

INSPECTION REPORT

**ST PAUL'S WITH ST MICHAEL'S C of E
PRIMARY SCHOOL**

Haggerston

LEA area: Hackney

Unique reference number: 100269

Headteacher: Mrs Deirdre Whittaker

Reporting inspector: Tom Shine
24254

Dates of inspection: 15th - 18th January 2001

Inspection number: 187638

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Voluntary
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	57A Brougham Road Haggerston Hackney
Postcode:	E8 4JU
Telephone number:	020 7254 1927
Fax number:	020 7923 2449
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Alan Everett
Date of previous inspection:	15 th July 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24254	Tom Shine	Registered inspector	Science Music Physical education Equal opportunities English as an additional language	How high are standards? How well are pupils taught? How well is the school led and managed?
9769	Margaret Morrissey	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
7336	Lindsay Howard	Team inspector	English Art and design Design and technology History The foundation stage	
17460	Roger Baker	Team inspector	Mathematics Information and communication technology Geography Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This voluntary primary school is one form of entry and has 216 on roll, including 25 in the full-time nursery. There are slightly more girls than boys overall, but the imbalance is very marked in some year groups where there are twice as many girls than boys. In Year 6, on the other hand, there are considerably more boys than girls. Although attainment on entry to the reception class is higher than the average in the local education authority, it is lower, and in some years much lower, than that found in most schools nationally. Well over a quarter of pupils are on the special needs register, most have learning needs of a moderate nature and only one has a statement of special educational needs (SEN) which is below average. The majority of pupils with SEN tend to be clustered in a few year groups. The social needs on the well-established council housing estate are high; for example, the number of pupils entitled to free school meals is well above average for schools of this type. The majority of pupils are made up of three main ethnic groups: 24 per cent Black Caribbean, 40 per cent Black African and over 8 per cent from other Black communities. Less than four per cent originate from the Indian sub-continent. About 25 per cent of pupils are white. Most are fluent in English but over 30 children have additional help to learn English; most of these are Turkish. Other languages most frequently spoken are Yoruba, Twi and Bengali.

HOW GOOD THE SCHOOL IS

This is an increasingly effective and improving school in which good teaching ensures that all groups of pupils are making good progress in English and mathematics, standards of which are improving. Standards in Year 6, however, are not as good as in many other year groups because there is a large proportion of pupils with SEN (*over 46 per cent*) in the class. However, pupils with SEN and from ethnic minorities are fully integrated. The headteacher and staff are very committed to raising standards and are effectively supported by the governing body. The school provides good value for money.

What the school does well

- Teaching is good or better in three out of four lessons and, in these lessons, pupils make good progress.
- The headteacher provides very good leadership and is supported well by the governing body in creating an effective learning environment.
- Support for pupils with SEN and those for whom English is an additional language (EAL) is good and this contributes to their good progress.
- Pupils' personal development is promoted well and this has a positive effect on their behaviour which is very good; their very good attitudes to learning help them make progress.
- Children in the foundation stage (*from the nursery to the end of the reception class*) are well supported and they make good progress.

What could be improved

- Standards in science in Years 2 and 6 are below average and in design and technology (DT) throughout the school are unsatisfactory.
- Teaching and planning for key skills in art and design (AD), geography and history need to be improved.
- Information and communication technology (ICT) is insufficiently used to support other areas of learning.
- Provision, including equipment, for outdoor play for children in the foundation stage to develop their physical development is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in July 1998, the school has made tangible progress in improving standards. The most significant improvement has been in the quality of teaching which is much better than it was at the last inspection, with more teaching now that is good or better and with significantly fewer lessons that are

less than satisfactory. The result is that standards are improving, although these are more discernible in most of the classes below Year 6. Most of the issues identified in the last report have been successfully addressed. Standards in English, ICT and AD throughout the school are better than they were. Parents and governors are more involved in the educational partnership between home and school. Standards in DT are still below those expected nationally, as teachers have inadequate knowledge of the subject and the school has not addressed this sufficiently.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	D	B
mathematics	E	D	D	B
science	E	D	E	E

Key

well above average A

above average B

average C

below average D

well below average E

This table shows that, taking account of the performance of *all* pupils in the year group, standards are below the national average in English and mathematics and are well below in science. However, the picture is much more positive if we compare the school's performance with those in similar circumstances, that is, *schools with a comparable proportion of pupils entitled to free school meals*. Using this measure, the English and mathematics results are actually above average, although those for science are still well below average. If we compare the results above with their prior attainment (not shown above), the picture is even more positive. Compared to other schools that achieved similar scores in 1996, when these pupils took the Key Stage 1 National Curriculum tests, they are well above average in English and mathematics, indicating they have made very good progress, although the school's performance in science is below average. Taken together, the overall trend in results is similar to the national trend, but in science it is inconsistent, suggesting a need for more focus on the subject.

Inspection findings broadly mirror the National Curriculum test results and show continuing progress, with standards in English in line with national expectations when pupils are 11. This subject has improved most markedly and reflects the emphasis given to it, with pupils achieving well considering their attainment on entry to the school. Standards in mathematics and science are below what is expected for pupils aged 11, although they are up to the expected standard in the classes for pupils aged 8 to 10. In science, in Years 5 and 6, pupils are given insufficient opportunities to develop their investigative skills. The school's targets for English, set some time ago, do not reflect the progress made since, but are appropriate for mathematics.

The results of the National Curriculum tests for pupils aged seven show standards in reading are below the national average and are well below in writing and mathematics. Inspection findings show standards in reading, writing and mathematics are typical for seven-year-olds and they are benefiting from the successful introduction of the National Literacy and Numeracy Strategies and good teaching. Standards in science are below those typically found for pupils this age.

In most other subjects, standards are broadly typical for pupils aged 7 and 11, except in design and technology, which is below average, and music, where standards are good. There was insufficient evidence to make judgements about physical education for pupils up to the age of 7 years. Although attainment is below average in literacy and numeracy when they enter the reception class, children make good progress and are on course to achieve the early learning goals by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' interest in their lessons and enjoyment of school helps them make progress.
Behaviour, in and out of classrooms	Good in and around the school. Pupils are polite and courteous.
Personal development and relationships	Pupils have very good relationships with each other and with all members of staff. They willingly take on responsibilities when asked.
Attendance	The attendance rate is below the national average. The rate of unauthorised absence is above the national average.

