

INSPECTION REPORT

GWYN JONES PRIMARY SCHOOL

Leytonstone

LEA area: Waltham Forest

Unique reference number: 103074

Headteacher: Sandra Knott

Reporting inspector: Michael Buckley
OIN: 30517

Dates of inspection: 12 June to 15 June 2000

Inspection number: 187523

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
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Hainault Road, Leytonstone, London, London,
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Appropriate authority:	The Governing Body
Name of chair of governors:	Alison Shepherd
Date of previous inspection:	18th March 1996

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Michael Buckley	Registered inspector	Geography, History	The school's results and pupils' achievements? How well pupils are taught? How well the school is led and managed?
Richard Gee	Lay inspector		Pupils' attitudes, values and personal development? How well the school cares for its pupils? How well the school works in partnership with parents? Provision for spiritual, moral, social and cultural development?
Anne Currie	Team inspector	English, Physical education, Religious education, Under-Fives	Accommodation
Christine Richardson	Team inspector	Mathematics, Art, Music, Special Educational needs	Staffing
Hadyn Webb	Team inspector	Science, Information and communications technology, Design and technology, Equality of opportunity	Resources for learning, Assessment

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gwyn Jones is an average-sized junior and infant school with two hundred and forty-eight pupils on roll, including forty-one children attending the nursery for five half days each week. Children aged three or over are admitted to the nursery every term, with the oldest on the waiting list being given preference. Children approaching their fifth birthdays are admitted to the reception class every term and, at the time of the inspection, about half of the thirty children in the class were aged under five. The school's admission number is now fixed at thirty but admissions have fluctuated over recent years. Consequently, some classes are large, with well over thirty pupils, and three classes contain pupils from different year groups. The intake is very socially and ethnically mixed, broadly reflecting the local community. Twenty-two per cent of the pupils are eligible for free school meals, which is above the national average, and just under half are from minority ethnic heritages, mainly Indian and Pakistani. Fifty pupils (about twenty-two per cent) are learning English as an additional language. Thirty-five of these pupils receive educational support provided through funds from the Ethnic Minority Achievement Grant. These figures are high nationally but quite typical of the area. The most common home languages, other than English, are Gujarati, Urdu, Turkish and Bengali. No pupils are withdrawn from religious education or daily collective worship. The attainment of children entering the nursery is just below the levels expected nationally but they make good progress and, by the time they enter the reception class, about two in every three are at the expected levels. Forty-five pupils are on the school's register of special educational needs, which is about the national average, and five pupils have statements indicating the nature of additional support they require. This proportion is above the national average but the numbers are too small to be statistically significant. The majority of pupils on the register of special educational needs have moderate learning difficulties.

HOW GOOD THE SCHOOL IS

What the school does well

- Very good leadership by the head teacher.
- Children under five are given a good start to their school life in the nursery and the reception class
- Teaching is consistently good across the school
- All the adults in the school know the pupils well and contribute to the very good relationships that exist and to the creation of a secure and happy environment.
- Pupils' attendance is very good and they show good interest and involvement in the activities offered.
- There is very good provision for pupils' cultural development and the quality of singing in the school is of a very high standard.

What could be improved

- Raise standards in information and communications technology by implementing the full range of the programme of study set out in the National Curriculum and providing further staff development so that the programme can be taught with confidence by all staff.
- Ensure that the good practice in assessment seen in the core subjects is adopted for all the other subjects.
- Provide more opportunities for extended writing across the curriculum

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in March 1996. All the key issues identified then have been thoroughly addressed and there have been significant improvements in all areas. Although the curriculum for information and communications technology is not yet fully in place, the school has made considerable progress in its provision for this subject from a previously very low starting point. Progress has been good in mathematics and religious education and the already high standards have been maintained in most other subjects. However, developments in design and technology have been unsatisfactory. There have been good improvements in teamwork and these and the quality of teaching and management mean that the school is well placed to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	D	B	B
Mathematics	B	D	D	E
Science	A	D	D	D

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

The table shows that attainment at the end of Key Stage 2 has fluctuated over the last three years. In 1999, standards in English were above the national average and above the average for schools with a similar intake of pupils. Standards in mathematics and science were below the national averages. The results in science were below and those for mathematics were well below the averages for similar schools. The attainment of seven-year-olds was below the national average in all three subjects. The school has used its good procedures for assessment to review the targets set for the end of Key Stage 2 and these are now challenging but realistic. Pupils are making good progress towards meeting them. Inspection evidence shows that there has been general improvement this year. Achievement is good across the school and the overall standards reached by all age groups are in line with those expected nationally. Evidence from lesson observations, the scrutiny of written work and from talking to pupils indicates that attainment in almost all subjects is at the expected levels for five-year-olds and at the ends of both key stages. The exceptions are design and technology in both key stages and information and communications in Key Stage 2, where standards are below national expectations. Particularly good standards are achieved in singing and in mental mathematics and pupils with special educational needs and those learning English as an additional language are achieving well. Personal and social skills are being well learned.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good
Behaviour, in and out of classrooms	Good
Personal development and relationships	Good
Attendance	Very good

Particular strengths are the very good relationships that are maintained across the whole school, not only between pupils and adults, but also between all the different ethnic groups who make up the school's community. The absence of bullying and oppressive behaviour and the good attendance also combine to make the school a secure and happy place to learn.

TEACHING AND LEARNING

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

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

Teaching and learning are consistently good in all classes across the school and there was only one unsatisfactory lesson in the sixty-seven seen. Three-quarters of the lessons seen were good or better and twenty-eight per cent of the teaching was very good or excellent. The highest proportion of very good teaching was in music and a very high proportion of teaching in mathematics and in work with children under-five was good or better. The lowest proportion of teaching that was good or better was in science.

Literacy is particularly well taught in Key Stage 1 and numeracy is taught well across the school, reflecting the priority placed on it in the current year. Particular strengths include the quality of teachers' planning, their organisation and management of the classroom and the pupils and their use of good, challenging questions. Strengths in learning are the degree of interest and concentration generally shown by pupils and their productivity and pace of working. Pupils with special educational needs and those learning English as an additional language learn particularly well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory
Provision for pupils with special educational needs	Good
Provision for pupils with English as an additional language	Good
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good
How well the school cares for its pupils	Good

Strengths in the curriculum include the good schemes of work that have been devised for all subjects, the very good provision for cultural development and good provision for moral and social development and quality of the planning for work with pupils with special educational needs and those learning English as an additional language. Teachers work well together to ensure continuity in learning, particularly for the pupils in the split year classes, and children in the nursery are given every opportunity to learn by exploration and by doing things for themselves. On the other hand, the required programme for information and communications technology is not fully covered and design and technology is not fully developed in all year groups. The school has very good procedures for ensuring the welfare of pupils, for monitoring and preventing oppressive behaviour and for monitoring and improving attendance. Procedures for assessing the progress of pupils with special educational needs are good and assessment is good in the nursery and in the core subjects. Assessment is not so well developed in the other subjects. The school works well in partnership with parents. It provides them with information of high quality and many are involved with the school in various ways. There is an active 'Friends' association, which successfully raises money to support the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good
How well the governors fulfil their responsibilities	Good
The school's evaluation of its performance	Good
The strategic use of resources	Good

Particular strengths are the clarity of vision and the educational leadership provided by the head teacher, effective planning and action to meet objectives and a shared commitment to raising standards. All staff carry out their responsibilities efficiently and the governors are well informed and play a key role in strategic planning. Financial planning and management are very efficient and the school applies the principles of best value very strictly. The school provides good value for money. Accommodation is satisfactory but the open-plan design means that noise can sometimes be a problem and it can be difficult to move from one area to another without causing disruption.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents are happy about the progress their children are making. • There are valuable parents' evenings with very helpful presentations. • Good, regular and informative newsletter. • Praise and reward are well used. • Children have confidence in their class teachers and in the welfare assistant and go to them for help if they needed it. • Pupils are well prepared for secondary education. • Very good social and cultural provision. • The nursery encourages the development of confidence. • Children are exposed to a wide range of experiences through school trips. 	<ul style="list-style-type: none"> • The split-age classes hinder progress. • The homework policy is not implemented consistently across the school. • They are not well informed about their children's progress. • The school does not always work closely with parents or listen sympathetically to them. • There are not enough extra-curricular activities. • They would not be comfortable approaching the school with concerns. • The school's leadership and management.

