English as a second language' lessons, which are held in the school. The school is focusing on 'Involving parents' and the parents are responding to this.
62. The mentors and the home liaison worker involve parents in organising fund-raising activities such as the Summer Fair, which is well supported financially by parents. The school and parents are currently working together to make costumes for the Newham Carnival and plans are already in hand to make costumes for the school's Christmas Productions. Parents are very supportive of the school's policies and work with staff to help to improve the behaviour and attendance of their children. The parent governors are very hard working and committed to the school.
63. Parents who arrive in this country with little or no English are full of praise for the school and the way in which their children are helped to settle in and make progress in learning English.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The quality of leadership of the school is excellent. The headteacher has vision for the school and is ably supported by her leadership team. Her determination to improve the quality of education has had a positive influence on all those involved with the school. She has created an inclusive ethos and philosophy where all members of the school are involved in decision-making. The result of this is that all staff, with the well-informed and highly committed Governing Body, work together to drive forward initiatives to improve the school. Even the pupils have a decision-making role to contribute via the school council.
65. The school has very efficient and effective management structures. Responsibility is delegated to the effective and pro-active Senior Leadership Team and co-ordinators on the staff. This enables

them to develop their own skills as managers as well as teachers, and ensures that all members of the school are stakeholders. For example, year-group leaders monitor and support new teachers in their first year, after which they are expected to take on an area of responsibility. Another outcome is that the stability of staffing has greatly improved. At the time of the inspection three of the staff were overseas teachers from an agency and it is anticipated that they might take permanent posts in due course. However, there is a tendency for some areas of management to be duplicated, for example there are three mathematics co-ordinators. This has had the effect of increasing some teachers' workloads unnecessarily.

66. The governing body is very committed to the school and is effective in the discharge of its responsibilities. One key issue at the last inspection was to *develop the governors' role for strategic planning and approval of policy*. The governing body now make a significant contribution to the school overall. Governors are involved fully both in the development and implementation of the school improvement plan, and in strategic planning. The governing body approves the school improvement plan after a process of consultation and negotiation with the headteacher and staff. This document is of high quality and clearly identifies the key areas for development. The governing body regularly audits and monitors the statutory requirements, in liaison with the Senior Leadership Team. They know the strengths and weaknesses of the school and support the staff in their efforts to improve standards. Since the last inspection, they have identified priorities such as the quality of teaching, provision of Personal, Social and Health Education, the quality of the learning environment and resources across the school. They have regular development days facilitated by an officer from the Local Education Authority where they consider aspects of the school. They have been trained to deal with financial systems and consider budgets. They use the principles of best value to set priorities for spending any budget surplus and have an appropriate contingency budget to deal with unforeseen expenses. Individual governors visit the school to see what goes on in lessons so that the governing body as a whole is able to take an overview of any new initiatives.
67. The school aims to provide the best education for all pupils and weaknesses in equality of opportunity identified in previous inspection reports have been dealt with effectively. Strong and clear leadership and management, particularly on the part of the Access Manager, ensure that all pupils have equal access and equal opportunity. All pupils have equal access to National Curriculum subjects and other activities within the school. There is no evidence of pupils being withdrawn from assemblies and much additional support is provided in the classroom. Lesson planning is generally very effective and the majority of lesson plans include the needs of all pupils in the class or set. More able and talented pupils are now identified and extension activities are provided for them. Those pupils at the early stages of acquiring English are identified and supported well within the limited resources available to the school. Only a small proportion of the pupils needing support from the specialist teacher receives it on a regular basis.
68. The school's access manager provides excellent management of special educational needs throughout the school. At the time of the last inspection the management of this provision was said to be weak. There is a very good team approach to the identification and support of pupils with special educational needs. Funding for special educational needs is used prudently and effectively. Staff working with pupils who have special educational needs have very good training. The access manager and senior leadership team of the school monitor teaching and provision very effectively. The governing body, in their annual report to parents, report appropriately on the implementation of the policy for pupils with special educational needs and indicate that access for the disabled is at present limited.
69. Financial planning and management in the school is very good. It is based on excellent evaluation of performance and vision of the school's needs. Budget implications are clear and there are suitable criteria for measuring success. Delegation is used effectively with subject co-ordinators having responsibility for subject area budgets. Support from the local education authority is actively sought and used extremely well to assess the needs of the school and help it improve. Special initiative grants are being used very effectively and are targeted carefully to improve the quality of teaching, and to raise standards. The budget is drafted initially by the headteacher, based on needs apparent in the School Improvement Plan, and is then approved by

the governing body, who have been trained to manage budgets. The Local Education Authority provides regular support to ensure the budget is operating as planned, to prevent overspends and ensure all moneys are used for the intended purposes.

70. The school's checking and evaluation of its performance are excellent. The headteacher has done much work to ensure the quality of teaching is assessed effectively. Much of the responsibility for this lies with the year and phase group leaders and subject co-ordinators. This is carried out in a positive way, leading to staff development and helping teachers to improve. This includes the appropriate analysis of staff development needs and the setting of targets for the future. The budget is used well to provide additional teaching to boost the attainment of pupils who are approaching the nationally expected level of attainment in English and mathematics. Subject leaders play a significant role in checking the provision, standards of attainment and quality of teaching in their subjects. The monitoring of teaching, planning and assessment links in well with the school's performance management and appraisal system which is used now for the benefit of all staff across the school.
71. Some of the staff in the school are inexperienced, but all have a strong commitment to its philosophy and methods. Teachers have very good subject knowledge in the subjects they teach. Their planning is very good, and there is an expectation of mutual help and co-operation, and a commitment to staff development. A number of year-groups arrange their teaching so that teachers teach to their strengths. The system of monitoring and staff development ensures that the headteacher knows her staff well, and can provide extra support for those who need it. However, the workload on staff is high and could be reduced, for example by removing duplication of responsibilities and targeting the monitoring of teaching more specifically, without compromising standards.
72. Teaching assistants, nursery nurses and other support staff have very good expertise in the areas for which they are responsible. They have had effective training, are committed to their roles and deployed effectively. They make a very good contribution to learning. The support for new teachers is very good and there are good opportunities provided for students to gain teaching experience or work experience. ICT is used effectively in the daily running of the school. The teachers use the technology for preparation and the assessment of pupils, and it is used appropriately by office staff to ensure the smooth running of the administration. Routine office procedures are well defined and carried out.
73. The excellent leadership and management by the headteacher, staff and governing body is a strength of the school. This has led to clear identification and prioritisation of ways to move forward. Teaching is good overall and standards are improving. Given the significantly low attainment of pupils on entry and the good progress that pupils make, the school gives good value for money.
74. Although the school makes very good use of the accommodation it is nonetheless unsatisfactory. The school is aware of this and has detailed plans for the redevelopment of the school site when funding becomes available. There have been many improvements to the accommodation since the 1997 report, but much still needs to be done. There are some classrooms which are cramped and below the minimum requirements for thirty pupils, whilst others are extra large. Classes within some year-groups are currently split over two floors. The halls are too small to hold whole-school assemblies and are inappropriate for physical education lessons. The outside area is substantially smaller than the current guidelines. Although there is a toilet for the disabled, access is limited to the ground floor. The nursery is inadequately sized for the current number of children. Some activities in the three halls can be noisy and this is intrusive on lessons. Pupils have to cross the central hall spaces regardless of lessons going on to reach other rooms and toilets. The new library is in the annex and is isolated from the main school. The school's computer suite is well equipped and used efficiently.
75. Overall resources for learning are good. The resources in the nursery are excellent. Resources are very good in the Foundation Stage, music and art. They are good in English, mathematics, religious education, information technology, physical education and special educational needs.