Pupils' very positive attitudes and behaviour are very influential features in their learning.

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 has improved since the last inspection when it was satisfactory or better in 90 per cent of lessons and was, therefore, unsatisfactory in 10 per cent. It was good in half of lessons. In this inspection, teaching was satisfactory or better in over 96 per cent of lessons and was very good or better in almost 20 per cent. Less than 4 per cent of teaching was unsatisfactory and the overall quality was good or better in 75 per cent of lessons. In the lessons seen, teaching was consistently good in the foundation stage (*covering the nursery and reception classes*) and in both key stages, overall. The school attributes this improvement to a number of factors including improved teamwork (*with class teachers sharing their expertise*), training and monitoring of teaching, particularly in literacy and numeracy, improved planning and assessment of pupils' progress. Throughout the school, the teaching of literacy and numeracy is good, overall, and much of it is very good, as teachers have a good grasp of the national strategies to teach these skills.

The needs of all pupils are generally well met, including pupils with SEN and EAL. Good support from the teachers in the Ethnic Minorities Achievement Service (EMAS), who work well with class teachers, enables pupils from different cultural backgrounds to learn effectively. In the best lessons, teachers plan well and have clear objectives and use incisive questioning. Weaknesses in some teachers' subject knowledge suggest the need for further training.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and reasonably well balanced and meets statutory requirements.
Provision for pupils with special educational needs	Good. The school identifies the needs of children early and support provided by teachers and classroom assistants is good.
Provision for pupils with English as an additional language	This is good. Pupils new to the school are assessed early and the teachers from EMAS work very well with class teachers to ensure that all pupils have full access to the curriculum and make good progress.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Provision for pupils' moral development is very good; teachers act as good role models. Spiritual, social and cultural aspects of pupils' personal development are good.
How well the school cares for its pupils	The school provides high levels of care for its pupils.

The school works well with parents. The school places strong emphasis on the development of all pupils' literacy and numeracy skills and is right to provide additional time for pupils to practise their writing skills.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership and management to raise standards and is well supported by her senior staff.
How well the governors fulfil their responsibilities	The governors are very supportive and fulfil their statutory responsibilities well.
The school's evaluation of its performance	This is good. The headteacher monitors teaching to improve classroom performance and teachers track the progress of individual pupils well.
The strategic use of resources	This is sound. Funding for SEN and EAL is used well, but there is a higher than usual under-spend in the budget.

The number, qualifications and experience of the teaching and support staff are good. Learning resources are adequate, overall, but the library is very small and its books are inadequate. Outdoor play equipment for children in the reception class is also inadequate. The school applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • They make good progress. • Behaviour is good. • Teaching is good. • The school is approachable. • It has high expectations. • The school is well managed and led. 	<ul style="list-style-type: none"> • The right amount of homework.

Inspectors agree with parents' positive comments in the questionnaire and at the meeting. There was no broad agreement about homework at the meeting, with some parents saying there was too much and others not enough. On the limited evidence available, inspectors found that the provision of homework was satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the foundation stage in the nursery, their attainment fluctuates from year to year, depending on the proportion of children with English as an additional language, special educational needs and the gender balance of girls and boys, but typically is well below average. Attainment also fluctuates within the year group; a few children, for example, have well-developed reading and writing skills. Their personal and social skills are least well developed. Children benefit from good teaching and the experience of full-time provision and they make good progress. This is shown through evidence from the baseline assessment data, indicating that when children enter the Reception class their attainment is still below the average typically found nationally, but they have improved (*although they are well above compared to the local authority's standards in all areas of development*). By the time they leave the reception class, the majority reach the Early Learning Goals in *personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development*. In some areas of *communication, language and literacy and mathematical development* in the present reception class, some children exceed the goals. In *physical development*, outside provision in the reception is inadequate; the outside play area is too small to house appropriate equipment to fully extend children's physical development. This aspect of the early learning goals prevents many children, especially those of higher attainment, building on the good progress they have made in the nursery.
2. In the 2000 National Curriculum tests for seven-year-olds, their overall performance in reading was below the national average but was above the average when compared to the performance of pupils in similar schools. Over the last three years, pupils' performance has been marginally above the national average, with girls performing slightly better than boys. In writing, the test results in comparison with all schools were well below average. In comparison with similar schools, their performance was better but was still below average. Over the last three years, pupils' performance has been just below the national average. In mathematics, results were well below the national average, but they matched those of similar schools. Teacher assessments in science were well below those nationally, although the performance of these pupils, now in Year 3, is much better and leaves some doubt as to the reliability of these assessments.
3. In the 2000 National Curriculum tests for eleven year olds, the percentage of pupils achieving the expected level (4) in English and mathematics was close to the national average but was well below the national picture for pupils achieving higher levels. If we compare the performance of *all* pupils in the year group, they are below average but are above average compared to those in similar schools. Compared to how these pupils performed in the National Curriculum tests in 1996, when they were seven, they are doing very well. The targets for these subjects were easily exceeded, suggesting they were set too low. The school's explanation is that small changes in pupil mobility in this year group, after the targets were set, produced disproportionate, but beneficial, changes in the results. It also accepts that target-setting was then new to the school and it had not devised procedures for tracking pupils' progress in order to set realistic but challenging targets. In science, the percentage of pupils achieving the expected level in the tests was well below the national average and was also well below when compared to similar schools. The results in science fluctuate from year to year and are generally below average. Given the general good teaching in the school, this suggests there is insufficient emphasis on the subject. Over the past 3 years, the performance of girls in the tests has been significantly better than boys, although there were no discernible gender differences observed during the inspection.
4. Inspection findings broadly reflect the National Curriculum test results at age 11, with standards in English being generally at the expected level. These represent good progress, because when these pupils were aged seven, their attainment in reading and writing was well below average. Standards are improving throughout the school and are benefiting from the successful introduction of the National Literacy Strategy and additional provision for extended writing. Standards in

mathematics and science are below what is expected at this age, but there is evidence of some improvement. When these pupils were aged seven, their attainment was, respectively, well below average and in the lowest five per cent nationally. The National Numeracy Strategy is having a positive impact on standards and there is evidence of improvement further down the school, but it has had less time to fully benefit Year 6, with a very high proportion of SEN pupils. Science is also up to standard in other year groups in Key Stage 2.