Inspectors agree with the positive views put forward. They also agree that the homework policy is not consistently implemented. They have considered the issue of the split age groups very carefully and conclude that there are no adverse effects on attainment, mainly because of the good quality of teaching, planning and assessment. They also judge that the quality of the information provided to parents is good, extra-curricular provision is good and the leadership provided by the head teacher is very good. Observation and discussions with parents during the inspection indicate that the school is very open and that all staff are approachable and sensitive to parents' concerns.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the nursery with skills that are a little lower than those expected nationally, particularly in language. This is largely accounted for by the high proportion of children learning English as an additional language. However, they make good progress and about two-thirds of them achieve all the nationally agreed desirable learning outcomes by the time they are five.
2. In the 1999 standard tests and assessments for seven-year-olds, the percentage of pupils reaching the expected levels was below the national average in reading, writing, speaking and listening, mathematics and science. The results were slightly better in reading than in the other activities. The proportion who reached higher levels was about in line with the national average in reading, writing and science although the average points scores in these subjects was still below the average. This indicates that there is a good proportion of more able pupils but that there are numbers who are not yet at the expected level for their age, reflecting the high number of pupils learning English as an additional language. Attainment in mathematics was below average at all levels. Comparisons with schools having a similar proportion of pupils eligible for free school meals show that the results were below average in all subjects. In reading, writing and mathematics, over the last four years, girls have performed slightly better than girls nationally while boys have under performed, compared with national figures for boys. In all three disciplines, there was a peak in 1997 and a trough in 1998, with some recovery in 1999 in reading and mathematics.
3. In the 1999 standard tests in English, the percentage of eleven-year-olds reaching the expected level and the average point score were above the national averages and above the averages for similar schools. The proportion of pupils achieving higher levels was also above the national average and the average for similar schools. Over the last four years, girls and boys have done better than the gender-related national averages. Girls have performed better in this respect and obtained consistently higher levels than boys. In the mathematics and science tests, the percentage reaching the expected level at the end of Key Stage 2 and the average point score were below the national median figures, although they were near to the national averages. The proportion at the higher level was about the national average. Compared with the results of similar schools, the percentage reaching the expected level and the average point score in mathematics were well below average and, in science, they were below average. In mathematics, over the past four years, girls have exceeded the national averages for girls while boys have under performed compared with boys nationally. The girls' overall average score is better than the boys', against the national trend. In science, over the same period, girls' points scores are better than the national figure for girls but their performance has declined in the past two years. Boys have under performed in science over the same period, compared with the national figures, although their performance has improved slightly in the past two years, and they averaged higher points than girls for the first time in 1999.
4. The results at the end of both key stages in 1999 show a good recovery from a disappointing dip in 1998, particularly in English. This reflects the priority given to English and literacy in 1999. It is also partly because the small number of pupils involved means that the performance of one or two individuals can have a disproportionate effect on the school's results for better or for worse. Comparisons with schools having a similar proportion of pupils eligible for free school meals do not take into account the high proportion of pupils at Gwyn Jones learning English as an additional language. Although these pupils make good progress, they do not all reach the nationally expected levels for their ages. The school's overall trend since 1996 is of gradual improvement in both key stages and it is broadly in line with the national trend.
5. The school has established thorough systems for assessing and monitoring progress and these are used to set targets for individuals and year groups. They are also used to inform the teachers' planning, and these systems, together with tasks that are carefully matched to individuals' needs and the high standard of teaching, combine to ensure appropriate attainment and progress, even in the mixed age classes. The targets set for the end of both key stages are realistic but challenging and inspection evidence indicates that pupils are well on their way to meeting them. The school aims to be completely up to the national averages by 2002. The school's monitoring shows that, in 1999, eighty-five per cent of pupils had progressed at least two levels in English through Key Stage 2, which is in line with national expectations, and twenty-three per cent had made better progress than that. However, in mathematics, pupils under performed, with only fifty-eight per cent progressing two or more levels.

6. Inspection evidence indicates that the hard work done on the National Numeracy Strategy has led to an improvement in standards in mathematics during this school year and that attainment is slightly higher than expected nationally at the end of Key Stage 1 and in line with national standards at the end of Key Stage 2. Pupils of all ages are particularly good at understanding the processes and strategies that underpin mental arithmetic. Standards of attainment in most aspects of English are at the national levels at the ends of both key stages. However, the standard of writing is below the expected level at the end of Key Stage 1 and, in both key stages, there are too few opportunities for pupils to practise extended or creative writing across the curriculum. Apart from that, good opportunities are provided for developing skills in numeracy and literacy across the curriculum, which significantly help the pupils to make progress. In most other subjects, attainment is in line with the nationally expected levels in each year group but, in design and technology and information and communications technology, it is below the expected levels across the school. In the former subject, this is because there are too few opportunities and too little time for the subject to be properly taught. In the latter, pupils are not offered the complete programme of study and the requirements of the National Curriculum are not fully met.
7. Overall, when taking into account their prior attainment, the majority of pupils achieve well in science, art and music and they make satisfactory progress in all other subjects except design and technology, where achievement is unsatisfactory across the school. Their progress in other respects, such as the development of personal and social skills, the growth in their confidence to learn and the acquisition of skills in mental arithmetic, means that their achievements overall are good. Pupils with special educational needs make good progress towards the targets in their individual education plans and in the development of confidence and self-esteem. The suitability of the targets set for them and the good teaching they receive promote effective learning. The needs of pupils learning English as an additional language are identified at an early stage and the head teacher and the language support staff work closely with the class teachers to devise and follow appropriate learning programmes. Consequently, these pupils also make good progress and none was seen to be struggling because of a lack of fluency in English. Nevertheless, they do not all reach the levels expected by the age of five or by the ends of the key stages.

Pupils' attitudes, values and personal development

8. Pupils' positive attitudes to learning and good behaviour have a significant effect on the quality of life in the school. From their time of admission, most pupils show good attitudes towards their work. They concentrate well and are very eager to join in activities. They listen carefully to their teachers and generally respond with a great deal of enthusiasm. They co-operate well in the classroom and at play. Most pupils are polite and courteous to each other, to teachers and to visiting adults. Behaviour in lessons and in the playground is good and the atmosphere in the dining room at lunchtime is relaxed. No pupils were excluded from the school in the previous year. Most parents are satisfied with the standards of behaviour promoted by the school and achieved by pupils. Poor behaviour observed in lessons during the inspection was restricted to a very small number of pupils and teachers generally used effective strategies to deal with this. 'Circle time' has been introduced for this group with the specific purpose of helping the pupils to understand the effects of their behaviour on others.
9. Relationships in the school are very good and racial harmony is exemplary. Pupils show a high level of respect for and interest in the feelings, values and beliefs of others. This was clearly demonstrated during a fashion show given by Year 5. All staff successfully promote the school's positive ethos and pupils are secure and happy. Pupils with special educational needs are very well integrated into the school community. Pupils seize the opportunities for responsibility that the school offers, such as acting as monitors, playing the recorder in assemblies and raising funds for charity. However, the range of opportunities is not wide enough to involve all pupils. Attendance figures overall are above the national average and improving and the rate of unauthorised absence is below the national average. The school day and most lessons begin and end on time.

HOW WELL ARE PUPILS TAUGHT?

10. Teaching and learning are consistently good in all classes across the school and there was only one unsatisfactory lesson in the sixty-seven seen. Three-quarters of the lessons seen were good or better and twenty-eight per cent of the teaching was very good or excellent. The highest proportion of very good teaching was in music and a very high proportion of teaching in mathematics and in work with children under-five was good or better. The lowest proportion of good or better teaching was in science.

11. Teachers generally have good knowledge and understanding of the subjects they teach. For example, in music, the teachers' own musical skills and knowledge are used well to motivate and challenge pupils so that they achieve high standards and develop a wide range of skills and techniques in composing, playing and performing music. Other particular strengths of teaching include the pace of lessons, the quality of teachers' planning, their organisation and management of the classroom and the pupils and their use of good, challenging questions. These factors combine with the quality of relationships to create an atmosphere where learning and enjoyment go hand in hand. Pupils respond to their teachers well and they are generally keen to learn. They stick at the tasks set and take great pride in their own work, making good progress in the nursery and in Key Stage 1 and never less than satisfactory progress in Key Stage 2. Consequently, the quality of learning is good across the school. Pupils show high degrees of interest and concentration in their lessons and they work at a good pace.
12. The National Literacy and Numeracy Strategies have been successfully introduced and implemented. Literacy is particularly well taught in Key Stage 1 and numeracy is taught well across the school, reflecting the priority placed on it in the current year. In the nursery, adults take many opportunities to develop children's vocabulary and speaking and listening skills, as well as their mathematical knowledge. In a lesson on physical education in the reception class, the teacher encouraged pupils' listening skills by giving them complicated instructions, such as asking them to make shapes where their knees were low, or to balance with only one hand and one foot touching the mat. Teachers across the school are placing a strong emphasis on mental and investigative mathematics. Their brisk presentation of ideas and well-chosen activities enable pupils to achieve good levels of confidence and competency with numbers and to use this knowledge to solve problems in a range of contexts.
13. Teachers' choice of interesting and often challenging activities leads pupils to work hard, achieve well and enjoy their work. For example, in a Year 6 science lesson, the teacher set pupils the task of designing an experiment from one of a range of possible investigations, ensuring that their proposals were practicable and produced fair results. They received very good support so that they all derived full benefit from this challenging work. In a lesson on information and communications technology in Years 1 and 2, pupils were learning how to place instructions in the correct sequence to control such devices as computers and washing machines. The teacher explained this difficult concept very well by encouraging the pupils to talk about the order in which they did things to carry out everyday tasks and then asking them what would happen if they missed a step out.
14. Pupils with special educational needs are well taught and teachers take good account of the clear and achievable targets set for them in their individual education plans. These are reviewed regularly and progress towards them is noted. Pupils are grouped according to prior attainment in numeracy and literacy lessons and tasks are matched well to pupils' capabilities. Pupils have good support from skilled special needs teachers or learning support assistants, individually and in small groups in or out of the main class. Pupils learning English as an additional language have good support. Their language needs are identified and the head teacher and the language support workers liaise closely with the class teachers to identify individual targets and help these pupils to make good progress. There is very good liaison between all support and teaching staff, which promotes pupils' good progress.

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

15. One of the school's stated aims is to provide a broad education, which enables the pupils to realise their full potential. This aim is largely met. All pupils have equal access to the curriculum and statutory requirements are met, except in information and communications technology. Children aged under-five are offered an appropriate curriculum, which includes all the nationally agreed areas of learning. The required strategies for teaching literacy and numeracy are being implemented. Information technology is sometimes used to support learning in other subjects; for example when pupils use a graphics application to produce a diagram representing the life cycle of a butterfly, but pupils' skills in using information communications technology are not fully developed in this way. For example, opportunities are missed to use databases to process and compare data from experiments. Design and technology is not effectively developed in all age groups. Personal, health and social education takes place in assemblies and in some taught lessons when classes have a regular period each week for this aspect of the curriculum. Skills of speaking and listening are developed well in these classes. Sex education is taught to the policy agreed by the governing body and pupils are made aware of the problems caused for individuals and the community by the misuse of drugs.