There are satisfactory resources in science, history, geography and design and technology. Trips and a number of visits to local areas enhance resources. All the books in the library have been renewed over the last two years. There is a very good supply of non-fiction books to support the core subjects. The range of fiction books is also very good in quality and quantity. There is a good range of dual language and multicultural books. The library is well maintained with a quiet study area. The school has fewer than the recommended numbers of computers, and some of these are old. However, good use is made of laptop computers to supplement the desktop computers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to consolidate and raise standards and improve the quality of learning, the governors, headteacher and staff should give attention to the following
- (1) Find ways of rationalising and reducing the volume of administrative and management expectations of staff without compromising standards of attainment or the quality of education provided. In particular, ensure that the rapid and impressive levels of improvement can be sustained over time. *(Paragraph 71)*
 - (2) Extend the level of support for pupils who are at an early stage of acquiring English and whose literacy skills are underdeveloped so that they can make faster progress in English and other subjects. *(Paragraphs 30, 34, 67)*
 - (3) Reduce the impact of inappropriate building design on the quality of education provided. In particular, seek to limit the impact of small classrooms in some year groups and find ways to overcome the physical separation of classes within year groups. *(Paragraph 74)*

INCLUSION

77. Star Primary School is a very effective school where teaching and learning, achievements, attitudes and the well-being of every pupil matter. There is a wide range of cultures, faiths and languages; high levels of social and economic disadvantage; and frequent movement of pupils to and from the school. Pupils enter the school with attainment that is well below the average nationally. Despite these challenges, the school succeeds in meeting the needs of these diverse groups of pupils in all aspects of their education.
78. The school does not take educational inclusion for granted. It considers carefully the needs of all pupils, including its socially and economically disadvantaged white children as well as pupils from different ethnic minority groups and mid-phase pupils who arrive in the middle of the school year. The school is working effectively towards raising the achievement of all pupils. Special funding has been targeted well through the appointment of learning mentors and a family support worker to promote inclusion of the vulnerable groups. The school also employs play leaders to facilitate play at playtimes and learning mentors help mid-phase pupils to play and integrate into the life of the school. The work of the family support worker, refugee support worker and the personal, social and health education project help to raise pupils' confidence in learning and self-esteem. The strong emphasis on a staged approach to behaviour management and giving pupils responsibility and the opportunity to succeed have further improved the behaviour of pupils since the last inspection. The school is a supportive and safe place in which pupils can learn.
79. All groups of pupils are achieving well. In 2001, the pupils from African heritage in Year 2 achieved highly in the national tests and the Bengali pupils at later stages of EAL also achieved well. Provision for pupils with special educational needs is very good and learning support assistants are deployed effectively to support their needs. Pupils at the advanced stages of English language acquisition make good progress, those at the early stages make satisfactory progress. Support for these pupils is good but resources are limited. The school provides a wide and stimulating range of opportunities for all pupils to be involved in extra-curricular activities.

80. The whole ethos of the school is one of inclusion. There is a recognition and celebration of the uniqueness of individuals within a well-integrated school community. Great value is attached to pupils' cultural traditions and home languages to raise children's self esteem and confidence. There are multilingual signs round the school acknowledging the languages spoken in the school and the community. The curriculum content, books and displays reflect the diversity of culture that exists in the school and the wider society. Pupils learn about both European and non-European cultures through subjects such as art, music, history and geography, and develop respect for one another. The school's philosophy of warmly including everyone it works with extends to its wish to include the local and wider community. It is an educationally inclusive school.

81. The source of this success is respect for individuals, high expectations of pupils' attainment and behaviour and a strong sense of direction and purpose. The headteacher and staff are clearly focused on the development of an inclusive school and they attract a range of funding and resources to the school for this purpose. There is very good financial planning to ensure that the resources available are used well to support a range of special initiatives.

SPECIAL INITIATIVES

82. The school has made very effective use of major programmes such as Excellence in Cities, Education Action Zone (EAZ), and New Deal for Communities that are intended to provide particular help to schools serving disadvantaged communities. In addition, it has used Sure Start to offer children in early years a better start in school and the Healthy Schools programmes to contribute to pupils' understanding of well being and health.
83. The EAZ aims have been embedded in the school improvement plan and in the curriculum and the school is an exemplar of good practice. The leadership team has played a crucial role in developing the EAZ project. The headteacher has worked with a learning partner from a business organisation to develop the work. A very good model of behaviour management has been established in the school using LEA funding. Teaching assistants in lessons and an assistant for behaviour management work have made a significant difference to pupils' behaviour and learning.
84. The school has developed the monitoring of its teaching and learning effectively with EAZ funding; this has enabled the team leaders to become skilled in the assessment of national curriculum levels to raise standards. There are opportunities for professional development of staff under this initiative, which has helped to bring stability and confidence to the staff.
85. The school has taken on all strands of art from visual to performance to enrich the learning experience of its pupils through various EAZ projects. For example, the pupils in Year 6 have taken part in the e-microscope art project and produced impressive images of well-known landmarks such as Canary Wharf. The pupils in Year 3 went to the musical 'Cats' last year and composed their own version and performed it. Currently, with support from the EAZ the school is applying for the Art-Mark silver award for its work. In the past, Year 2 participated in the Tower of London EAZ poetry competition and produced work that was used in the Tower. Teachers have also produced a scheme of work for Years 3 and 4 on the Tudors and the Tower of London. The home computer project has produced a step-by-step approach on how to use computers for families.
86. Excellence in Cities has supported the school's work on gifted and talented pupils as well as providing learning mentors for disadvantaged pupils who need support for settling in, improving attendance and building their self-confidence in school. Star Primary School is a pilot school for a gifted and talented project and has established a programme of work for its identified high-attaining pupils. The co-ordinator for gifted and talented pupils is working with the LEA adviser to develop the curriculum to support these pupils. The school has given a strong focus to developing pupils' writing skills. In the past, pupils participated in a newspaper project and produced reports for a local newspaper. Excellence in Cities funded a creative writing workshop for Year 5 pupils last year. New Deal for Communities has funded a script-writing course for Year 5. Year 4 will attend a dance course. There is a Saturday school for the most able pupils. The school uses the money from New Deal for Communities to fund teaching assistants for Year 6, a family worker who works with families and an Internet development worker who works with pupils and staff. Resources for ICT have been acquired through these major initiatives to give pupils the opportunity to develop appropriate skills.
87. The range of special initiatives has been skilfully and firmly embedded in the school's approach to improving the quality of provision. The impact of these initiatives is clearly visible in rapidly improving standards, higher quality of teaching, the very good behaviour of the pupils and their spiritual, moral, social and cultural development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	23	53	14	0	0	0
Percentage	4	24	57	15	0	0	0

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

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)	39	610
Number of full-time pupils known to be eligible for free school meals	-	324

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	21	160

English as an additional language

	No of pupils
Number of pupils with English as an additional language	301

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	95
Pupils who left the school other than at the usual time of leaving	73