5. Inspection findings show that, at age seven, standards in reading, writing and mathematics are typical and are better than the national test results would suggest. The National Literacy and Numeracy Strategies are having positive effects and pupils are also benefiting from good teaching. With two thirds of the class on the SEN register, pupils achieve well. Standards in science are below those typically found for pupils this age. The teachers have detailed knowledge of all groups in the school and the standards and achievements of pupils with SEN or EAL are rising from year to year.
6. When they enter Year 1, most pupils have a limited vocabulary, but good knowledge of sounds and letters. They make a good start in reading and a sound start in writing. Pupils with SEN are identified early and are given appropriate learning targets and support, which helps them make good progress. At both ages seven and 11, standards in speaking and listening are satisfactory. At age seven, pupils talk confidently about matters and events that are familiar to them but they find it harder to discuss and reason logically. The pupils' vocabulary is built on and extended through repetition by the teacher. As pupils progress through the school, they improve their ability to express themselves and are encouraged to do so by their teachers. By age 11, most pupils speak confidently and enjoy performing and watching others perform in class, in assemblies and in concerts. They listen well and their levels of concentration have improved throughout their time in the school.
7. At age seven, pupils' reading skills are satisfactory. They read a range of material accurately but this accuracy is not matched by their understanding of the text. In group-work they enjoy reading stories. Lower attaining pupils use picture cues to help with the text, but their reading is less accurate. Higher attaining pupils are fluent and accurate; they read independently but with a limited grasp of meanings. Most pupils use phonics sensibly to help them identify unfamiliar words. At age 11, reading is satisfactory. Most pupils read widely and fluently. They read accurately in whole class and group work, making confident contributions to lessons. When reading individually, they select from a wide range of authors and have well reasoned preferences. In this class, pupils' levels of understanding do not match their accuracy and fluency. They enjoy reading and most of the older pupils read a range of comics and magazines at home as well as their school books. The pupils draw on a wide range of non-fiction texts, CD ROMs and the Internet to acquire information. Although pupils with EAL and from ethnic minorities receive good support, their lack of ability to skim and scan and their lack of understanding limit their progress.
8. At ages seven and 11, pupils attain satisfactory standards in writing overall. Standards are improving. By age seven, pupils write punctuated sentences using capital letters and full stops. They are beginning to organise and structure their work well. Spelling is increasingly accurate and pupils support one another to sound out words, making good attempts for difficult words. Higher attaining pupils are challenged to write in greater length and to find interesting descriptive words and phrases, whilst those of lower attainment are given supported tasks that link with their individual learning targets. By age 11, the pupils' writing demonstrates an appropriate range of styles for different purposes and audiences. Higher attaining pupils write competently and use all the strategies they have been taught to improve their writing. However, they still find it hard to write in complex sentences joining them together using appropriate connecting words. They write more easily when the subject matter is familiar to them but find it hard to be imaginative in a sustained manner. Since the last inspection, the quality of pupils' handwriting has improved overall. There is a consistent approach to forming and joining letters. All pupils practise handwriting skills regularly but these are not used consistently in all written work. Older pupils do not write consistently in pen. Literacy is beginning to be used well in other subjects, for example, in some work in science and in geography and history.

9. At age seven, pupils benefit from quick-fire sessions in mental calculations at the beginning of lessons and have secure skills in mental mathematics. Standards in numeracy are sound. They count accurately to 100 in 2s, 5s and 10s and are beginning to count backwards from 100. Higher attaining pupils identify sequences including odd and even numbers and most pupils know the common mathematical signs and simple number facts to 10. Pupils are able to use these facts to complete calculations involving shopping. By the time they are 11, most pupils multiply and divide accurately. Higher attaining pupils are familiar with the four operations (*addition, subtraction, multiplication and division*) to solve problems involving money or measurement. However, most pupils require considerable guidance and help to succeed with these types of problems. Most pupils have sound knowledge and understanding of *shape, space and measures* and *handling data*. Pupils use graphs well to plot or extract information, as in the range of temperatures in an arctic climate. Numeracy is used well in other subjects, for example in science and in DT.
10. In science, at age 7, in *scientific enquiry* pupils explain clearly the start and end of an experiment on heat, and what happens in between. In life processes and living things, they record that humans and other animals need food and water to live and the effect of exercise to stay healthy. In *materials and their properties*, pupils use charts to record their findings on the effect of manipulating objects made of different substances. There is evidence of reasonable progress since the beginning of the Autumn term, especially in terms of presentation and handwriting. Pupils study simple series circuits and identify which circuits will work and which will fail. Pupils' oral work is better than their written work would suggest and they use scientific vocabulary well. They make satisfactory progress overall. Achievement is good in relation to their prior attainment and the high percentage of SEN and EAL pupils in the group. At age 11, pupils mainly study *life processes and living things* and, to a lesser extent, *materials and their properties* and *physical properties*. Pupils are insecure in *scientific enquiry* as there is not enough emphasis placed on it. Pupils write about what they would do to separate materials, but are not experienced in testing-out their ideas. Although the quality of most of the work is below that expected nationally, there is evidence of good use of scientific vocabulary. Much of the presentation is good. In lessons, pupils display more assurance in the subject than their written work suggests. They show satisfactory understanding of the forces acting on a parachute and are able to explain clearly the forces pulling it down and slowing it up. In the lesson observed in Year 6, all pupils in this class make good progress, including pupils with EAL, who are well supported, and pupils with SEN. Achievement is satisfactory overall.
11. In ICT, standards are broadly at expected levels when pupils are aged seven and 11. This represents improvement since the last inspection when standards were unsatisfactory. All pupils, including those with SEN and EAL, make sound progress overall in their learning. Word processing skills are developing soundly throughout the school. However, the improving word processing skills are not consistently being used to support work in other subjects. This is because pupils are not given sufficient opportunities in all classes to extend their skills outside of the time-tabled computer sessions. At age seven, pupils make good use of simple keyboards to learn basic skills. They know the names and functions of the major keys on the keyboard and have some understanding of saving a file. All use the mouse confidently and know how to use programs designed to revise basic skills, for example, in mathematics. At age 11, higher attaining pupils have a good knowledge and understanding of a range of editing techniques, for example cutting and pasting sections of text. Some pupils colour and centre the text, and draw a border around it. Generally pupils are increasingly confident in their use of a limited number of programs that are available and use the Internet to gain access to information, for example to acquire information about mountains and rivers. However, such instances are rare. Some pupils confidently use their knowledge of how to access information by typing in the correct "address" and use the search facility effectively.
12. In most other subjects, standards are broadly in line with the standards expected when pupils are seven and 11. This includes art and design which, at the last inspection, was below the standards expected. In DT standards remain as they were at the last inspection, below nationally expected levels. This is because most teachers lack the necessary expertise and require training. Throughout the school the good standards in music reported in the last report have been maintained. There was insufficient evidence to make judgements about physical education for pupils up to the age of seven years. In the questionnaire and at the meeting, parents were happy with the standards in the school and with their children's progress.