16. There are schemes of work to inform teachers what pupils should be learning in all subjects of the curriculum. This results in detailed, well-constructed weekly plans. These arrangements represent a significant improvement since the last inspection. Teachers and support staff work well together to provide continuity in learning as the pupils move through the school. In three classes, pupils from Years 1, 2, 3 and 4 are taught in mixed age groups but teachers carefully plan different tasks and learning activities so that they are challenged appropriately, according to their ages and abilities. They successfully ensure that the mixed year classes produce no adverse effects on attainment. Gifted and talented pupils are identified and the school makes effective efforts to meet their needs within the limits of the resources available.
17. The range of extra-curricular activities provided is good. Older pupils are given the opportunity to go on residential visits to an environmental activities centre in Epping Forest. Theatre groups, storytellers and musicians bringing music from around the world regularly visit the school. Extra-curricular activities include the school choir, the orchestra, two kinds of dance, an environmental studies club and a range of competitive sports. These activities extend the pupils' learning and bring further interest to the curriculum. There is also a computer club provided by a commercial organisation for which parents have to pay. Provision for pupils with special educational needs is good and has become well established since the previous inspection. All staff who work with these pupils are involved in the preparation and review of their individual education plans. The planning for pupils learning English as an additional language is also good and ensures that they make good progress in all subjects as well as in their acquisition of English.
18. Provision for pupils' spiritual development is satisfactory. Some pupils have had opportunities to marvel at the wonder of living processes on a science field trip and others showed amazement at the impact of pebbles and knots in a tie-dye demonstration but there are not enough opportunities of these kinds for pupils to reflect about the spiritual dimension of life. The school complies with the statutory requirements for collective worship and pupils show respect for a range of beliefs in assemblies. However, special moments are sometimes lost when administrative notices have to be given out.
19. Provision for pupils' moral development is good. The school has a clear moral code, which is clearly recognised and followed by pupils and adults. Some classes have introduced their own additional codes to reinforce and further define good practices. Pupils know the differences between right and wrong. Opportunities are provided in science for pupils to consider the environmental impact of technology and to consider the effects of social behaviour on the community. Pupils can be trusted to carry out the tasks that they are given. Provision for pupils' social development is good. They are often given the opportunity to show their work and they comment sensitively and constructively on the work of others. Pupils were observed working very well together in all subjects. Children baking fairy cakes in the nursery were very concerned to ensure that there were enough to go around, including one for the inspector.
20. Provision for pupils' cultural development is very good. The school informs pupils about their own cultural heritage and they have the opportunity to study other cultures across the curriculum. This aspect of the school's work is reflected in the numerous displays, which include features on India, weddings in different cultures, St Lucia and Martin Luther King. There are artefacts from different cultures on display and a good variety of dual language books in the library. There is an annual visit to a school in northern France, where pupils have pen friends, and visitors are invited into the school to promote a positive image of other cultures.
21. The school promotes effective links with the community. Fire officers visit and discuss fire safety and the community policeman visits regularly. Personal hygiene and sex education are promoted by contributions from the school nurse. There are good links with local clergy and the school is popular with students undertaking placements or teaching practice. There is satisfactory liaison with local secondary schools and with Whitefields Special School. Local and regional educational resources are well used. The regular visits to the Suntrap Field Studies Centre at High Beech and to museums, including the Ragged School in Bethnal Green, are popular with pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

22. The school's ethos places high value on caring for others and on the quality of relationships. As a result, it provides a very happy and secure learning environment for its pupils. Pupils receive effective support through the very close monitoring of attendance and behaviour and they are well supervised at playtimes and lunchtimes by diligent supervisors. The recently reviewed behaviour policy includes an anti-bullying statement. This allows for flexibility of interpretation by class teachers and some parents feel that specific fixed sanctions would be more effective in dealing with poor behaviour. However, very few instances of poor behaviour were observed during the inspection. The school's procedures for monitoring and eliminating oppressive behaviour are very good and none was seen. Relationships in one class sometimes cause difficulty and teachers have successfully introduced 'circle time' in order to improve the situation. This approach is leading to improvements in the behaviour of certain difficult pupils.
23. The school has very good procedures for child protection and for pupils' welfare. The head teacher has the designated responsibility for ensuring that the measures in the good child protection policy are carried out. Staff have been trained and they are aware of the correct procedures. Appropriate records are maintained and there is an effective liaison with the social services department. The school is vigilant about health and safety issues. There is a clear health and safety policy and fire drills are held termly and evacuation times and any issues arising are recorded. Regular risk assessments are undertaken and issues raised are acted upon promptly. There are sensible guidelines for the use and supervision of the adventure equipment in the playground. First aid is provided by the school secretary and the welfare assistant and there are good arrangements for informing parents. There are also two certificated first aid practitioners in the school. Staff are well aware of individual pupils' medical requirements.
24. The progress made by children under five years old is thoroughly monitored and assessed. The policy for academic assessment meets statutory requirements. The assessment of pupils in English, mathematics and science is good. This is a significant improvement since the last inspection. In these core subjects, every pupil has a portfolio of examples of their work graded to the levels of attainment set out in the National Curriculum. Further improvement has been made in literacy, where targets are set for individual pupils. Assessment in these subjects enables teachers' plans to be adjusted in response to the pupils' achievements and difficulties. However, pupils' skills, knowledge and understanding are still not assessed in this way in information and communications technology and in religious education. Assessment in the other subjects of the curriculum is not fully developed.
25. Assessments of pupils with special educational needs are carried out very effectively and teachers are well aware of their targets and programmes. Formal arrangements for assessing the levels of English language acquisition are not fully developed but the head teacher and the language support workers liaise closely with class teachers. The needs of pupils learning English as an additional language are identified rapidly and effective planning ensures that they make good progress. Teachers and support workers know the pupils well and work well together to monitor and assess pupils' work and learning and share the information gained. The school complies fully with the Code of Practice for pupils with special educational needs, statements of needs are kept up-to-date and there is good liaison with external agencies. The special needs policy is regularly reviewed and updated.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

26. The majority of parents say that their children are very happy at the school and make good progress. They are supportive towards the school and make substantial contributions to school life and to pupils' learning. Parents help with reading and provide support in classrooms where their work is particularly well targeted and appreciated by teachers. Most parents find that the school is approachable and sensitive to their requirements and, although a significant proportion of responses to the parents' questionnaire expressed the opposite view, inspectors found no grounds to support their concern. There is a well-supported 'Friends' group, which raises substantial sums of money for materials and equipment and for the outside areas. Parents also staff the bookshop and the annual book fair. Parents attend the weekly toy library in considerable numbers and there are regular coffee mornings. Most parents have signed home-school agreements.

27. The school provides good quality information to parents. This includes a very comprehensive and well-presented prospectus. Every half term, parents receive good informative newsletters and detailed sheets from the class teachers which give information about what is going to be taught over the next five or six weeks. The annual reports on pupils' progress are satisfactory but do not always contain sufficient detail about individual weaknesses. The annual report from the governors meets statutory requirements. Other opportunities for parents to learn more about their children's progress include termly parents' meetings and induction meetings. Class teachers are available for consultation at the end of the school day. The school's relationship with parents makes a good contribution to the learning experiences of the pupils. Parents of pupils with special educational needs are kept fully informed and have good opportunities to discuss targets and reviews with the school. A good dialogue is maintained between home and school, which has a significant impact on their learning.
28. Some parents expressed concerns about the grouping of pupils in the split-age classes and inspectors considered this matter very carefully. The school has had this undesirable situation imposed by circumstances outside its control and it is working effectively to minimise any adverse effects that could arise. The quality of teachers' assessment and planning, their careful selection of appropriate tasks for different groups and individuals and the quality of their classroom organisation and management combine with their teaching skills to ensure that the mixed age classes do not significantly affect attainment or progress. A few parents also felt that there were some social and developmental drawbacks in the arrangement, particularly for the older children in a mixed-age class. Although inspectors saw no evidence of this, the school is considering how any such potential difficulty might be avoided.

HOW WELL IS THE SCHOOL LED AND MANAGED?

29. The present head teacher has been in post for two years. In that time, she has provided very good and effective leadership and a clear educational direction, enabling the school to make good progress on many fronts. For example, she has initiated systems for tracking the progress of individual pupils and of different year groups, procedures for assessment have been improved and end-of-year assessments, based on the models provided by the Qualifications and Curriculum Authority, have been administered in Years 3, 4 and 5. There are policies and schemes of work for all subjects. She has also successfully enlisted the complete backing and support of the whole staff team, who are committed to raising standards to the highest possible level. The head teacher's 'vision statement' has been adopted by staff and governors and its values and aims are reflected in all aspects of the school's work. As a consequence, the school provides a happy and secure learning environment for all its pupils.
30. All of the teachers, except for the newly qualified teacher, have delegated responsibility for co-ordinating a subject or an aspect of the school's work and they carry out their duties conscientiously and effectively, meeting the high expectations placed on them. Different subjects are given priority each year and time is allocated for co-ordinators of these subjects to monitor their colleagues' teaching. All co-ordinators monitor the planning and oversee assessment in their subjects although the scope for doing this in the non-priority subjects is limited. Co-ordinators are also responsible for drawing up action plans and budget estimates each year and these are regularly reviewed by the head teacher. The head teacher monitors teaching systematically. Although there is not yet a formal schedule of observations, all teachers have been seen and observations are carefully recorded. The findings are discussed with individual teachers and used constructively to inform professional development. New arrangements for appraisal and performance management are being planned in the light of developments within the local authority and the school's bid for recognition by 'Investors in People'.
31. Membership of the governing body has changed considerably in the past two years and most governors are fairly recent appointments. They have taken their responsibilities very seriously and they have all undergone relevant training. Many of the governors are in school during the day and take a very close interest in the full range of activities. Those with special responsibilities for overseeing aspects of the school's work, such as the development of the National Literacy and Numeracy Strategies or work with pupils who have special educational needs, have attended additional training and are knowledgeable about their areas. Governors keep themselves well informed through their regular contacts and the head teacher provides very detailed reports to every meeting of the full governing body. They are guided by the head teacher's professional advice but they exercise their own judgement about strategic issues. For example, they have taken decisions to preserve the high level of support staff working with pupils with special educational needs and pupils learning English as an additional language in recognition of the importance of these aspects of the school's work.