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.6

Unauthorised absence

	%
School data	1.0
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	44	75

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	28	30
	Girls	42	42	43
	Total	71	70	73
Percentage of pupils at NC level 2 or above	School	95 (71)	93 (72)	97 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	29	28
	Girls	41	43	43
	Total	68	72	71
Percentage of pupils at NC level 2 or above	School	91 (72)	96 (80)	95 (79)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	40	43	83

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	34
	Girls	33	29	33
	Total	57	52	67
Percentage of pupils at NC level 4 or above	School	69 (47)	63 (46)	81 (68)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	31
	Girls	29	29	32
	Total	51	51	63
Percentage of pupils at NC level 4 or above	School	61 (34)	61 (48)	76 (50)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	26
Black – African heritage	150
Black – other	11
Indian	2
Pakistani	24
Bangladeshi	42
Chinese	4
White	218
Any other minority ethnic group	49

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	25.3
Number of pupils per qualified teacher	24
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	32
Total aggregate hours worked per week	1018

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	2
Total aggregate hours worked per week	72
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	19
Number of teachers appointed to the school during the last two years	22
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	3	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000-01
	£
Total income	1,513,903
Total expenditure	1,500,715
Expenditure per pupil	2,220
Balance brought forward from previous year	4,200
Balance carried forward to next year	17,388

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

585

Number of questionnaires returned

121

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	2	1	1
My child is making good progress in school.	48	50	0	2	0
Behaviour in the school is good.	44	44	6	1	6
My child gets the right amount of work to do at home.	33	40	17	10	0
The teaching is good.	45	45	3	2	4
I am kept well informed about how my child is getting on.	41	29	19	8	2
I would feel comfortable about approaching the school with questions or a problem.	55	31	6	2	7
The school expects my child to work hard and achieve his or her best.	60	31	2	1	6
The school works closely with parents.	37	40	11	4	8
The school is well led and managed.	42	42	6	1	9
The school is helping my child become mature and responsible.	40	50	5	0	6
The school provides an interesting range of activities outside lessons.	31	40	12	5	12

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

88. The provision for children at the Foundation Stage, in both reception and nursery classes, is very good overall. At the time of the last inspection curriculum provision for this age group was judged to be sound; the hard work and commitment of staff have ensured a considerable improvement. Because of the timing of the inspection, two-thirds of children in the three reception classes had only been in school for a few weeks. Many children come from refugee and diverse ethnic families for whom English is not their first language and many are non-English speakers. Due to the very special skills of staff, children feel happy and secure in their new environment and are well-motivated and enthusiastic learners.
89. The school curriculum is based on the Early Learning Goals in the six areas of learning: personal, social and emotional development, communication, language and literacy, mathematics development, knowledge and understanding of the world, physical development and creative development. In their planning, teachers allow time for activities initiated by the children in both the nursery and reception classes; however, reception teachers have organised the learning environment differently to the nursery. Each room is allocated to an area of learning and the children move between rooms. Literacy, numeracy and creative activities and ICT are all organised separately. Although children do have opportunities for learning in other areas, this arrangement does not enhance the natural flow of learning.
90. Although the nursery accommodation is inadequate, staff have been able to organise the learning environment so it encourages children to learn independently, without undue reliance on the teacher. Staff have planned carefully the main lesson activities. In both year groups, teachers and support staff interact well with children to build on the knowledge and understanding children bring to school. They keep careful records about each child and use this to shape their planning for new learning experiences. As a result, all children are making rapid progress. Attainment on entry to the nursery is well below average, and baseline assessment over the past few years has shown it is below average for the majority of children on entering reception. The 2001 assessment results, for the minority of older, autumn-born children, are indicating a slight improvement.

Personal, social and emotional development

91. The children's personal, social and emotional development is promoted very well. The staff are extremely skilful at settling children into the routines of the school day and their learning environment. Children respond in a positive manner to the very high expectations of the adults who work with them. They work very well in small groups and are able to take turns, waiting to use the computer or a favourite toy. They know they are expected to tidy up after they have used equipment and the computer suite because another class will be using the rooms after them. Nursery children socialise both with their peers and with staff at breaks and mealtimes. They are developing their ability to be polite, to listen and care for each other. Because of the considerable skills of staff and the time they devote to this area of learning, all children are likely to obtain all the Early Learning Goals for this area by the end of the reception year.

Communication, language and literacy

92. The special focus on the development of speaking and listening skills, both in the nursery and reception classes, is clearly having an impact on the ability of children to respond to the good and often, very good teaching they experience. Although many children in both year groups still respond to teachers' questions with one-word answers and standards of oral English are very low, good progress is being made by all children, especially those with special educational needs and those for whom English is a second language, during effectively planned lessons. For example, during a drama session in the hall, children are 'going on a bear-hunt'; the teachers' enthusiasm

is infectious and results in successful learning of words and actions by the children. Role-play of Red Riding-Hood and the wolf in the nursery is modelled effectively by staff and successfully copied by the children in their play.

93. Many children find the development of writing skills problematic. Many reception children are beginning to develop their confidence; they know the difference between pictures and print and most make marks on paper representing writing. Many are able to copy their name from a name card. Reception children understand the meaning of rhyme in the context of learning nursery rhymes and they are at the beginning stage of matching initial sounds to words in response to seeing pictures such as 'u' for umbrella.
94. The adults are very good role models in using language effectively to communicate with children. They have very high expectations and praise children for their efforts, making them and their contributions feel valued. Children in both year groups experience a language rich environment. Everything is labelled and children already have an understanding of what the different labels communicate. A wide selection of books is available to them to peruse. Children in Reception are benefiting from elements of the literacy framework; however, teachers need to ensure that it is not undertaken in isolation from the broader aspects of young children's learning. Children make good progress in all areas of literacy development although attainment, especially in reading and writing, is below the average expected of the majority of children at the end of the Foundation Stage.

Mathematical development

95. Teaching is good and at times very good; all adults are extremely adept at recognising the mathematical knowledge children are bringing with them to school. They encourage them to relate their counting activities to role-play in the sweet shop. The activity is led by an adult to ensure children apply what they have learned earlier to this practical situation. Only very few are able to match the correct number of pennies to the sweets they wish to buy in the shop. Children working independently copy the whole-class activity led earlier by the teacher, matching number symbols to objects. Children's misconceptions soon become apparent; some are unsure which way up the number six goes. Children are more successful with number rhymes such as 'Five speckled frogs', and more able ones are beginning to see the relationship between subtraction and addition, when frogs jump into the pool and later come back again.
96. Activities are matched well to children's level of understanding and children are making good progress in relation to low starting points. A minority of children are able to go beyond counting to five but the majority attain standards below those expected for their age. Children concentrate well and enjoy their mathematical activities.

Knowledge and understanding of the world

97. Most children enter school with limited general knowledge but with the benefit of good, and at times very good, teaching they make good progress. They know the school environment well; both nursery and reception children can find their way to the office to take the class register whilst unobtrusively observed by staff. They move confidently and, in the nursery, with independence around the different areas on offer to them. Although children are often hampered by limited language skills, they successfully mime and play the roles of doctors, nurses and patients. They have an understanding about different light sources and some even know how to make the circuit to light the bulb that they want to use to light up the 'Little Bear's' cave. Children learn to use the computer under the skilful guidance of the teachers. The majority of children in one reception class demonstrated well-learned mouse skills and an understanding about which items of clothing need to go where on a computer image of Teddy's body. Although children make good progress during lessons, attainment for the majority of children is below average for their age.