Pupils' attitudes, values and personal development

13. When children enter the nursery, they respond well to their teacher's high expectations of very good behaviour and are keen to learn. These positive attitudes and very good behaviour, instilled when they are very young, remain with them throughout their school career. All pupils, including those with SEN and EAL, have very positive attitudes to work and to the whole life of school, which is a happy and industrious community. Pupils work well and all are very comfortable with class routines. In lessons, pupils' response is much more positive than at the last inspection. They settle quickly to work after effective morning and afternoon registrations. They contribute well in lessons, as in a science lesson in Year 4. Pupils worked to measure temperature and discussed the task and predicted outcomes. They showed some amazement that the temperature would rise from freezing if it was left over a period of time and were keen to challenge the teacher's opinion and make discoveries for themselves. In all year groups, examples were seen of pupils sharing their work with the class. Inspection confirms parents' belief that the pupils have a clear understanding of what is expected of them. Overall, pupils were keen to show and discuss their work. Pupils understand their targets and what they have to do to improve and meet them.
14. Pupils respond well to the many opportunities that strongly encourage personal development and very good relationships to flourish. They are involved in daily routines, such as in nursery and reception where children clear away after work and play. In all years, pupils respond well as monitors for general duties. Reception children benefit from the paired reading scheme with pupils in Year 3. These pupils read with expression and humour and discuss amongst themselves how best to help the younger children understand that the title was *Windy Day* rather than *Windy and Day*. One said, "Tell him" the other said "He knows really but he wants to say that". The School Council is making a significant contribution to pupils' personal development. Pupils are proud to be councillors and display signs of leadership and responsibility to others. Relationships in the school are very good; pupils share resources, take turns and listen to one another. Parents confirm that their children enjoy school and are keen to attend and arrive punctually.
15. Behaviour in lessons is very good. The school's approach to encouraging self-discipline and building a harmonious community is excellent. Pupils respond well to this and all are well integrated into the school; it is no surprise, therefore, that there is an absence of unacceptable behaviour, bullying or racist attitudes in the school. Teachers plan well for all pupils in their classes and provide a good range of suitable work. Parents are pleased that teachers talk things through with pupils and parents and that issues are dealt with immediately.
16. Attendance levels are slightly below the national average but have continued to improve over the last three years and are still rising. The level of unauthorised absence is above the national average but is mostly due to pupils who have left the school and are not taken off roll, until notification is received from the receiving schools.

HOW WELL ARE PUPILS TAUGHT?

17. Throughout the school, the quality of teaching is good overall. It is particularly good in the foundation stage, with 100 per cent being satisfactory or better and 91 per cent being good or better. In Key Stage 1 (*for pupils in Years 1 and 2*) it is satisfactory or better in 92 per cent and is unsatisfactory in 8 per cent – one lesson. In Key Stage 2 (*for pupils in Years 3 to 6*) it is satisfactory or better in 97 per cent of lessons and is unsatisfactory in 3 per cent – again just one lesson. Overall, teaching is good or better in nearly 76 per cent of lessons, and is unsatisfactory in less than 4 per cent; the remainder are satisfactory. Teaching has improved since the last inspection when 10 per cent of lessons was unsatisfactory and 50 per cent was good.
18. The school believes this improvement in teaching is due to a number of factors:
 - improved teamwork (*with class teachers sharing their expertise*);