32. Financial planning is very good and firmly based on the school's educational priorities. These are based in turn on the guiding principles in the head teacher's 'vision statement' and the cycle of development planning ensures that priorities are determined in full consultation with teachers and governors. The school's development plan is very clear and well presented, identifying deadlines and naming responsible persons. Progress towards targets is reviewed and monitored regularly by the senior management and the governors and a well calculated proportion of the balance carried forward last year had already been committed to agreed expenditure. The additional funding for special educational needs and for pupils learning English as an additional language is spent well to ensure that support is used flexibly and appropriately. Principles of 'Best Value' are strictly applied. Subject co-ordinators are responsible for their budgets but day-to-day expenditure is managed very efficiently by the school secretary, who also ensures that the school's administration runs smoothly and effectively. She and her staff provide a welcoming and supportive first point of contact for parents, children and visitors to the school. The site manager keeps the premises in good condition and he and all the other non-teaching staff make a significant contribution to the quality of care and to the good relationships in the school.
33. The match of teachers and support staff to the demands of the curriculum is satisfactory. There are enough well qualified teachers to meet the demands of the National Curriculum although there is still a need to develop further teacher's confidence, skills and knowledge in the teaching of information and communications technology and design technology throughout the school. There is an adequate number of skilled learning support staff who are well deployed to provide high quality support for pupils' learning. Administrative staff are experienced and well qualified and they make an effective contribution to the quality of support for pupils and to the life of the school. Arrangements for staff development and for the induction and support of newly qualified teachers are good.
34. The accommodation is satisfactory overall, although the school is full and space is limited. The school makes good use of the site. For example, there are interesting play areas, a small library, a separate nursery building with its own play area and a wildlife and garden area. The whole school, both inside and out, is attractive and kept clean and tidy. Displays are used effectively to celebrate pupils' work and also to stimulate interest. All the classrooms in the main building are open plan and built round a central hall. This means that some areas are noisy as sound travels from one area to another. This is especially the case in the areas used by the Year 5 and 6 pupils when the hall and dining hall are used by parents attending the toy library and coffee mornings. Resources are satisfactory overall.
35. The school has made good progress since the last inspection in March 1996. All the key issues identified then have been thoroughly addressed and there have been significant improvements in all areas. This includes information and communications technology, where much development has taken place, although the school has not yet reached an appropriate level of provision. Progress has been good in mathematics and religious education and the already high standards have been maintained in most other subjects. However, developments in design and technology have been unsatisfactory. There have been good improvements in teamwork and these and the quality of teaching and management mean that the school is well placed to improve further. The level of expenditure is about average for a school of this type in outer London. Taking into account the socio-economic background of the pupils and their attainment on entry, as well as the progress they make and the quality of the education offered, the school is providing good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

36. In order to continue the present good rate of progress, the school's senior management and governors need to:
- raise standards in information and communications technology by implementing the full range of the programme of study set out in the National Curriculum and providing further staff development so that the programme can be taught with confidence by all staff; (paragraph 15, 85, 88, 90)
 - ensure that the good practice in assessment already evident in the core subjects is adopted for all the other subjects; (paragraph 24)
 - provide more opportunities for extended writing across the curriculum. (paragraph 6, 52)

37. In addition to the key issues set out above, the school's senior management and governors should consider including the following less important matter in the action plan:
- modifying the timetable to improve the continuity of learning and extend the teaching time available in design and technology, geography and history. **(paragraph 15, 82)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	18	31	16	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	227
Number of full-time pupils eligible for free school meals	N/a	49

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	2	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	50

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	5.9
National comparative data	5.4

Unauthorised absence	%
School data	0.01
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	13	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	12	12	12
	Total	26	27	28
Percentage of pupils at NC level 2 or above	School	79 (72)	82 (85)	85 (74)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	12	12	13
	Total	26	27	29
Percentage of pupils at NC level 2 or above	School	79 (88)	82 (87)	88 (90)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	15	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	13
	Girls	12	9	12
	Total	26	20	25
Percentage of pupils at NC level 4 or above	School	81 (65)	63 (48)	78 (61)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	11	11	14
	Total	24	24	28
Percentage of pupils at NC level 4 or above	School	75 (48)	75 (52)	88 (77)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	13
Black – African heritage	4
Black – other	15
Indian	21
Pakistani	20
Bangladeshi	4
Chinese	0
White	132
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.6
Number of pupils per qualified teacher	20.5
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	131

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	511,397
Total expenditure	496,108
Expenditure per pupil	2,009
Balance brought forward from previous year	14,621
Balance carried forward to next year	29,910

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	248
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	37	6	1	0
My child is making good progress in school.	40	45	8	1	6
Behaviour in the school is good.	26	58	8	3	4
My child gets the right amount of work to do at home.	23	51	13	2	10
The teaching is good.	39	46	6	4	4
I am kept well informed about how my child is getting on.	36	33	22	8	1
I would feel comfortable about approaching the school with questions or a problem.	47	30	17	5	1
The school expects my child to work hard and achieve his or her best.	34	42	14	1	9
The school works closely with parents.	33	40	19	7	1
The school is well led and managed.	20	50	11	9	10
The school is helping my child become mature and responsible.	27	52	8	2	11
The school provides an interesting range of activities outside lessons.	22	39	12	12	15

Other issues raised by parents

A number of parents were concerned about the effects of the split age groups in classes for Years 1, 2, 3 and 4. Inspectors recognise that this is undesirable but that the school has no practicable option. In their view, these arrangements have no effect on the standards of achievement of the pupils concerned owing to the care with which teachers assess progress and plan their lessons.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

38. The provision for children under five is a strength of the school and children receive a consistently good start to their education in the nursery and the reception class. Children enter the nursery some time after their third birthday, depending on the availability of places and attend part-time. They transfer to the reception class at the beginning of the term in which they are five and attend full-time. Children's attainment when they enter the nursery varies considerably with each intake, and also within each group, but generally it is below that found nationally, especially in language and literacy. About a fifth of the children are learning English as an additional language. For the majority, it is the first time they have left their extended family.
39. Children benefit from consistently good teaching and make good gains in learning and they have good attitudes to the opportunities offered. Appropriate emphasis is placed on developing their vocabulary and speaking and listening skills, as well as their mathematical knowledge. A good range of practical activities is planned for them, which enables them to explore things for themselves and extend their knowledge and understanding of the world around them. Staff know the children well. They keep good records of what each child can do, which are built up from observations. The information provided is used to direct additional help to where it is needed. Additional support is provided for children who are identified as having special educational needs or who are at an early stage of English language acquisition. Many children in the current cohort are likely to reach the standards expected by the term after their fifth birthday in all areas of learning, although some will not, especially in language and literacy. The educational visitor develops good links with parents before their children start in the nursery. These are maintained with many parents coming into the nursery at the start of the session to help their child settle to their first activity and also to exchange information with the teacher and the nursery officer.
40. The school has maintained the good provision for children under five reported after the previous inspection. There are good relations between the nursery and reception class so that children are well prepared for the next stage in their education and there is a smooth transition.

Personal and social development

41. Children come to school happily and all staff establish good relationships with them. They gradually gain self-confidence. Teachers and support staff have a consistent approach to managing behaviour and they reinforce what is expected. Most children quickly learn to play with others, to share and to take turns, with strong emphasis being placed on this area of learning. There is a suitable range of activities, for example working on the computer, cooking and distributing the finished products and sharing construction toys. Children are curious and keen to experiment. For example, a group of children in the nursery fixed together plastic drainpipes and guttering to make a run down the slope and then watched balls travel along it. Children in both the nursery and reception classes become increasingly independent, for example when they put on aprons to play in the water and change for physical education. In the nursery, there is a good mixture between activities that children choose for themselves and those that staff direct them to.

Language and literacy

42. Children make good progress in this area of learning as a result of the wide range of well-planned activities and good teaching. The need to listen is continually reinforced and children are given good opportunities to express their ideas and to communicate with others in a variety of situations. Adults engage children in conversation as they take part in various activities, both individually and as part of a large group. There is good emphasis on developing children's vocabulary and helping them express their ideas clearly. Adults model good speech patterns and, as a result, children learn to speak in complete sentences and to extend their vocabulary. Good examples of this were seen at story time and when the nursery children looked at pets brought in from home. All children take home books to share, which establishes good habits for the future. In the nursery, children learn that print carries meaning and they begin to associate letters with the sounds they make. They learn to recognise their own names and to write them. There are opportunities for them to improve their hand control, for example by tracing pictures and joining dots. In the reception class, children begin to build up a stock of words that they recognise by sight. Gradually they learn to use initial letter sounds to help them recognise individual words.

Mathematics

43. Teaching is good in both the nursery and reception class. Children make good progress learning to count and they recognise and then write numbers. Most are likely to reach the standards expected by the term after their fifth birthday. They count and write numbers up to at least five and some can count to ten. Children recognise many colours and they correctly name circles, squares, rectangles and triangles. In the nursery, staff are good at taking opportunities to introduce number work. For example, at the start of the session, children are encouraged to count the number of girls and boys present and the overall total. They also begin to understand how data can be represented, through well-planned practical experiences. For example, they build columns to show their favourite colour brick and progress to making a simple block graph of their favourite pets. Children also learn about relative positioning between two objects. They are encouraged to develop the appropriate language by placing a toy dog in a variety of positions, such as, behind, in front of, beside and inside his kennel.