Physical development

98. Good teaching provides children with excellent opportunities to develop their physical skills and aesthetic appreciation at the same time. Overall, attainment is in line with the standards

expected at the end of the Foundation Stage. Children develop their physical skills whilst using materials such as play-dough, handling writing and painting tools, and cutting and gluing collage materials. They use outdoor equipment with enthusiasm, developing large motor skills whilst running, skipping, jumping and riding large wheeled toys as well as successfully balancing and moving across outdoor apparatus. The majority of children are confident and have good control over their bodies, showing a developing sense of their own and other people's spaces.

Creative development

99. Adults ensure that children have good and at times very good opportunities for being creative. Some activities are too dependent on adults, for example when making 'Troll' masks for the 'Three Billy Goats Gruff' story, the children used a template provided by the teacher rather than creating their own. Children in both year groups have the opportunity to explore different media and materials and develop their knowledge and understanding of colour, texture and shape. They can respond to experiences, expressing ideas about what they hear and see. In music, children of all ability groups and regardless of ethnicity enjoy learning French rhythm names, copying their teacher successfully clapping and saying 'ta -ta- te - ta'. Teaching in the creative areas is good, as is learning. Most children are achieving results in line with expectation in almost all areas of the creative curriculum.

ENGLISH

100. Standards of attainment in the 2001 national tests for seven-year-olds are in line with the national average. The number of pupils achieving Level 2 in reading was well above and, in writing, above the national average, although the overall school's performance in reading was slightly below the national average. This was because fewer pupils attained the higher levels. The number of eleven-year-olds attaining Level 4 was below the national expectation and, at Level 5, was well below. In comparison with similar schools, standards of attainment of seven-year-olds were well above average in reading and writing and standards of attainment of eleven-year-olds were close to average.
101. There has been considerable improvement in all aspects of English since 1998. Evidence available during the inspection shows that the overall attainment of pupils currently in Years 2 and 6 is slightly below the national average. The main reasons for this are that many children enter school with under-developed speaking skills in English, many do not speak English, and many enter or leave the school at times other than the normal intake points. Pupils in Year 6 have not had the full benefit of the new teaching strategies adopted by the school and have suffered from unsatisfactory teaching and high staff turnover in the past.
102. Pupils' attainment in speaking and listening is close to average, particularly at Key Stage 2. The majority of Key Stage 1 pupils listen carefully and respond to stories with interest. Higher-attaining pupils sustain concentration and respond positively to opportunities such as role-play to develop their oral skills. A significant minority of pupils, particularly those with special educational needs and those in the early stages of acquiring the English language have difficulty in expressing themselves confidently or appropriately. At the end of Key Stage 2, higher-attaining pupils demonstrate mature and expressive speaking and listening skills. They contribute to discussion confidently and express ideas and opinions clearly, convincingly and logically. Year 4 pupils enacted a mock execution of Anne Boleyn with conviction and a group of Year 6 pupils debated a topical issue in a balanced and well-reasoned way.
103. Reading standards are also close to average at Key Stage 2. Key Stage 1 pupils show a developing awareness of phonics and pronunciation. A minority of higher-attaining pupils read accurately, fluently and with understanding and expression. Pupils of average ability read with increasing accuracy and fluency, though not always with understanding. Less able pupils including those with special educational needs and those learning English as an additional language are at early stages of developing their decoding skills and comprehension. Higher-attaining pupils in Key Stage 2 are independent readers, with a minority reading at the higher

Level 5. They read, and can retrieve information from a variety of sources including non-fiction and the Internet. They respond to plots and characters, expressing opinions about authors and, in some cases, the language used. Many pupils of average ability show sound comprehension skills, though they do not always read with expression or fluency. Less able pupils including those with special educational needs make good progress, when given individual support. Support strategies employed by the school such as guided/silent reading and the home reading scheme have started paying dividends in terms of pupils' response, if not their attainment. Evidence suggests that pupils enjoy reading poetry, with those in Key Stage 2 showing a well-developed sense of rhyme and rhythm. Pupils demonstrate sound library skills, though many younger ones are unsure of their favourite authors. Some pupils use their literacy and ICT skills effectively to research information in other subjects.

104. Standards of writing are below average in both key stages, though pupils write for different purposes. Key Stage 1 pupils have started re-telling and writing stories. Higher-attaining pupils describe a particular setting for a story, demonstrating the use of adjectives and basic punctuation. A significant minority including less able pupils and those learning English as an additional language has difficulty with writing meaningful sentences unaided. Some of these pupils are, for example, unsure of the distinction between a phrase and a sentence while others use inappropriate vocabulary. By the end of Key Stage 2, many pupils demonstrate a developing understanding of the features of story settings, myths/ fables and persuasive writing, showing the use of adjectives, connectives and figurative language. Pupils of all abilities, particularly higher-attaining pupils, pay increasing attention to grammar and punctuation. Pupils from Year 2 develop an increasingly technical vocabulary across the curriculum. Some older pupils were observed developing their drafting skills and their understanding and evaluation of what makes an effective conclusion to a story as part of their extended writing. Others were observed planning play-scripts and developing an argument. The work of these pupils reflects what they gain from initiatives such as writers-in-residence. A significant minority of pupils throughout school produces insufficient written work. Spelling difficulties persist for many. Some do not use their handwriting skills in other subjects. This affects the quality of their handwriting and presentation.
105. Teaching is good and sometimes very good throughout school. The very good teaching featured effective questioning rooted in good subject knowledge and planning which enhanced pupils' response and understanding. For example, a teacher used very effective strategies to help younger pupils select appropriate adjectives. A drama approach and the use of props accelerated a group of Key Stage 2 pupils' understanding of a historical setting. In another Key Stage 2 lesson, the teacher's modelling and commentary inspired pupils' confidence in developing a story. Planning for these lessons is often linked to homework, and good organisation and management have a positive impact on pupils' learning and behaviour. Less effective lessons had insufficient match of tasks to the needs of pupils, a lack of balance in the activities and less effective rounding up of lessons. Teachers' classroom strategies benefit slow learners and pupils at early stages of learning English, though activities are often teacher directed; this limits opportunities for pupils to show initiative. Most support staff make very good contributions to promoting pupils' attainment and progress.
106. Learning has good, and sometimes very good, features, particularly in Key Stage 2. Most pupils show high levels of motivation and concentration. They join in and contribute their ideas and suggestions. Many have the skills needed to work independently. This is partly due to pupils' positive attitudes to work and their good standards of behaviour. They are enthusiastic about activities and collaborate well, when encouraged to do so. This helps them to make good progress both in lessons and over time. Lack of concentration sometimes has a negative effect on learning for a minority of pupils, particularly in Key Stage 1. There is no significant gender difference in pupils' learning. However, progress made by less able pupils and those learning English as an additional language slows down unless they receive specialist support; this is not currently available on a regular basis.
107. The National Literacy Strategy is well established, giving breadth and balance to the curriculum. Literacy skills are developed well across the curriculum. The school provides a word rich environment and a range of successful initiatives such as target setting and tracking. The subject

also gains from very good management, assessment and monitoring and the provision of good resources for learning. The school has identified the need to raise standards in writing as a priority. The co-ordinator is also aware of the need to use whole-class sessions more effectively, to develop pupils' spelling, handwriting and presentation skills more systematically and to provide further planned use of ICT to promote literacy.