- more training and monitoring of teaching, particularly in literacy and numeracy;
 - improved planning and assessment of pupils' progress;
 - significant teacher turnover since the last inspection with some weaker teachers leaving.
19. The teaching of literacy and numeracy is good, overall, and much of it is very good, as teachers have a good grasp of the national strategies to teach the basic skills in these essential areas well.
20. Throughout the school, the good standard of teaching is founded upon very good relationships between teachers and their pupils. Teachers know all their pupils well and are skilled in engendering an atmosphere in which all in the class feel valued. Their expectations are high and classroom routines are well managed, resulting in pupils sustaining concentration and giving them confidence to question and develop a capacity for independent work. Consequently, pupils are willing to take risks, for example, to attempt to answer questions, even if they are unsure of the answer, knowing it will be respected. Teachers are particularly skilled in ensuring that the needs of all pupils, including those with SEN and EAL, are well met at all times and this is a particularly positive feature of the school. All staff, as well as class teachers, are fully involved in pupils' learning, because they are valued, and are allowed to play their full part. These include:
- the *nursery nurse* in the foundation stage who works well with both nursery teachers (*as they job-share*);
 - the *teachers from EMAS* who have formed effective partnerships with the class teachers and support well, both pupils who are acquiring English, and also those who need to be extended to meet their full potential;
 - *support assistants* who work alongside class teachers helping pupils with SEN to make good progress.
 - *the teacher in the reading recovery programme* who liaises well with class teachers and uses a range of strategies that help pupils learn.
21. Good, effective planning is a particularly strong feature in the best lessons; they move along at a good pace, maintaining pupils' interest, and work is appropriately directed to the needs of different groups in the class. In some year groups the use of devices such as "*Traffic Signals*," where pupils indicate whether they found the task easy or difficulty, helps the teacher in planning for the next lessons and gives the pupils confidence in what they have achieved. In the nursery, the two teachers who job-share plan well together. All teachers have clear objectives which they share with their pupils at the outset of the lesson. In an outstanding physical education lesson in Year 4, the teacher explained, "*Today we are going to do movement to music using different parts of our bodies.*" These were reviewed with the class at the end of the lesson. In a mathematics lesson in Year 6, the teacher concluded by asking, "*What was the objective of the lesson?*" The class replied, "*To multiply by 15 and 30*". Good planning also takes account of the need to encourage the development of technical language relevant to the subject and this is promoted by the use of the teacher's own language. In Year 6, in science, the class was studying forces, and the effectiveness of different parachute design in dealing with gravity and air resistance. The teacher explained, "*We are hypothesising at the moment. It may or may not work.*" In Year 2, the teacher emphasised the investigative process as pupils worked on arranging electrical circuits, "*Science is about making predictions, testing them and seeing if they work*".
22. Good questioning challenges pupils effectively to recall their previous learning and also enables the teachers to assess whether pupils have sufficiently grasped the concepts to move on to the next stage of learning. In lessons, teachers' questions are directed at the full ability range within the class and this enables all pupils to play their full part. In Year 1, the teacher led the class in studying the poem *Who lives here?* "*What was special about those lines?*" she asked. This question involved all members of the class effectively and the pupils responded well and, in small groups, discussed the poem sensibly and in a mature way. The best questions are succinct and challenging. When the teacher in a mathematics lesson in Year 6 asked, "*What is a factor?*" she was able to assess from the pupils' answers whether they had sufficient grasp of this concept to move on to the planned lesson or whether further reinforcement of the concept was needed.
23. Teachers' subject knowledge is generally good, particularly in English and mathematics. Science teaching is also good in the lessons seen, but there are gaps in some teachers' knowledge, for

example in *scientific enquiry* and, in one history lesson observed, the teacher's subject knowledge was insecure. The specialist music teacher's expertise is very secure and is used well. Teachers' medium and long-term planning does not take account sufficiently of the skills required to be learned and practised in some subjects; the investigative skills in science is one example, but there are others, such as in DT, art and design and geography and history. However, this is not simply a question of teachers' planning, as many teachers need training in these areas to improve their skills. Many teachers' knowledge of ICT is insecure and this is why they are hesitant to encourage pupils to use the subject in other areas of learning.

24. Whilst classes are generally well managed, one teacher had difficulties maintaining the class's interest throughout a history lesson, and pupils made unsatisfactory progress. However, other lessons in this class were entirely satisfactory.
25. Homework and marking are satisfactory, overall. In the responses to the parents' questionnaire, all parents were happy with the quality of teaching.
26. One of the main aims of the school is, "*To enable our children to achieve excellence in education.*" This is an ambitious aim which the school is striving to achieve. It has some way to go, but with the current quality of teaching it is well on the way.

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

27. The curriculum meets the requirements of the National Curriculum and has improved since the last inspection when the lack of emphasis on learning targets was seen as a weakness. Teachers now plan lessons around objectives which are known to the pupils and reviewed at the end of each session. The weakness in the planned development of pupils' knowledge and skills in DT, identified in the last inspection, still remains. Due emphasis is given to the teaching of English and mathematics and the skills learned in these subjects are beginning to be applied well in other subjects. However, in subjects such as AD, geography and history, the development of skills is less well planned for and, while topics to be taught are clearly identified, there is insufficient planning for which skills are to be practised within these topics. The provision for ICT is developing but there are insufficient opportunities for pupils to develop their skills by using them consistently in supporting their learning in other subjects. In the foundation stage, teachers plan to ensure that, by the time they leave the reception, children are on course to reach the *early learning goals* in most of the areas of learning. The exception is in *physical development* where the play area for reception children is inadequate and not large enough to house large outdoor play equipment.
28. The school has a suitable policy for sex education and this is taught through the personal, social and health education programme, which is good. All teachers in their day-to-day contact with pupils develop pupils' personal and social skills well. The staff provide good role models and the good behaviour management techniques in the school make a major contribution to this area. Drugs awareness is also appropriately covered. The curriculum promotes pupils' personal, intellectual and physical development well and prepares pupils adequately for the next stage of their education. It is open to all pupils and curriculum documentation stresses the importance of equality of opportunity. There are no pupils for whom the National Curriculum is disapplied.
29. There has been a significant improvement in the curricular provision for pupils with SEN. This is now good and supports the learning targets identified in pupils' individual education plans (*IEPs*). Statutory and non-statutory reviews of progress towards the targets in IEPs are carried out satisfactorily. There are good opportunities for parents and carers to be involved in these reviews. Class teachers and support staff work together to ensure that tasks set are at appropriate levels to help pupils improve. In Key Stage 1 (*Years 1 and 2*) the withdrawal groups for phonic training are used well to promote higher standards. Provision from EMAS is good and these additional staff work well within classes. The implementation of the good inclusion policy is a particular strength of the school, mainly because teachers are skilled in designing a range of suitable tasks to meet the diversity of needs within their classes.