Knowledge and understanding of the world

44. Many children come to school with only a limited knowledge of the world around them and they often lack the vocabulary to show what they know and to express their ideas. The wide range of activities organised helps children extend their knowledge and their vocabularies, as they are encouraged to look closely and describe what they see. Staff introduce and reinforce new vocabulary well when they talk to children. An example seen was a session in the nursery where children brought in their pets from home and all children had an opportunity to look at them closely, feel them and talk about what they could see. Children also have regular opportunities to take part in cooking and to grow plants. They learn to operate the listening centres and the computer, using the arrow keys to move items around the screen and to make their own pictures.

Physical development

45. Most children are likely to reach the standards expected in this area of learning. They have sound physical skills. They are well co-ordinated and move with a good awareness of space and of one another. For example, when the reception children have a gymnastics lesson in the hall, they skip, run and jump around the hall with agility. They follow instructions carefully. The teacher uses these opportunities well to encourage children to think carefully about what they are doing and to follow increasingly complex instructions, such as standing on the mat with one hand and one foot, or putting their knees above their head. In the nursery, children learn to operate pedal toys well and to use climbing and balancing equipment safely and with confidence. Children's cutting skills are satisfactory and many competently use glue and spreaders. Most manipulate construction equipment and play dough well when they make models.

Creative development

46. There is a variety of opportunities in the nursery to help children extend their imaginations, such as a role-play area where the theme is changed regularly. Staff take advantage of opportunities as they occur. An example arose when children were making an aeroplane out of wooden blocks. They were encouraged to talk about their journey and also to make tickets to issue to the other 'passengers'. Children express their ideas well in paintings and drawings. The classrooms are bright and there are attractive displays, which stimulate ideas. There are good opportunities for children to extend their musical skills and also experience a great sense of fun and enjoyment. These are provided through very good teaching. Children learn a variety of songs from memory, showing a good sense of tune and rhythm as they sing to the piano accompaniment. They become familiar with the names of a variety of untuned percussion instruments and learn how to play them.

ENGLISH

47. In the 1999 Key Stage 1 National Curriculum tests in reading and writing, the percentage of pupils achieving the standard expected was below the national average and also below that found in similar schools. The percentage achieving higher levels was close to the national level. Overall, when compared to the results of similar schools selected on the basis of free school meals, the results were below the national average in reading and well below in writing. At the end of Key Stage 2, the results were above the national average and also above those attained by similar schools. Inspection findings indicate that, at the end of Key Stage 1, the standards in reading are close to those found nationally. In writing, although there has been

some improvement, the percentage of pupils achieving the expected standards is below the national level. By the end of Key Stage 2, standards are similar to those found nationally.

48. The standards observed are broadly similar to those reported in the last inspection. There have been considerable variations in the results achieved over the last four years and these partly reflect variations within the cohorts. For example, the number of pupils with English as an additional language and with special educational needs varies from year to year. In addition, each cohort is relatively small and the results of a few pupils can significantly change the overall picture.
49. By the end of both key stages, standards of speaking and listening are at the nationally expected levels. Pupils speak about their interests and experiences confidently, in one-to-one situations. They speak clearly when reading to an adult and can discuss what the book is about. In a mixed Year 2 and 3 class, the teacher used questions very effectively to encourage pupils to think about the feelings of characters in a book and developed a wider vocabulary by suggesting synonyms for words in the text. Most pupils have the confidence to speak in groups and in front of the whole class. This results from their good relationships with class teachers. With guidance, they learn to take turns to speak and they listen to what others have to say. They pay good attention to instructions from their class teacher. Pupils gain confidence in speaking to an audience during the plenary session of the literacy hour, which encourages pupils individually and in small groups to share their work. For example, pupils in Year 5 prepared the recitation of a rap for the rest of the class and showed good awareness of the need to make it interesting and dramatic to capture other pupils' interest. Class assemblies and end-of-year dramatic productions give pupils the valuable experience of speaking in front of adults and the whole school. Pupils learn to express ideas and feelings clearly and effectively. For example, pupils in Years 1 and 2 talked about the poem they were reading. The teacher reinforced the need to listen carefully and this helped to establish good habits of listening and contributed positively to pupils achieving sound standards.
50. Attainment in reading in Key Stage 1 is in line with national expectations, with about a third achieving above the level expected for their age. Pupils learn to read competently and fluently. They show good understanding and read with expression. They show sound comprehension of meaning and predict likely outcomes for stories. Most pupils use phonics as well as the context of the story to interpret unfamiliar words. They recall what they have read so far, sometimes using pictures as clues. Pupils are confident when reading to an adult and are keen to demonstrate their skills. The school has established a positive ethos for reading and parents are encouraged to participate. Reading books are taken home regularly and work done at home provides a good supplement to group reading in the literacy sessions. In Key Stage 2, pupils read from a wide variety of books and they begin to show a preference for particular authors or themes. Additional literacy support is provided for some pupils who are selected on the basis of their results in the Key Stage 1 tests and this is effective. The majority of pupils reach the standards expected at the end of Key Stage 2. By the time they leave the school, pupils read for pleasure and they do so fluently, accurately and with good expression.
51. Attainment in writing is below national expectations at the end of Key Stage 1, although it is improving. This is partly explained by the fact that the current cohort has a high proportion of summer-born pupils and about a third of the pupils are learning English as an additional language or are on the special educational needs register. Attainment is broadly in line with the standards expected at the end of Key Stage 2, although in Years 4 and 5, standards in written work are slightly lower. Some pupils exceed expectations for their age but the proportion failing to reach the standards expected is often lower than the national expectation. Throughout the school, spelling and handwriting are in line with age-related expectations. They reflect the additional time devoted to teaching these aspects outside the literacy hour. Standards of presentation are satisfactory. Pupils make steady progress in developing independent writing skills as they move through the school. In Key Stage 1, pupils learn to write sentences and short stories, using capital letters and full stops correctly. In response to concerns about the standards achieved in writing, teachers are beginning to extend pupils' skills by giving them the opportunity to write for a variety of purposes and across a range of subjects. More opportunities are also being made for pupils to write during the literacy hour. For example, some pupils in Year 1 made a zig-zag book to illustrate the life cycle of a moth. As a consequence of these developments, achievement in this key stage is good.

52. In Key Stage 2, pupils learn to structure sentences correctly and express their ideas clearly. They write creatively when composing a rap in Year 5 and a Haiku poem in Year 6. Across the key stage, pupils learn to write in a variety of styles and for a range of purposes including poetry, instructions, observations and summaries. However, pupils are not given sufficient opportunities to write in other subjects, such as science, history and geography. There is evidence, however, of some good links, for example, to music when pupils write about ballads. Few examples were seen of extended imaginative writing with pupils clearly drafting and editing their work. Although teachers mark work and acknowledge the effort pupils have made, there are few examples of teachers giving pupils clear guidance about what they needed to do to improve their work. Pupils study aspects of grammar and punctuation, such as apostrophes, and apply what they learn to improve their writing. In Year 6 pupils write from a variety of perspectives. For example, they write a newspaper account from a victim's and an eyewitness's viewpoint. Across the school, pupils with special educational needs and those who speak English as an additional language make good progress towards the targets set for them because of the good help given to them by support staff.
53. All teaching seen was satisfactory. It was good or better in approximately fifty-five per cent of lessons, with slightly more good or better teaching in Key Stage 2 than Key Stage 1. The quality of learning is also slightly better in Key Stage 1 than in Key Stage 2. Where teaching is good, teachers devise an interesting variety of activities to stimulate pupils' interest and enthusiasm and to enhance their learning. They have good relationships with pupils. Classes are well organised and managed and lessons are conducted at a brisk pace. Teachers use questions well to give pupils the opportunity to express their ideas and to assess pupils' level of understanding. This was clearly demonstrated in a Year 2 and 3 class when the teacher showed her obvious enthusiasm for a book with pupils and used it effectively to extend pupils' vocabulary and understanding of the text. Work is well planned and carefully matched to pupils' needs, especially in mixed age classes.
54. In most lessons pupils respond well. They are keen to answer questions and share their ideas. Pupils work well in groups and pairs. For example, in Year 6 they co-operate together to look at the number of syllables in words and to write their own haiku poems. In some literacy sessions pupils' responses are not as enthusiastic as they are in other lessons. Teachers have to spend time managing pupils and, as a result, the pace is not brisk. Sometimes the work is continued from the previous day and pupils appear reluctant to revisit the subject or to redraft and edit their work. This was seen in Year 5 when pupils had been composing a rap for several days. In Year 4, a minority of pupils appeared to lack motivation during a class discussion on rainforests, but, when questioned directly, they responded appropriately.
55. There is a suitable range of good quality books to support work in the literacy hour in classrooms, which includes a variety of non-fiction books. However, there is a large number of old books in the library which and contain very dated material and some of the books in classrooms also need replacing. The school is aware of this and plans to make suitable purchases when resources permit. Some pupils complete their work on computers and this gives them the opportunity to reinforce their word-processing skills. A drama club, visits to theatres, such as the Young Vic, and visiting drama companies enhance the curriculum appropriately.
56. There are good assessment procedures to track pupils' attainment as they move through the school. Samples of work are kept and individual targets are set for pupils, as well as group targets for reading. Staff are beginning to analyse test results to guide future teaching and look for ways of providing more opportunities to develop writing skills. The school fully implements the National Literacy Strategy under the guidance of the local authority. Additional time is also allocated to teaching handwriting and spelling, which has a beneficial effect on standards. The co-ordinator gives a clear lead in developing the subject and she has provided considerable guidance for staff who were unfamiliar with the National Literacy Strategy. There has been good support from the borough's Literacy Consultant, who has helped the co-ordinator monitor teaching.