MATHEMATICS

108. Standards in mathematics have improved dramatically since the last inspection. Year 2 pupils attained standards that were above national expectations in the 2001 national tests and well above the standards attained by similar schools. Year 6 pupils attained standards that were well below the national average but in line with schools in similar contexts. Overall, pupils attain close to average standards in numeracy and all areas of mathematics (number, algebra, space, shape and measures, and data handling). At the time of the last inspection, pupils across the school achieved well below average standards. The reasons for these improvements are the good and sometimes very good or excellent teaching, the very careful analysis of pupils' performances, target setting and the good application of assessment procedures. Pupils are helped to achieve well by being placed in ability sets in Years 2, 5 and 6.
109. The school has analysed the causes of the differences between the performance of the boys and girls and has successfully put in place strategies to eliminate this. Pupils with special educational needs are supported very well and are included in lessons, where they make good progress. Pupils with English as an additional language also make good progress. Some of these pupils could benefit from a greater level of support in class with the provision of more teaching assistants. Teachers support all pupils in their classes very effectively. There is a very good equality of opportunity and inclusion for all pupils.
110. By the age of seven, pupils have a sound knowledge of place value up to 100, with some pupils developing the confidence to solve problems and use number beyond this. For example, pupils in a top set Year 2 class, quickly calculated the difference between two lines of blocks. A majority of the class are developing a good understanding of mentally adding and subtracting two-digit numbers and three-digit numbers and working out number problems involving multiplication. By the age of eleven pupils use their well-developed mental skills to work out accurately problems involving the four rules of number including long multiplication and division with remainders. Pupils use fractions and decimals confidently and use and interpret a range of diagrams and charts accurately.
111. Pupils achieved above average levels of attainment in a middle ability, Year 6, lesson. They were given the task of running a chocolate egg-making business. The pupils used mathematical terms such as *percentage* and *unit cost* appropriately and made connections between the cost of manufacture, the materials used and the need to make a profit. They were able to interpret graphs and solve mathematical problems. High quality teaching, including some inspired role-play, helped the pupils to exceed expectations. The setting of work involving real-life problems is a feature in many lessons.
112. The analysis of pupils' work shows a good coverage of the subject, with pupils given relevant tasks to stretch their abilities, supported by a satisfactory use of homework. Samples of previous work produce good evidence of pupils' knowledge of the properties of two-dimensional and three-dimensional shapes, the use of data to construct simple graphs and the management of information in tables.
113. The quality of teaching and learning is good overall and there are frequent examples of very good and sometimes excellent teaching. The teachers are familiar and secure with the National Numeracy Strategy, which they apply very effectively. There is a very good management of pupils. Lessons proceed at a good pace with a good level of challenge and high expectations across the lesson. Pupils' self-knowledge of their learning is developed with careful explanations, matched to their individual needs. Lesson objectives are shared with the pupils and they are encouraged to be aware of and to set their own targets. Good assessment procedures are used well to record the pupils' progress, with tests being used frequently to assess their growing competencies. The teachers use a good range of mathematical vocabulary. Pupils show a good attitude to the subject, working quickly with good levels of understanding and accuracy and very good levels of enthusiasm and motivation. A good range of resources that are appropriate to the needs of the pupils are provided.

114. The school is using ICT very effectively, in particular for the presentation of data and its analysis. Mathematics is used well in other subjects. In science it is used effectively for the recording of temperature, measurements and data. It is used in history and geography for the recording of chronological information and coordinates in map reading.
115. The school has made very good improvements in mathematics since the last inspection. The curriculum has been reviewed and new resources have been purchased to support its delivery. Teaching has improved and there is now a better provision for all pupils. Information from assessment is used very well to place the older pupils into ability groups and to match teaching and resources to pupils' needs. Across the school, attention is starting to be given to evaluating each lesson and modifying subsequent lessons. This should now be developed further so that all teachers take account of what has been learnt in one lesson in planning the next.
116. The team of three co-ordinators, with responsibility for Years 1 and 2, 3 and 4, and 5 and 6, between them, work together very well. However, this arrangement leads to some duplication of effort. They have a clear perception of further developmental needs and, in conjunction with the local authority numeracy consultant, advise and support teachers on the subject's delivery. The effective monitoring of teaching and planning by the co-ordinators, headteacher and senior management team has been used to good effect to raise standards even further.

SCIENCE

117. Standards have improved since the last inspection and are now in line with the national average. In the Year 6 tests for 2001, pupils attained standards that were close to the national average at Level 4 and well below the national average at Level 5 and in line with the average for schools in a similar context. The trend in results in recent years has been steadily upwards. There are a considerable number of pupils with special educational needs in the current Year 6 who have difficulty in understanding and recording what they know which has an impact on the overall attainment. The attainment of pupils in Year 2 was close to the national average and above the average for schools in a similar context in the 2001 tests.
118. Pupils in Year 2 have early understanding of what makes a fair test. They investigated the movement of model cars over different surfaces and learned that the amount of thrust and the resistance of the surfaces affect the movement of the cars. They record their findings in various ways and some are confident enough to write what they know independently. Year 6 pupils experience a sound range of work that includes work on animal habitats, food chains, plant growth and pollination and electricity.
119. The degree of understanding by pupils of scientific ideas varies considerably. For example the majority of Year 6 pupils are able to make predictions about solids and liquids and have a reasonable idea of which will dissolve. In their discussions they are beginning to use key scientific terms such as *dissolve* and *distil* and organise themselves well to test their theories. However, significant numbers of lower-attaining pupils need adult help to manage a simple experiment and struggle to test their predictions. By contrast, most pupils in Year 4 already understand the changes that occur when solids are added to water and know how to separate materials such as sand and water. Higher-attaining pupils are able to explain the process using terms such as *particles*, *solution* and *dissolve*. Standards in Years 3 and 5 are also comparatively higher than those in Year 6.
120. Generally, teachers plan and organise lessons well, give the pupils a very clear idea of what the objectives are and set tasks at a suitable level for their differing needs. They take care to include all pupils. Boys and girls show equal interest and mix well in lessons. Those with special educational needs are very well provided for. Occasionally, work is not pitched at the right level for the understanding of younger pupils who are newer to speaking English; this means that they do not grasp the main point of the lesson and become confused.

121. Teaching is usually good and sometimes very good. The main elements of good teaching are the care taken to develop understanding through practical activities, learning objectives made clear to pupils at the onset of the lesson and opportunities to return to these at the end of the lesson to see if they have been achieved. Pupils are often asked to take part in evaluating their own progress by checking what they have done against the learning objectives. In the best lessons, teachers use resources well, give effective demonstrations and use well-directed questions so that pupils quickly grasp the concepts involved. For example, pupils learned through effective demonstration that sounds can be made by air vibrating inside objects and that pitch is related to the amount of air space. The teacher used questions effectively to help pupils reassess their predictions and describe what was happening.
122. The teacher who leads the subject has been appointed recently and has made a good start in analysing data and in reorganising resources. Teachers have a sound understanding of individual attainment and achievement because they know the pupils well. They keep records and track the progress of individual pupils in order to make projections about attainment. The school uses the data it gathers about groups of pupils effectively, for example by identifying the need to place greater emphasis on the acquisition of technical language. The school participates in national events such as 'Giant Jump' to see what would happen if pupils from all over the country jumped up and down at the same time. Year 6 pupils are involved in a project using e-microscopes and have produced some interesting work based on sketches done in art lessons. The science club 'Inspire' makes a positive impact on the subject.