30. The headteacher and subject co-ordinators have developed policies and schemes of work for all the core subjects, making sound use of national guidance documents. The development of detailed schemes of work for other subjects is on-going and is now being linked to implementing *Curriculum 2000*, for example in the adoption of schemes of work from the *Qualifications and Curriculum Authority (QCA)*. In DT and ICT, schemes of work still lack sufficient detail.
31. The provision for extra-curricular activities to extend pupils' experiences is satisfactory. There is a good range of musical activities and some pupils have opportunities to learn instruments, such as the recorder, piano and keyboard, guitar and violin. A range of other activities adds to the richness of the curriculum, including clubs for homework, art and ICT, a residential experience for pupils in Years 5 and 6, theatre groups which regularly visit the school and science days for both younger and older pupils. The school takes part in the Hackney Festival of Voices and has worked closely with an art therapist from a local hospital.
32. Good links have been established with other schools. The school takes great care to ensure that the transfer to the secondary phase is undertaken well and, when it is known which school a pupil is to attend, makes contact and shares information readily. The teachers in the school are involved with a number of working groups, for example the special educational needs co-ordinator (*SENCO*) regularly attends LEA co-ordinator's meetings. The school has good links with all the statutory agencies, particularly with the school psychological service and the advisory service, who provide good support to teachers and to pupils. The school supports an institution involved in teacher training and regularly provides opportunities for students to practise their skills.
33. The provision for pupils' spiritual development is good. Acts of collective worship contribute positively to pupils' spiritual development. The school Eucharistic service, which is held four times a term, is a very positive experience for pupils who respond with reverence and understanding. Pupils develop a sense of awe at God's creation when learning about the formation of ice and snow in science. There are visits to the local church and pupils know that prayer is a private dialogue with God. This is demonstrated by the use of the prayer box by pupils in Year 6. These prayers were used in the Eucharistic service and were very sensitive and caring.
34. The provision for pupils' moral development is very good. Pupils have a very good understanding of what is right and wrong and all classrooms display clear rules about how to behave. Pupils are continually encouraged to think about their emotions and to develop an increasing awareness of the consequences of their actions and their subsequent effect on others. Through the School Council, pupils talk about what they would like to see improved. For example, recently they wanted swearing in the playground eradicated because they thought it was wrong and did not like it.
35. The provision for pupils' social development is good. This is an improvement since the last inspection. There are good opportunities to work in groups and pairs which produce some interesting and effective work. Pupils respond well to the role models provided by teachers and other support staff. They are all encouraged to be part of the School Council and councillors are effective in organising fundraising and collections. For example, during the inspection they were helping to collect the maintenance fund. The very good relationships in the school allow pupils to respond with respect and courtesy to requests for help from others. This was very noticeable in the paired reading scheme with Year 3 and children in the reception class.
36. The provision for cultural development is good. The curriculum is enriched by a number of visits to theatres, museums and art galleries. The school recognises pupils' ethnic and cultural diversity well and these are valued through the curriculum as in subjects such as music, art and geography.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Since the last inspection, the school has maintained the good standard of health and safety and care for pupils' welfare, safety and personal development. When children enter the foundation stage in the nursery, they settle quickly and confidently into the school routines. The school staff knows all pupils well and they are confident that their class teacher will support them. There are equally good relationships with other support staff including the school secretary and particularly

the site manager who also is a lunchtime supervisor and a good role model for the children. The school fulfils its aims to provide a friendly, caring, stimulating and safe environment, which is conducive to learning, and to include every child and respect its religion, racial origin, cultural and linguistic background.

38. Child protection arrangements are very good, comply with statutory requirements and follow local guidelines. The health and safety provision is very good, well used by all staff and monitored by the governor with responsibility for health and safety. Risk assessment is up-to-date and all equipment is well maintained with records kept of assessments. There are clear notices to support procedures for fire evacuation and fire drills are taken regularly and logged. A number of adults have a current first aid certificate and first aid provision is good. All serious accidents and head injuries are reported and recorded. The school promotes healthy and safe living through a programme for personal social and health education, circle time (*where opportunities are provided for pupils to discuss their attitudes and feelings*) and across the curriculum. The school has good relationships with a range of outside agencies and works successfully with them to secure pupils' welfare.
39. The procedures for the assessment and reporting of pupils' achievements and progress are good. These procedures meet statutory requirements and include a good baseline assessment and regular assessment and the undertaking of the standard assessments test and tasks at the end of Key Stages 1 and 2. Assessment procedures overall have improved since the last inspection and there is now clear evidence of this assessment of pupils' progress being used in guiding short, medium and longer term planning through clearly stated lesson objectives. Teachers recognise pupils' achievements and this motivates and improves their self-esteem. The school is aware that, in tests, boys perform less well than girls and is addressing this.
40. The school's procedures for recording and tracking individual pupil progress are generally good in English and are being strengthened in mathematics. There are comprehensive records of assessment and, from the analysis of this information, school targets have been set. Pupils' work in the core subjects is formally assessed each half term and also annually on nationally accredited tests. The headteacher and the co-ordinators analyse the school and national results and share these with the staff and governors. The teachers also set individual targets for pupils and all pupils in Key Stage 2, including SEN and EAL pupils, are aware of their personal targets and are encouraged to achieve them. Reporting to parents is good and includes National Curriculum test results when pupils are seven and 11. The targets for science when pupils are 11 are not high enough. In some classes, pupils are beginning to be involved in self-assessment. This happens when they indicate to the class teacher whether they found a task easy or difficult and supports pupils' learning well, developing awareness of their progress. It also assists the teacher in short term planning.
41. Procedures for monitoring good behaviour are very good and well known to pupils and parents. Procedures for ensuring that oppressive behaviour is eliminated are excellent. Information on the school policy is provided in the school prospectus and parents' role in supporting the school behaviour policy is an integral part of Home School Agreements. The school's open door policy encourages parents to play a full part in pupils' welfare, both at home and in the school.
42. Procedures for monitoring and improving attendance are good and are closely adhered to. Registers are correctly completed both morning and afternoon. The school has used parent interviews for the Home School Agreement to reinforce the procedures and continues to give occasional reminders in school letters. There have been no exclusions in the last two years.
43. There are good procedures for the administration of drugs and they are carefully stored but records of what drugs are administered, by whom and when, are not always counter signed. There is good information available to staff about the medical conditions of certain pupils.
44. The school has improved the access for wheel-chairs for pupils up to Year 2 and a good quality disabled toilet is available. At least one entrance into the nursery and infant buildings has a suitable ramp. In the junior building, some attention has been given to the provision of a ramp to

the lower floor of the building and all pupils have access into the hall. However, in this Victorian building, it would not be possible for any pupil in a wheelchair in Years 3 to 6 to gain easy access to the classrooms.