MATHEMATICS

57. The results of the 1999 National tests at the end of Key Stage 1 indicated that the school's performance was below the national averages, both nationally and when compared with similar schools. Results have varied

since the 1996 inspection but since 1998 there has been an improving trend. The provisional results for 2000 indicate that this trend has been continued and that pupils are attaining above the national levels, with more pupils achieving at the higher level.

58. The results of the 1999 national tests at the end of Key Stage 2 indicated that the school's standards were below the national average although the percentage of pupils attaining at the higher level was in line with national averages. Since 1996, results have varied in a similar way to those for Key Stage 1, with an improving trend since 1998, and indications are that the results for 2000 will be broadly in line with national averages. Variations from year to year are due to the higher proportion of pupils with special educational needs in some year groups. Overall, girls have performed better than boys, which is against the national trend. At the time of the 1996 inspection, attainment was slightly above average at Key Stage 1 and broadly average at Key Stage 2. The findings of this inspection confirm that, in both key stages, pupils are on course to sustain the trend of the previous two years and attainment is securely at the nationally expected levels at the ends of both key stages.
59. Pupils achieve well in Key Stage 1. By the end of Key Stage 1, most can count up to a hundred in fives or tens and double numbers up to a hundred and forty. They can add two numbers mentally and generally explain the methods they use. Pupils learn to add three numbers together and add another number to a number under twenty by combining numbers. They demonstrate a clear understanding of the process during the lessons. In rigorous mental arithmetic sessions, pupils accurately count on and back from a given number and understand terms such as "equal to", "less than" and "more than." They use mathematical language appropriately and know how to check their answers with a number line or by using apparatus. Pupils select appropriate methods of addition and subtraction for problems and know the use they can make of the tables they have learned. Pupils read time past the hour and some higher-attaining pupils can recognise five minutes past and five minutes to the hour. Pupils sequence days and months confidently. They measure length in centimetres, weight in grams and understand simple fractions. Pupils have a good knowledge of two and three-dimensional shapes and know how to construct a graph. They know how to sort objects into groups, such as healthy and non-healthy foods, and they can complete Venn diagrams confidently.
60. By the end of Key Stage 2, pupils have made satisfactory progress and have an appropriate understanding of numbers. Most can add, subtract, divide and multiply numbers to a thousand and apply these operations to problems with distance, time and money. They understand square numbers and know the difference between area and perimeter. Most average and higher-attaining pupils have a growing understanding of multiplication tables and their quick mental recall is becoming more accurate. Pupils have good basic knowledge of shape and space and recognise which shapes are symmetrical and which can be tessellated. They have a growing understanding of the use of graphs and plot lines to show how many pounds are equivalent to United States dollars or to illustrate the conversion of Centigrade to Fahrenheit. Higher-attaining pupils are able to explain the process well and construct a series of questions for which their graph may be used effectively. Pupils confidently convert data from lists to a range of graphs and charts.
61. Pupils' attitudes, behaviour and personal development in numeracy are good. Their good behaviour has a positive effect on their learning in the lessons and very good relationships are a major factor in enabling pupils to work collaboratively and to learn from each other. They take care over the presentation of their work. Most pupils find personal satisfaction in mathematics as they move through the school and concentrate well on their recording work. They respond well to the teacher's enthusiasm and interesting presentation of activities, which are always matched well to their levels of ability. Pupils with special educational needs and those learning English as an additional language make good progress towards their targets and grow in confidence and self-esteem. At both key stages, pupils are carefully grouped and work is matched appropriately to the needs of individual pupils in the group. Contributory factors to the sustained improvements in attainment and progress include careful monitoring of the teaching of mathematics throughout the school, thoughtful analysis of previous National Curriculum results and the use of targets. Teachers are placing a greater emphasis on mental and investigative mathematics and the National Numeracy Strategy has been successfully introduced and implemented. The Year 6 'Booster Club' has been beneficial for some lower-attaining pupils.

62. The quality of teaching is good overall, with examples of very good teaching at both key stages. In the best lessons, teachers' enthusiasm challenges and inspires pupils. Throughout the school, the teachers' brisk presentation of ideas and well-chosen activities enable pupils to achieve good levels of confidence and competency with numbers and to use this knowledge to solve problems in a range of contexts. Teachers and learning support assistants, sometimes ably assisted by parent volunteers, work well together and this has a clear and positive impact on learning. The quality of learning is good and the imaginative development of mental mathematics through the National Numeracy Strategy has resulted in pupils' greater awareness of patterns in numbers. There are satisfactory opportunities for pupils to use their mathematical skills in other subjects. For example, counting skills are used in music to help pupils come in at the right time and the sorting of instruments into sets is a very good method of combining numeracy with musical knowledge and understanding. There is symmetry in the art of other cultures and in pattern and printing. Work is stimulating and interesting for pupils when they work out that, when Matisse painted his picture in 1955, the school had not been built. Pupils learn well in well prepared, challenging and interesting lessons.
63. The school has introduced the National Numeracy Strategy well so that pupils build a secure understanding of what they are taught. The subject is co-ordinated very well and good use is made of careful analysis of the school's results in national tests. Professional training is managed effectively so that staff acquire confidence and work well together as a team. Staff have a very clear understanding of current standards in the school and the strategies needed to improve them. There have been satisfactory improvements in this subject since the last inspection.

SCIENCE

64. In 1999, teachers' assessments at the end of Key Stage 1 showed that the percentage of pupils reaching the expected level was slightly below the national average. In tests at the end of Key Stage 2, the percentage of pupils achieving the expected level was broadly in line with the national average but below the national median figure. The average point score was below the national average but the percentage attaining higher grades was close to the national average. These figures, together with the fact that teachers' assessments were above the national average, suggest that there was a higher than average proportion of pupils who significantly under performed in the tests. The results were also below the average for schools having a similar proportion of pupils eligible for free school meals. Girls achieved better results than boys.
65. Evidence from observing lessons, scrutinising pupils' written work and talking to pupils indicates that there has been an improvement over the past year and that attainment at the end of both key stages is now broadly in line with nationally expected standards. By the end of Year 2, the majority of pupils can use their knowledge of life processes, such as growth and reproduction, when they distinguish between a frog as a living thing and non-living materials and objects. They are beginning to understand the concept of a fair test when they investigate how the height of a ramp affects the distance travelled by a toy car. They recognise the factors that must be kept the same in order to make comparisons and to make conclusions. By the end of Year 6, the majority of pupils know that an electro-magnet works by connecting a battery to a coil of wire wrapped around an iron rod. They find through experimentation that the number of coils of wire affects the magnet's strength. Higher-attaining pupils can plot a best-fit line graph of the number of coils against the number of nails lifted. Many pupils can confidently use appropriate scientific language in their explanations.
66. The quality of learning is good and pupils are now making good progress throughout the school. They use apparatus and record results to a satisfactory standard, their confidence increasing with age. The majority of pupils are interested in their work. They are attentive and use equipment and apparatus with care. They take part in class discussions answering questions thoughtfully and knowledgeably. They work well

together when organised in groups, sharing and developing ideas as they study. Their work is completed neatly and to the best of their abilities.

67. The quality of teaching is good throughout the school. The majority of lessons are lively, interesting and challenging to pupils of all abilities. In these lessons, teachers set high standards to which the pupils readily respond. Tasks are carefully chosen to meet the needs of pupils of all abilities. For example, in a good Year 6 lesson, the teacher set high expectations for the pupils to design an experiment from one of a range of possible investigations, ensuring that their proposals were practicable and produced fair results. They received very good support so that they all derived full benefit from this challenging work.
68. There is a good scheme of work that ensures continuity in learning in all the classes in each year group and as pupils' progress through the school. Often teachers develop pupils' skills in literacy by encouraging them to use appropriate scientific terms in their explanations. Skills in numeracy are developed as the pupils process, display and compare information from experiments. Pupils use information and communications technology for example when constructing a diagram to represent the life cycle of a butterfly. However, this technology is not used fully and opportunities are missed for using databases to process and compare information and to plot graphs.
69. There is a successful environmental studies club and pupils benefit from their studies of their pond and wildlife area. Older pupils visit an environmental studies centre. These activities add interest and contribute effectively to the quality of learning. Pupils' work is assessed regularly against National Curriculum levels of attainment. This assessment ensures that teachers are able to adjust their teaching plans in response to the pupils' achievements and difficulties. An experienced and knowledgeable co-ordinator ensures the subject is taught to a good standard and all the staff work well as a team, contributing to the satisfactory progress being made in the subject.

ART

70. Standards in both key stages are as expected nationally and pupils achieve well over time. There are particular strengths in the development of observational drawing skills, pupils' awareness of the work of a range of famous artists and the styles of art of other cultures. Standards have been maintained since the previous inspection.
71. At the end of Key Stage 1, pupils show good skills in colour mixing, using a subtle range of tones and shades in their work in the style of Monet. These skills are developed carefully from the reception class into Year 2, as teachers ask and answer questions about making different shades and tones. Pupils use their colour-mixing skills effectively to create darker or lighter shades, stating that they are adding "a tiny, tiny, amount of black or white." They mix pastels or paints thoughtfully; looking at the still life display they are illustrating and producing lively and impressionistic work, with some understanding of perspective. Good teaching leads to good gains in learning techniques. Teachers' choice of interesting, and often challenging activities leads pupils to work hard, achieve well and enjoy their work. For example, they discussed Matisse's work enthusiastically. Pupils recall visits to art galleries and the teacher whets their appetite for particular picture at the Tate Gallery. They show imagination and good use of language as they study a painting of a snail, talking of colours that "glow in the dark," or observing how the picture "would be dull without the black, because this makes the other colours show up well." They see so many shapes and stories in the picture that, when they cut up squares of sticky paper, they work hard and thoughtfully to produce their own very successful pictures in his style. Pupils at the end of the key stage show particularly well developed concentration when they sketch objects they can see in the room or outside. They respond very well and responsibly to the teacher's expectation that they should organise their own activity and produce detailed and interesting sketches by the end of the lesson.
72. At the end of Key Stage 2, pupils extend their skills in observational drawings very effectively when they work in the abstract style of Escher, experimenting with lines and examining the patterns and shapes they have created. Pupils like the optical illusions evident in the artist's work and produce high quality drawings of shapes in perspective. The teacher links science and art well when pupils use this style to draw invertebrates. Pupils are encouraged to reflect upon the work of William Morris and have produced attractive flower drawings and designs that show a good understanding of the artist, his period and the ways

in which his designs were used in textiles. They know how to work out repeating patterns and print their designs.