ART AND DESIGN

123. The attainment of pupils overall is in line with expectations, this represents an improvement since 1998. By the end of Year 2, pupils' attainment is above average. Pupils in Year 6 have not benefited fully from the very good approaches to art teaching that the school has put in place and their attainment is in line with national expectations.
124. Pupils achieve well across the school. By Year 2, pupils have worked with colour, form and texture, and a wide range of media and techniques. The teaching encourages them to explore these materials and also their creative abilities. For example, the pupils in Year 2 have extended their work in geography by making a large collage of villages, towns and cities using different types of papers and photographs. Their drawings of shoes show their good skills in line drawing with light and dark shades. Year 3 pupils are developing good understanding of colour and pattern and have produced work in the style of Matisse. Year 4 pupils have learnt to use different tones. For example, they have painted eyes using different tones of blue. By Year 6, pupils have made good links with ICT and produced very impressive images of the Millennium Dome, Canary Wharf and Tower Bridge using e-microscopes. Although the pupils in this year group can use a range of materials and techniques as expected for their age, their skills in sketching are not sufficiently developed. Pupils have learnt to evaluate their own and other pupils' work and they plan their own improvements well.
125. Pupils have studied the work of several artists and are able to apply what they know about the styles of particular artists and techniques to their own compositions. Art and craftwork from different times and cultures are used effectively to help pupils to reflect other cultures and styles. This is illustrated by the decorated hands, which are derived from Aboriginal handprints. Pupils in Year 5 are working collaboratively to weave a huge tapestry based on an African tale, 'Mufaro's Beautiful Daughters', having studied the Bayeux Tapestry. The depth and quality of teaching and learning makes a significant contribution to the spiritual, social and cultural development of pupils.
126. Provision for art is very good. Standards are improving because of the school's strong commitment towards the subject. Teaching is now stable and the quality is consistently good. The positive features of the teaching include very effective planning of lessons with clear learning outcomes, stimulating activities and very good resources that help pupils to achieve their best. Teachers have high expectations of pupils' work and behaviour.

127. The learning opportunities are rich and enjoyable. Pupils respond positively by showing interest and enthusiasm for the subject. Teaching builds effectively on previous learning; pupils recall their knowledge about colour, pattern, tones and texture and apply them to their new work. In all the lessons observed teachers put a strong emphasis on developing pupils' vocabulary and speaking and listening skills through discussion. In a lesson in Year 6, the pupils expressed their ideas well and had the confidence to evaluate critically their own work.
128. Art Club is well attended and significantly enhances the skills of those pupils who attend. Pupils contribute to community events such as the Newham Carnival by designing costumes for it. The school has also benefited from participating in art projects run by the Newham Education Action Zone and resulted in good quality work using e-microscope. The subject is very well led and managed and the newly appointed subject leader has clear vision as to how standards can be further improved by moderating teachers' assessment. Resources are very good and are managed effectively so that pupils of all abilities and backgrounds can achieve well. Pupils' work is displayed very attractively throughout the school, recognising achievement and adding significantly to the learning environment. The school has applied for Art Mark Silver award for its work.

DESIGN AND TECHNOLOGY

129. Due to the structure of the timetable, only two lessons in design and technology were observed during the inspection. However, taking into account the work seen in pupils' books, available records, and discussions with pupils and work on display, pupils' learning outcomes at the end of Key Stage 1 and Key Stage 2 are satisfactory. Pupils are able to generate ideas and plan what to do next, based on their experience of working with materials and components; they use pictures and words to describe and evaluate their designs.
130. Year 2 pupils designed and made vehicles and puppets accurately using cutting, measuring and joining skills. Year 3 pupils making bags concentrated on both function and appearance, bearing in mind the needs of the user of each bag. In a well-taught Year 4 lesson pupils successfully made different purses selecting different fasteners, giving reasons for their choices. Year 5 pupils planned, designed and made different percussion instruments and decided which of the various joins they used were the strongest. Year 6 pupils developed and communicated aspects of their designs of shelters by modelling their ideas in different ways.
131. Standards overall are satisfactory; this is an improvement since the last full inspection. Pupils have a positive attitude to the subject and enjoy their work. Pupils have good opportunities to work with a wide range of tools and techniques and develop their skills. They evaluate their designs well by identifying what is working and what needs to be improved.
132. The subject leader has an Art, Design and Technology qualification and has been in post for two and a half years. The school has adopted the nationally recommended scheme of work and has allocated topics for each year group. The subject leader has focused on ensuring that her colleagues have a firm grasp of what is needed for pupils' work to attain the various levels prescribed by the National Curriculum. The range of resources available is satisfactory. The recording and monitoring of pupils' progress is not as yet in place. This needs developing so that pupils' work can be judged correctly against National Curriculum levels.
133. There is a range of display of pupils' work around the school and some photographic evidence, celebrating children's efforts in design and technology. The use of ICT to support pupils' learning in the subject is underdeveloped. Pupils with special educational needs and English as an additional language have full access to this subject.

GEOGRAPHY

134. On the evidence of the three lessons observed, scrutiny of pupils' work and records and the school's documentation, standards are broadly in line with national expectations across the school. This represents good improvement since 1998.
135. In one lesson, pupils in Year 1 were looking at aspects of local geography, particularly involving road safety. They were aware of the relevance of maps, and made good comparisons of a map of the area with an aerial photograph. They used this information to decide on what road safety features were needed locally. Pupils up to the age of eleven had been looking at the geography of coastal areas, and knew about aspects such as erosion and economic development. In the two lessons seen, they looked at maps of coastal tourist towns and made good assessments of what they had to offer for tourists. They were able to interpret some symbols on the maps, but in one class progress was limited by the poor quality of the photocopies they were using.
136. Learning in geography is good for pupils in Year 1, and satisfactory to very good for pupils in Year 6. They can talk about geographical ideas, and use their own experiences to justify their ideas, but the quality of their written work varies, depending on their command of English. Pupils with special educational needs and English as an additional language make the same progress as the rest of the class. Based on limited observation and scrutiny of planning and pupils' work, teaching in the subject is good for pupils up to the age of seven, and varies from satisfactory to very good for the older pupils. Where teaching is good or very good, teachers plan the lessons well, with work suited to the different ability ranges in the classes. They have good relationships with their pupils and know them well. Resources are appropriate to the needs of pupils, but in one lesson, the pupils had difficulty understanding due to the poor copies of maps that they were using. Pupils' attitudes to the subject vary from satisfactory to very good. Where they are very good, the pupils are well motivated and maintain good levels of concentration and behaviour. Where their attitudes were satisfactory, they were slightly restless, reluctant to work co-operatively and worked more slowly.
137. Geography is taught right across the school. For pupils up to the age of seven, the subject is taught either in conventional lessons, or in day-long projects. For older pupils it is taught in half-term blocks, alternating with History. The school's planned programme of work follows national guidelines. The planning is effective and takes account of the need to develop pupils' geographical skills in accurately locating places, the proper use of maps, globes and compasses. It also specifies the geographical vocabulary with which pupils should become acquainted in the various study units. The subject is managed well, but it has not been a high priority in the school. As yet there is no written policy for the subject or formal system of assessment across the school. However, teachers' planning and lessons are monitored and training offered where needed. ICT is used effectively to support geography. Resources overall are satisfactory. The library has a very good collection of books about the subject. However, there are not enough good quality copies of maps for pupils to use in lessons.