45. The work of the school's SENCO is good and there are well established and effective contacts with the governor who is responsible for pupils with SEN. All policies are in place and well implemented. Support for pupils is well organised but not intrusive.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school has addressed well the action plan to improve parental involvement arising from the last inspection. Parents and governors are now more involved in the educational partnership between home and school and this is good. Parents are encouraged to support children's learning at home and are given good support and information from the school to do this. Parents are pleased with the quality of education provided and the standards achieved by their children.
47. The quality and quantity of information provided for parents are good. Through a range of methods including the school prospectus, school policies, three parents' evenings and regular informal meetings with teachers there is clear communication between home and school. Each class teacher provides a termly letter to explain the areas of learning for pupils in the coming weeks. These are very easy to understand and give parents a good idea of how they can help at home to support their children's work in the classroom. Pupils' annual reports give good information on pupils' attainment but do not provide targets for improvement. Parents are well informed of school events by regular newsletters. They have recently been given the opportunity to meet with the headteacher formally to discuss Home School Agreements and the school in general. This was very well supported and the majority of parents have been able to make a positive contribution to the school. Parents say the school is welcoming and is always willing to listen to them. They are invited to Eucharist assemblies and value this opportunity to be part of the school day and see the responsibility their children take.
48. Parents are supportive of the school. They help on school visits and trips but very few are classroom helpers. Those who are make a positive contribution and this is an improving area, which needs to have a significant amount of support from the school. The Parent Teacher Association works closely with governors and teachers for the school. They are successful in raising funds and provide a successful after school club once a week.
49. All parents whose children are placed on the school's SEN register are kept well informed about the Code of Practice, have good opportunities to discuss their children with the SENCO and their class teacher and are given good opportunities to attend annual reviews. Class teachers meet these pupils' needs well and are reinforced by the school's good links with the external agencies, particularly the educational psychologist. Parents of children with EAL are kept well informed of their progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school is very well led and managed. The headteacher provides very effective leadership and clear educational direction for the work of the school and is well supported by her senior management team. The school is fully committed to educational inclusion in its aims, *"To create a whole-school ethos that reflects equality of opportunity, develop a positive self-image and foster mutual respect...to ensure equal access to the material and resources available."* The headteacher says, *"Inclusion is at the heart of our ethos"* and this is reflected in the achievement of all groups of pupils which is good. She ensures that children in the foundation stage and pupils with SEN and EAL are particularly well managed and supported. The school does well by all its pupils. However, she is aware of the main strengths and weaknesses in the school and is not complacent, *"I want to raise the standards up to another level"*, she was heard to say on a number of occasions. The headteacher has taken a systematic approach to monitoring and self-evaluation. She has monitored standards and teaching in literacy and numeracy well and these have been her main priority. Consequently, attainment in these subjects is improving year-on-year throughout the

school. The improvement in the quality of teaching throughout the school has been the most significant factor since the last inspection. The headteacher has identified most of the issues for improvement identified in the inspection and is keen to address them. For example, she is fully aware that attention now needs to be turned to those subjects needing more improvement and identified in this report. This includes science in some classes, the use of ICT in the whole curriculum, standards in DT which have not improved since the last inspection and more emphasis on skills teaching in art and design, geography and history.

51. The senior management team, in addition to the headteacher, consists of two teachers with responsibility for Key Stages 1 and 2, and the SENCO. They work well together and provide an effective team. There is a purposeful, working atmosphere in the school and a good ethos for learning. Staff new to the school are inducted very well and the school is used regularly for training new teachers.
52. The school improvement plan contains clear targets related to raising standards. These reflect well the school's stated aims and objectives. It is focused on the current academic year and would benefit from taking a longer strategic view, for example a three-year cycle.
53. The governing body is very supportive and fulfils its statutory responsibilities effectively. They are well informed and visit the school regularly and on occasion attend sessions for staff training. The governing body is committed to raising standards further and has nominated governors for literacy, numeracy and SEN and these meet with their respective co-ordinators on a termly basis. Performance management procedures have been implemented and targets have been set for the headteacher, including improving standards in science and the raising of the performance of boys.
54. The chair of the finance committee is new to the post, but is committed and supportive. Spending decisions are linked appropriately to educational priorities. Grants to support SEN and EAL are effectively and efficiently used and the school does well to employ a music specialist to maintain good standards. There is a large under-spend, some of which is ear-marked for capital replacement such as a boiler and for other improvements including outdoor equipment for the reception class and additional funding required to pay for swimming, which the local education authority has ceased to provide. In the early 1990s, under different management, budgetary control was very lax and was reported as being out of control. It is possible that the governing body is taking a cautious approach to compensate for this. Possible uses for the under-spend in the improvement plan are not clearly identified and ought to be identified within a reasonable time scale, whilst still leaving a prudent balance for contingencies.
55. The administrative assistant provides effective support and ensures that office routines run smoothly. There is appropriate use of new technology for financial control and school administrative work.
56. Apart from weaknesses in teachers' knowledge in some subjects, the quality of teaching and support staff are appropriate to meet the demands of the curriculum and to enable pupils to make good progress. Accommodation and resources are satisfactory, overall. However, the library is very small and the stock of non-fiction books is old and uninviting. The play area for reception children is very small and there is a lack of large outdoor equipment for these children. The new computers on order will improve ICT provision significantly. Parents are happy with how the school is led and managed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

i. raise pupils' attainment in science in Years 2 and 6, and in DT throughout the school by:

- improving teachers' knowledge and expertise in the subjects (*paragraphs 23, 92, 96, 103, 105*);
- setting challenging but realistic targets in science (*paragraph 40, 92*);
- strengthening the role of the co-ordinator (*paragraph 96*);
- monitoring teaching (*paragraphs 96 and 105*).