73. The subject is well taught and this encourages pupils to concentrate well and enjoy the subject. Teachers have a particularly good range of successful approaches to the subject. In one good lesson with a mixed Years 3 and 4 class, pupils showed great interest and enthusiasm when they watched the teacher's careful demonstration of how to mix and match colour, tint and shades. The teacher then ensured that every pupil had to complete a picture that was carefully matched to his or her artistic confidence and ability but which still included some measure of challenge. Higher-attaining pupils worked on more complex pictures, including portraits and detailed scenes. At the end of the lesson, pupils evaluated the level of difficulty they had with the task and what they learned. Everyone was very appreciative of the detailed work of one pupil who had drawn every brick in a picture of bridges crossing a river.
74. Staff give pupils a very good range of opportunities to learn more about art in other cultures, particularly Islamic, Indian and Asian designs. They draw, paint and embellish "Shisha" embroideries and use repeating patterns to produce borders with blocks from Rajasthan to display their work. Pupils use great care and skill to make polystyrene blocks to print Rangoli patterns and match colours of tissue paper precisely for orange, green and silver patterns, which they see in draped material. Parents, teacher and learning support assistants work well with pupils to help them learn techniques for tie and dye work. They produce unique designs and work out together why they are so different and how the materials, strings, thread, stones and folding influenced their designs.
75. Teachers plan and prepare well for lessons and use the ample range of resources to good effect. Pupils are, therefore, clear about what they need to do and set about their tasks with a minimum of fuss. Pupils, including those with special educational needs, try hard and make good progress in lessons because teachers maintain a good pace and time is not wasted. Effective class management ensures good behaviour and concentration levels and provides pupils with the security to experiment. Pupils' attitudes to the subject are good. The focused approach of pupils is a reflection of the enthusiasm and expectations of their teachers and has a positive effect on the quality of finished work.
76. The subject is well led by a capable co-ordinator who has a clear view of how she wants the subject to develop. Pupils have regular opportunities to participate in workshops with visiting artists and effective links are made with other subjects. This enriches pupils' experience. For example, pupils write about Monet in Year 2 and 3 and this gives them additional opportunities to find out information and write sensitively of their response to a range of work by the artist. Art makes a good contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

77. Owing to the way this subject is timetabled, it was possible to observe only one lesson during the inspection. Evidence of the pupils' progress has been taken from classroom activities, scrutiny of the pupils' written work and the things they have made. Throughout the school, pupils complete their work to standards, which are generally lower than can be expected for their age and abilities. They have only limited experience in all the aspects of the designing and making processes. They work with a restricted range of materials that includes paper and paste, dowel rod, card and fabric. Some pupils also have the opportunity to make food products.
78. The standard of pupils' skills and understanding has not improved since the last inspection but the quality of learning varies from class to class and there are some examples of good work. Very good learning was seen in the reception class, where the teacher has very good knowledge of the subject. She had high expectations for the pupils' work when they were designing and making a breakfast cereal, complete with the packaging. They produced clear diagrams of their designs and tested their products for taste, texture and appeal. The pupils clearly enjoy this subject and they take care with the quality of their work. They work well when organised in groups, sharing equipment and exchanging ideas. One class has made a range of papier maché bowls that have been painted and finished imaginatively and to a good standard.
79. The quality of the specialist teaching is good and teaching overall is satisfactory although teachers' knowledge of the subject is not secure. In the lesson seen, the classroom organisation and management of the pupils were good and all pupils received good support and encouragement. This lesson was planned

well to ensure that there was good emphasis on developing the skills involved in both designing and making and the pupils were encouraged to evaluate the things they made against their design intentions.

80. There is a scheme of work but it is not implemented effectively in all classes. Pupils' work is not formally assessed and samples of pupils' work are not kept to monitor standards. The subject does not have a co-ordinator to monitor the quality of learning and this contributes to the inconsistent standards seen. The tools and equipment and the range of materials are all limited. Improvement since the last inspection is unsatisfactory.

GEOGRAPHY AND HISTORY

81. The school's timetabling meant that it was possible to observe only three lessons in geography and one in history during the inspection and there was very little work provided for scrutiny. Discussions were held with pupils in Years 2 and 6 to ascertain the level and extent of their understanding of these subjects. On the basis of this evidence, no firm judgements could be made about standards of achievement. However, it is clear that pupils enjoy the topics studied and the tasks set for them and the work seen shows an appropriate understanding of the basic principles in both subjects.
82. The school has adopted the schemes of work provided by the Qualifications and Curriculum Authority for both subjects and built them into its overall curriculum-planning map. This ensures that the programmes of study set out in the National Curriculum are followed and the written work seen confirms that this is broadly the case. The co-ordinator for history is knowledgeable about the subject and monitors her colleagues' planning and the topics covered in each year group. The head teacher is acting as the co-ordinator for geography and has a well-informed overview of it. There are portfolios of pupils' work in both subjects, indicating exemplars of standards at each of the levels in the National Curriculum. This is good practice, which provides support for teachers. However, the arrangements whereby the two subjects are taught for only one half of each term and the limited amount of time allocated to them mean that there is insufficient continuity in pupils' learning. Pupils have difficulty in recalling facts that were learnt up to three months earlier, particularly in Key Stage 1, where the time allocated is below the national average.
83. The problems caused by this timetabling were illustrated in discussion. Pupils in Year 2 could remember the names of some famous people, such as Boadicea, Grace Darling, Florence Nightingale and Martin Luther King, but could not place them in a historical context or recall much factual detail about them. Similarly, they could remember the names of some locations, such as Kenya and Saint Lucia, but could furnish little geographical information about them. Higher-achieving pupils in Year 6 could describe features of mountainous areas, including the Peak District, and the formation of mountains, using appropriate language, such as 'tectonic plates' and 'faults'. They could also discuss the religious beliefs and practices of the Ancient Egyptians, using terms such as 'canopic jars' and 'sarcophagus'. However, other pupils were unable to join in these discussions and showed lower levels of recall and understanding when questioned.
84. Since the last inspection, progress has been unsatisfactory. Co-ordinators and schemes of work have been put in place but the timetabling difficulties identified then have not been remedied and there are no indications that standards of achievement have improved significantly.

INFORMATION TECHNOLOGY

85. At the ends of Key Stage 1, attainment is broadly in line with national expectations but it is below expectations throughout Key Stage 2. However, there have been significant improvements since the last inspection. There is now better equipment, a satisfactory scheme of work and much better teaching. However, some aspects of the curriculum are not fully covered and this limits what pupils can achieve. At the end of Key Stage 1, pupils can enter text using a fully featured word-processor. They can set out text creatively and change its size, colour and style. They know the main controls on the keyboard and they can use many of the more advanced features of a 'design and draw' application to create complex symmetrical patterns. By the end of Key Stage 2, they can use a spreadsheet application to enter the weights of members of the class in kilograms and convert these data to imperial units. They are beginning to create pages of text, paying attention to layout, and they can search for information on multi-media databases.
86. The overall quality of learning was satisfactory in the lessons observed. Pupils make sound progress throughout the school, particularly when using this technology to communicate information. The youngest pupils get off to a good start and they make very good progress in acquiring basic skills in using a computer.

They quickly gain confidence in using a 'paint and draw' application creatively. They combine regular shapes with freehand drawings and use the airbrush and other effects with the skills and the creativity normally seen in older pupils. The quality of learning was good in a mixed class of Years 1 and 2. Pupils were studying the need to sequence instructions carefully to control such devices as computers and washing machines. This difficult concept was explained very well through the effective use of everyday examples of procedures with stages missed out. The lesson was challenging and the teacher employed good use of appropriate technical language such as "logical order". Pupils with special educational needs make good progress when they use information and communications technology to develop their skills in literacy. The pupils work well together and they are prepared to share ideas and support each other in their learning. They look after the equipment and, when they have the opportunity, they enjoy using the computer in the classrooms. They work well without direct supervision, if required, and sustain their interest and concentration on the task set for them.

87. Overall, the quality of teaching is good throughout the school. This is an improvement since the last inspection. Classroom management and organisation are good and this allows individuals or small groups of pupils to work on the computer while the rest of the class is involved in other activities. Learning support assistants also contribute to good standards of learning during these sessions. Very good teaching was seen in Key Stage 1. For example, in one imaginative and challenging lesson, the teacher asked pupils to design a simple computer game that would use pictures, words and sounds.
88. There is a good scheme of work that ensures a progressive education as pupils move from year to year. However, some elements of the National Curriculum are missing or are not covered in sufficient depth. This is particularly significant at Key Stage 2, where opportunities for exploring simulations, collecting and presenting information in graphs, spreadsheet modelling and controlling and monitoring are not being offered frequently enough. Consequently, the school does not meet statutory requirements for this subject.
89. Pupils are encouraged to learn independently when they search for information on multi-media databases. The school does not have access to the Internet and pupils are not able to use e-mail but they do use a 'paint and draw' to work creatively. Computer applications are also used to develop younger pupils' skills in numeracy. Pupils with special educational needs also benefit from using applications to help them develop their skills in literacy and numeracy. Work is not assessed to National Curriculum levels of attainment and the progress of individual pupils is not monitored. This lack of accurate feedback reduces the effectiveness of teachers' planning in this subject.
90. The co-ordinator has worked extremely hard to support her colleagues and provide professional development, as well as to improve the quality of the equipment and software now available in the school. Staff are encouraged to develop their own skills. The school has significantly improved the quantity and quality of the computers and applications since the last inspection. However, this provision is still barely adequate to ensure that the pupils have the maximum access needed to meet all the new requirements for teaching the subject.