HISTORY

138. Attainment of pupils aged seven and eleven is similar to that found nationally. Pupils achieve well throughout the school due to their good attitudes to learning and the high standard of teaching. Pupils up to the age of seven are introduced to various aspects of history. They place significant events in their own lives within a time frame. They make valid comparisons about life in Victorian times to the present day. They learn about famous people such as Henry VIII, Florence Nightingale and Mary Seacole and can compare their lives to life today. In Year 5, pupils developed good historical research skills, including use of the Internet, and compared primary and secondary sources of evidence. They became more aware of similarity and difference in history as they compared the Olympic Games in modern and past times.
139. Learning in the subject is good overall, as pupils are fascinated by these differences. The effective use of artefacts and role-play supports pupils' learning well. Pupils with special educational needs and with English as an additional language receive good support from teaching

assistants and through the use of learning resources adapted to suit their needs and make good progress.

140. The teaching of history is very good for pupils up to the age of seven, and good for pupils up to the age of eleven. In the best lessons, teachers inspire and captivate their pupils by using role-play effectively. The older pupils are given the opportunity to develop their research skills, both from books, other materials and the Internet. In one class, pupils were entranced as their teacher dressed herself in Victorian clothes and became Florence Nightingale in front of them. Teachers generally plan their lessons well and have good subject knowledge.
141. Pupils' attitudes to the subject vary from satisfactory to excellent. Most pupils respond well to the subject and show high levels of interest and commitment. They co-operate well with each other and sustain concentration as they find out about the past. Occasionally, pupils lose interest and their concentration drops away.
142. The school's programme of work for the subject is based on current national guidelines. The planning takes account of the need to develop pupils' historical skills in placing events in sequence of time, learning something of the lives of famous people and looking at sources of evidence. The subject is managed well, but it has not been a high priority in the school. As yet there is no written policy for the subject or formal system of assessment across the school. Teachers' planning and lessons are monitored and training is offered if needed. Information and communication technology is used effectively to support historical investigations. Resources overall are satisfactory, with the library having a very good collection of books about the subject. There are not enough good quality artefacts for pupils to investigate in lessons, and the budget to develop the subject is small.

INFORMATION AND COMMUNICATION TECHNOLOGY

143. The provision for information and communication technology (ICT) is very good and is having a very positive impact on pupils' achievement. However, this has not been in place long enough to have an equivalent effect on standards. Pupils are making good progress in word processing and data handling and, by ages seven and eleven, attainment is broadly average.
144. One of the aims of the school is that pupils should be encouraged to develop positive attitudes towards ICT and this they evidently do. The approach to lessons and the encouragement given ensures pupils enjoy lessons, are independent in their attitude to problems and search for their own ways to solve these before calling on the teacher for help. Year 1 pupils know how to log on, enter and use a password. Two Year 4 boys managed to overcome a problem with capital letters appearing at the beginning of each line even though they were not able to find and change the command in the program. Higher-attaining Year 6 pupils evidently enjoyed the challenge of writing a piece for the BBC website about the issue of animal abuse. They were able to word process effectively, import graphics and select an eye-catching font for the title. They were also able to put forward an argument because the teachers had prepared them well by involving them in a debate about the issues.
145. Teachers use ICT well to support learning in different areas of the curriculum in class and in the computer room. As a result pupils at all ages are learning that ICT is another way in which they can communicate ideas. In a Year 4 lesson, where the class had been learning about vertical, horizontal and diagonal lines, two pupils worked together well to record what they found on the computer. Pupils know the names of different programs they are using and what their purpose is. Pupils use 'Win Logo' and 'Dazzle' to create interesting patterns and pictures. Although a few have difficulty reading the subject matter, most pupils are able to enter information into fields, retrieve data and answer questions using graph and search icons. For example, the rock studies in Year 3 science lessons provided the data for an ICT lesson on sorting information into 'fields'.
146. The very good class teaching and additional input by the intranet worker makes even the youngest pupils aware of the school's website. By Year 2 pupils are well able to access the Star website and begin to make comparisons about its quality compared with another local school. In

one lesson, the intranet worker took photographs in lessons using a digital camera and then scanned them into the school's website transferring the images to the interactive whiteboard for pupils to see. In another, she helped some of the older pupils to transfer images of their work onto the website. After reading 'Journey to Jo'burg' by Beverley Naidoo, one Year 6 pupil cited an example of using the school website to get more information about the author.

147. Tasks are adjusted to meet the needs of pupils of differing attainment. As result, all pupils are included in the learning tasks set for the class. Two Year 5 pupils who needed extra support were given clear visual prompt sheets and help from a teaching assistant so that they could do at least part of the task. Success in reaching a target was met with applause from the class; this increased the self-esteem of the pupils. Pupils who need more challenge improve their Internet skills with the help of the Intranet worker.
148. Teaching is good and often very good. The good subject knowledge of the teachers is an important factor in the good progress made by pupils, as teachers are able confidently to demonstrate functions using the interactive whiteboard, while at the same time managing the class. The quality of learning is also good because teachers plan lessons well and consistently use a step-by-step approach, which means that pupils know what is expected of them. Resources such as prompt sheets are effective in helping pupils to work independently. Support for individuals is good with the teacher first checking pupils' understanding then offering help. In one lesson where the computer went wrong, the teacher used this as a good model for how to sort out a problem, taking pupils step-by-step through the procedure. In one effective Year 6 lesson, the objectives for development in literacy were very well integrated with those for ICT. In another, the teacher worked with a small group to present a summary of the lesson to the class using Power Point and the interactive whiteboard.
149. The teacher who has responsibility for the subject has a clear sense of direction and manages it very well. She has provided a systematic scheme of work that includes assessment so teachers have information about what pupils can and cannot do. She uses this data to monitor progress over time and to give feedback to the teachers who then make any necessary adjustments to the curriculum. The school has ensured that all teachers have completed a suitable course of training and the effects of this, plus the enthusiasm many teachers have for the subject, is evident in lessons. Considerable efforts have been made by the school to get additional funding for equipment and this has been spent wisely. Resources are good and laptop and handheld computers often supplement class-based computers. The ratio of computers per pupil is not yet up to recommended levels. However, the school has budgeted to rectify this. The Intranet Development Worker provides effective technical support and training, runs well-attended computer clubs and works with pupils on the website in lessons. This is having a good impact on pupils' learning. The school has worked effectively with a local business to provide families with older computers to use at home.

MUSIC

150. Pupils throughout the school attain the standards expected for their age. Standards in those classes that are taught by teachers with specialist qualifications are higher than in other classes. Pupils enjoy music and work hard to perform well. They have a good understanding of simple notation and composition.
151. The younger pupils sing well and clap rhythms with control and sensitivity. In one class, the pupils sang a song in two parts, making sure that their singing balanced against the other part. They listen attentively to recorded music and can offer ideas to improve their own performance.
152. In Key Stage 2, pupils can read simple notation, using it to sing and clap with very good control over rhythm and volume. The quality of their singing is good and shows good control of volume and intonation. They are able to balance their own performance well against the performances of others singing in rounds. They know a good range of musical terms and, in several lessons, explained clearly the meaning of ostinato, pitch and dynamic. In one lesson, where the teacher

made good use of a tape recorder to record pupils' performances, the children were able to evaluate and improve their work effectively. Pupils who receive instrumental tuition generally achieve high standards.