MUSIC

91. Levels of attainment in music have been maintained since the previous inspection and standards at the ends of both key stages are broadly in line with those expected nationally although pupils' achieve higher standards in singing. All pupils, including those with special educational needs and those learning English as an additional language, make good progress.
92. At the end of Key Stage 1, pupils have acquired a wide repertoire of songs and rhymes and sing together with great enthusiasm. Their tone is pleasant and their diction clear. Pupils come in happily to assemblies and singing lessons, listening very attentively to the teacher and to the music and they match their words well to the playing of the piano. They work with high levels of productivity and concentration because the teacher motivates them very skilfully to try even harder. They show great pleasure at the end of each song when they are praised for the quality of their performance. Listening skills are extended well as pupils listen

to one group's singing and anticipate when they are to join in the song. Hands shoot up after the first bars of the introduction of a song, as pupils are eager to tell the teacher that they recognise the tune. They concentrate very well when singing difficult tongue twisters and there is no loss of quality of sound when they increase the volume of their singing. In the reception class, pupils composed and followed their own graphic score for 'The Firebird', working in groups on chapters of the story. Through skilled and carefully focused teaching, pupils have learned to name and recognise many instruments. They can identify instruments, which are shaken, and those, which are beaten and place them in the appropriate groups. Pupils also know which instruments can be played in both ways.

93. At the end of Key Stage 2, pupils investigate the development of musicals since 1890 and learn songs by composers from Gilbert and Sullivan to Andrew Lloyd Webber. They are planning to research the lives and music of a number of composers and learn the structure of songs from a famous musical. Pupils make good use of the skills taught in the infants. They sing with a strong emphasis on diction, rhythm and tunefulness, listening to each other so that they sing well in unison. Their good listening skills are apparent when they sing rounds and they maintain their pitch well. The pupils in the choir learn to practise warm-up exercises before singing songs from "Fig Leaf Blues" and respond to a signal from the teacher to grow louder immediately because they are watching her so carefully. The pupils who learn to play instruments with peripatetic music teachers prepare for ensemble playing in a calm, mature manner. The high expectations of the teacher are made clear before playing begins and the pupils rise well to these, as they play challenging melodies and rhythms. Their individual skills are blended together well in the ensemble playing and pupils demonstrate considerable skill in reading a score. Pupils in Key Stage 2 have the opportunity to learn to play the recorder and they show good technique and fingering during their brief practice times and when they play in assemblies.
94. Music is taught very well in the school and pupils respond very well to this. They learn the words and any actions to go with songs very thoroughly and read the words off the overhead projector well. They are extremely enthusiastic and look forward to performing in concerts. The expertise of the teachers allows pupils to make good progress in developing a wide range of skills and techniques that are involved in composing, playing and performing music. The teachers' own musical skills and knowledge are used well to motivate and challenge pupils so that they achieve high standards and the quality of learning is very good.
95. Since the previous inspection, the co-ordinator has developed a good scheme of work, which covers all aspects of the National Curriculum and provides a very good range of learning opportunities. Resources are satisfactory for the current needs of the curriculum. Pupils enjoy the opportunities to participate in workshops when artists visit the school and the support given by the Friends to enable the school to finance these visits is greatly appreciated. The school's performances are much enjoyed by groups in the community and the quality of music makes an important contribution to assemblies, where all pupils have opportunities to sing and listen to music. Music makes a very effective contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

96. Standards at the ends of both key stages are similar to those expected nationally. Pupils with special educational needs are supported well so that they have full access to the curriculum. The satisfactory standards reported for pupils in Key Stage 2 at the time of the last inspection have been maintained. Pupils in Key Stage 1 are now also working at the levels expected, with appropriate work set for them. This is an improvement since the last inspection.

97. Gymnastics, games and dance lessons were seen during the inspection. Pupils in all year groups show sound control of their movement and they have a good awareness of each other's space. Teachers reinforce these elements well throughout lessons. In Year 1, pupils develop throwing and catching skills when they land bean bags in hoops and throw quoits for their partners to catch. Pupils develop their games skills as they work with each other in teams, for example when they play cricket and football in Years 3 and 4. The subject makes a good contribution to the development of pupils' personal and social skills. Pupils' attitudes are good, they work hard and co-operate well with each other when working in a team or a small group. An example of this was seen in a dance lesson for pupils in Years 2 and 3 when they worked in small groups to perform good quality sequences of movement involving a variety of body shapes.
98. In the lessons observed during the inspection, the teaching varied from satisfactory to very good and, overall, it was good. Teachers manage pupils well and develop pupils' skills by giving careful attention to improving their techniques. As a consequence, they learn well. For example, when pupils in Year 6 were practising chest passes, the teacher demonstrated, observed the quality of their performance and then provided additional support to those who needed it. In Key Stage 1, teachers take advantage of opportunities to reinforce counting skills, such as counting the number of pupils in a group or the number of catches they make. In the reception class, good use is made of lessons to develop pupils' listening skills when they given complicated instructions to do things such as making shapes where their knees are low, or with only one hand and one foot touching the mat. Adults with expertise in a range of sports, including cricket and rugby, are invited to the school from time to time to share their skills by giving short courses.
99. There are no opportunities for pupils to take part in competitive games with other schools and the sports day has been discontinued until another suitable venue is found. However, a 'fun day' has been organised instead and there is a small range of activities organised outside lesson time. For example, there is a Ukrainian dance club and a football group at lunchtimes. Both are well attended by boys and girls. Other activities also take place after school but they are dependent on parental contributions. Improvements since the last inspection have a positive impact on the quality of the provision and pupils' learning. Pupils' skills are developed gradually as they move through the school because teachers now follow the schemes of work introduced after the last inspection. The schemes provide clear guidance about what is to be taught and they give good support to teachers. They also ensure that new work builds on what pupils already know and understand, so that skills are gradually built up. However, arrangements for assessing pupils' progress through the school are not satisfactory. The co-ordinator has appropriate knowledge of the subject and offers valuable help to colleagues. For example, he monitors planning and ensures that all aspects of the subject are covered, including swimming and some outdoor pursuits. He also gives demonstration lessons and gives support and advice.

RELIGIOUS EDUCATION

100. Attainment at the end of both key stages is in line with the expectations set out in the locally agreed syllabus. All pupils, including those with special educational needs and those learning English as an additional language, make satisfactory gains in knowledge and understanding. This is an improvement since the last inspection when there was some unsatisfactory learning in Key Stage 2.
101. By the end of Key Stage 1, pupils have a satisfactory knowledge of several world religions. They know about the festivals and rituals associated with Christianity, Islam and Sikhism as a result of clear, direct teaching. Pupils are beginning to learn about significant artefacts and symbols in Christianity through a visit to a church and pictures and books. For example, pupils looked at a picture of a stained glass window and saw how a story can be retold without words. The idea was extended well when the teacher asked pupils to design a window to depict a significant event in their own lives. Pupils know that the Old Testament tells stories from before Jesus was born and the New Testament tells of his birth and life. Pupils talk about stories they have enjoyed. They develop an understanding of what happens during Ramadan and the festival of Eid, which is reinforced well by a member of staff sharing her experiences. By the end of Key Stage 2, pupils have studied Jewish and Hindu festivals and looked at how significant events, such as weddings, are celebrated in various religions. In Year 6, pupils learn about the Jewish way of life, including the use of kosher food and the impact this has on the types of meals eaten and the way food is prepared. In Year 4, pupils learn about the 'Four Noble Truths' in Buddhism. A strength of the teaching is the way it helps pupils learn to respect the views and values of others, providing good support to the spiritual, moral, social and cultural development of all pupils.

102. Teaching is good overall. The provision for pupils in Key Stage 2 has improved since the last inspection. Teachers have sound knowledge of the subject, reinforced by additional material supplied by the co-ordinator. Pupils are given time to reflect and develop a respect for other people's values and beliefs which improves their learning about other religions. Teaching is planned from the locally agreed syllabus and learning objectives are clear and precise. In all lessons, relationships are good, creating a pleasant learning environment. Pupils respond well to this, showing good attitudes, and they are keen to share their own ideas. There are no formal assessment procedures although the co-ordinator has recently received training to help develop a new system, which records pupils' knowledge and understanding. Teachers make opportunities for pupils to talk about their feelings and ideas and this makes a good contribution to the development of their speaking and listening skills. The amount of time allocated to the subject is below that normally found and, as a result, there are few opportunities for pupils to write more than a few sentences or fill in a worksheet to show their understanding or record their ideas. Consequently, the subject's contribution to the development of pupils' recording skills is limited, especially when it is taught by a part-time member of staff and the work is not linked to other class activities.
103. There have been several improvements since the last inspection. There is now an active co-ordinator who monitors planning and provides valuable help and support but she does not have the opportunity to monitor teaching. More use is now made of visits to local places of worship, such as a church and a mosque. In addition, parents and other adults linked to the school take part in lessons to extend pupils' knowledge and understanding by talking about their personal experiences. Good links are also made between the work done in class and class assemblies, which enable pupils to share their work with the whole school and their parents. The satisfactory range of school-based resources, including artefacts from the principal religions and a selection of books, which are supplemented by topic loans, are used well in lessons and for displays.