153. Pupils enjoy singing and making music together. They listen attentively, follow the instructions of the conductor, whether it be a teacher or a child, and work hard to ensure a high standard of performance. Pupils, regardless of their language ability or special educational need, make good progress. Most look forward to music and are eager to take part.
154. The quality of teaching is at least satisfactory and often good. Teachers without specialist qualifications are gaining confidence under the guidance of the music co-ordinator and are developing the skills needed to teach the subject. Very good subject knowledge, brisk, well-paced lessons, high expectations and good use of demonstration mark the best teaching. In one lesson, the teacher made excellent use of the fact that there was a new child in the class to get the other pupils to say what they had done in previous lessons.
155. The co-ordinator uses her own musical ability to provide strong leadership and support to her colleagues. She has given demonstration lessons in all classes that have helped her colleagues to gain confidence and develop their skills. She has an action plan for the subject and is clear that her next priority is to develop the skills of composition with her colleagues. The school uses materials published by the Qualifications and Curriculum Authority to provide a framework for teaching the subject. There are plans to write a subject policy in the near future.
156. The school's provision is enhanced considerably by a wide range of extra-curricular activities. Pupils have the opportunity to join recorder and drumming clubs as well as the school choir. Pupils have the opportunity to take part in school productions and concerts. The school organises performances and workshops for the pupils. These have included a marimba band and a steel pan band. Higher-ability pupils have attended concerts at the Royal Festival Hall. The co-ordinator has worked with a West End Theatre Company to produce materials that have been used by the pupils after seeing a performance of 'Cats'. There are opportunities for pupils to receive instrumental tuition from the local authority music service.
157. The school has a very good range of musical instruments, including keyboards, drums, recorded music, tuned and untuned small instruments. These are used well and are easily accessible as each class has a set and there is a central store.

PHYSICAL EDUCATION

158. Observations of physical education lessons indicate that pupils make good progress in Key Stage 1 and attainment is good. Progress in Key Stage 2 is satisfactory as is the attainment at the end of that Key Stage. In all year groups, pupils have the opportunity to investigate basic skills demonstrating increasing control and co-ordination. Pupils are good at applying previously learned skills to a new situation. They work well in pairs and are good at evaluating their own and others' performance.
159. Year 3 pupils demonstrate their skill and enthusiasm in dance during a workshop led by a visiting dance group teacher. Most pupils learn to swim 25 metres by the end of the programme of lessons and additional support is provided for those who need it at the end of that period. In Year 1, pupils demonstrate appropriate co-ordination and gross-motor skills when sending and receiving balls, beanbags and quoits. In Year 2 pupils learn about fitness, stamina and perseverance during circuit training. Pupils know that being active is important and why; they recognise and describe the feeling in their bodies during activities. In Year 3 pupils improve the quality and control of their work by using what they have learned about balance, and in developing a sequence of movements working collaboratively with peers, on and off gymnastics apparatus. They devise and perform sequences for floor and apparatus and begin to incorporate variations in speed, level and direction into their sequences and offer sensible suggestions for improvement.

160. The quality of pupils' learning in Key Stage 1 ranges from good to very good and is good overall. In the Key Stage 2 lessons observed, the quality of learning ranged from satisfactory to good and was satisfactory overall. Pupils' attitudes and behaviour in Key Stage 1 lessons ranged from very good to excellent and was very good overall. In Key Stage 2, attitudes and behaviour ranged from satisfactory to very good and were good overall. Pupils participate enthusiastically; they work together well relating well to their peers and to adults, taking part in activities with confidence.
161. The quality of teaching in Key Stage 1 ranges from good to very good and was good overall. In Key Stage 2, teaching ranged from satisfactory to good and was satisfactory overall. Teachers demonstrate good subject knowledge and use praise appropriately. They have high expectations of pupils' work and behaviour, give clear instructions, and mostly maintain a good pace throughout the lesson. Some activities were over-directed by the teacher allowing only a few pupils at a time to move apparatus. This resulted in the slowing down of the lesson and less progress being made. Teachers manage pupils well and have good control skills. They make effective use of examples of good practice to demonstrate to the other pupils.
162. The co-ordinator has been in post since the beginning of this academic year. The school recently has adopted the nationally recommended scheme of work. Teachers have sensibly adapted their lesson planning to suit the needs of those Key Stage 2 pupils who have not yet worked through the new programme of structured lessons. The school provides a very good range of extra-curricular sporting activities such as football, netball, and basketball. Parents help to run matches and attend as spectators. Support for pupils with special educational needs and English as an additional language is good. Teaching assistants use key words and photographs to support the teachers' instructions during lessons.

RELIGIOUS EDUCATION

163. Pupils' attainment is in line with the expectations of the Agreed Syllabus in both key stages. This reflects good improvement since the last inspection.
164. By the age of seven, pupils demonstrate a growing awareness of religious stories, particularly those from the Bible and the Qur'an. Many share, in drawing and discussion, their ideas of special places and when and why they would go there. They talk confidently about major family celebrations and community festivals such as Christmas, Eid and Diwali. By the age of eleven, pupils demonstrate a sound knowledge and understanding of important principles and practices relating to Christianity and other major religions. The majority knows the importance of sacred books to followers of different faiths. They show the ability to appreciate religious practices such as 'Hajj', the Muslim pilgrimage to Makkah. Some pupils have started reflecting on wider issues. This is evident in activities such as designing of badges by some pupils to symbolise peace following the September 11 incident in America.
165. The quality of teaching is good. Teachers' plans take full account of the Agreed Syllabus and other recommended schemes. This is an improvement since the last inspection, particularly at Key Stage 2. No teaching was observed in Key Stage 1. The best lessons provide for the different needs of the pupils and for progression in learning. Effective questioning often promotes purposeful discussion. Teachers' knowledge of religious education is often good, and some teachers benefit from the expertise of the LEA advisory teacher in developing project work. Good resource materials are used to support teaching. The use of audio-visual material in a Key Stage 2 lesson, for example, enabled pupils learning English as an additional language to understand the story of Adam and Eve. Weak features of some lessons include limited opportunity for pupils to show initiative and the absence of a consistent assessment, recording and monitoring strategy.
166. Teaching impacts on learning, and pupils make good, and occasionally very good, progress. In Years 1 and 2, pupils learn about Christian and Muslim stories. Older pupils use their good knowledge and understanding of religious literature and festivals to reflect on the meaning of religious events. They are enthusiastic in the way in which they approach their religious education activities. They contribute to discussion, showing respect for the opinion of others.

They are well behaved and co-operative. Many can work collaboratively while some pupils have capacity for showing initiative.

167. The religious education provision has been enhanced since the last inspection. It has adopted the government recommended scheme whilst delivering the Agreed Syllabus. The programme of activities is enriched by a comprehensive personal, social and health education provision and makes a good contribution to pupils' spiritual, moral, social and cultural education. The new co-ordinator is enthusiastic and committed to enhancing the school's capacity for further improvement by developing pupils' written work, assessment and monitoring and links with multi-faith communities and their places of worship.