ii. develop key skills in art and design, geography and history by:

- ensuring that the teaching of these skills is appropriately planned for (*paragraphs 23, 27, 102, 109, 111*);
- improving teachers' knowledge in these subjects (*paragraphs 23, 102, 109, 111*).

iii. extend the use of ICT to enable pupils to support their work in other subjects, including literacy and numeracy by:

- improving teachers' skills (*paragraphs 23, 96, 116, 117*);
- strengthening the role of the co-ordinator (*paragraph 11*);
- providing more monitoring of the use of ICT in the curriculum (*paragraph 117*).

iv. improve the promotion of the physical development of children in the reception class by:

- improving the play area and providing a range of appropriate equipment for the outside environment (*paragraphs 1, 72*).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:

- the library and range of non-fiction books are inadequate (*paragraph 56, 84*);
- the school improvement plan does not contain clear proposals to spend the budgetary surplus within a set time frame (*paragraph 54*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.5	16	56	21	3.5	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)	24	192
Number of full-time pupils known to be eligible for free school meals		83

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		49

English as an additional language	No of pupils
Number of pupils with English as an additional language	74

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.2

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	11	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	4	9
	Girls	12	12	12
	Total	17	16	21
Percentage of pupils at NC level 2 or above	School	68 (100)	64 (97)	84 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	11	11	11
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	60 (93)	60 (93)	60 (80)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	10	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above				
	Total	16	15	13
Percentage of pupils at NC level 4 or above	School	76 (55)	71 (52)	62 (69)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above				
	Total	11	10	11
Percentage of pupils at NC level 4 or above	School	52 (48)	48 (55)	52 (59)
	National	70 (68)	72 (69)	80 (75)

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

Individual data for boys and girls are omitted as there were less than 11 boys and the results of such a small age group would be unreliable.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	40
Black – African heritage	66
Black – other	14
Indian	1
Pakistani	0
Bangladeshi	5
Chinese	0
White	43
Any other minority ethnic group	0

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)	12
Number of pupils per qualified teacher	26.1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	127

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	25

Total number of education support staff	1.0
Total aggregate hours worked per week	32

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

Financial information

Financial year	1999/2000
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	£
Total income	544,184
Total expenditure	520,527
Expenditure per pupil	2,422
Balance brought forward from previous year	28,572
Balance carried forward to next year	52,229

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	207
Number of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	68	27	0	0	5
Behaviour in the school is good.	41	55	0	0	5
My child gets the right amount of work to do at home.	32	41	23	0	5
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	41	41	18	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	18	0	0	5
The school expects my child to work hard and achieve his or her best.	64	32	5	0	0
The school works closely with parents.	36	45	9	9	0
The school is well led and managed.	68	27	0	0	5
The school is helping my child become mature and responsible.	55	23	5	0	18
The school provides an interesting range of activities outside lessons.	32	27	5	0	36

Summary of parents' and carers' responses

Inspectors agree with parents' positive views. Although a minority were not happy about homework, inspectors found this to be satisfactory.

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

58. Children in the nursery and reception classes make up the *foundation stage*. The work for these classes is planned so that they are working towards the *early learning goals*. When they enter the nursery class, children's attainment generally is well below that expected of children of this age, although a few children have well developed reading and writing skills. Their personal and social skills are least well developed.
59. During the two years they spend in the Foundation Stage they are well taught and all children, including those with SEN and EAL, make good progress. The teachers and support staff plan together to provide experiences that will enable children to meet the *Early Learning Goals*. Staff have high expectations of how the children should behave and how well they should achieve. In the nursery, staff assess children's progress on a daily basis and use this information in their planning. All staff help to create a calm atmosphere that is conducive to learning. The children are keen to learn and the experiences the staff provide enable them to make good progress on a broad front.
60. Assessments made when children enter the reception class indicate that, although they attain below national averages, they far exceed the local authority standards in all areas of development. By the time they leave the reception class, they reach the majority of the *Early Learning Goals* in *personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development* and *creative development*. In some areas of *communication, language and literacy* and *mathematical development*, many children exceed the goals.

Personal, social and emotional development

61. Children entering the nursery have very under-developed skills in this area. The teachers are good role models and create a calm, caring atmosphere in the classrooms. Therefore, by the time children leave the reception class, their *personal, social and emotional development* meets the majority of the Early Learning Goals. When children enter the nursery, they are taught to share and to take turns. This does not come easily to some children. Staff constantly remind them and soon they are able to play together waiting their turns on the tricycles and sharing the giant bubble blower. Teachers explain what is right and what is wrong and they reinforce these rules when they see incidents of unkind behaviour. For example, when the children were listening to a story the teacher saw one boy squeezing up too close to another. She interjected, *'Don't do that, he doesn't like it, and he's already said 'No' to you.'* The boy moved quietly away and the story continued.
62. In the reception class, children are given opportunities to develop independence and take responsibility. They use resources such as glue and scissors with care and clear away the toys they have been playing with. They find their way around the school and take messages to other teachers. Children develop friendships and play very kindly in small groups and learn to wait their turn to answer in class. They are patient with those who take longer to answer.

Communication, language and literacy

63. When children first come to school, many find it difficult to talk in sentences and to explain what they would like. Teachers give the children many opportunities to talk in large and small groups. They become more confident and learn to answer freely, although some still find it hard to explain and to reason out loud by the time they are due to leave the reception class. All children listen

very well to lessons, instructions and stories. Teachers explain words and phrases carefully to them and children begin to broaden their vocabularies and to improve their syntax.

64. Many children know the alphabet by the letter names and can write the letters from memory. One of the younger children was making a card and wanted to write 'from'. An adult spelt the word and she wrote it correctly, then wrote her name neatly with an initial capital letter. By the time they move to the reception class, most write their names and soon learn to recognise all capital and lower-case letters. A group of reception children were matching lower-case letters to their capitals. They did this successfully but were left with some spare symbols. One girl took the lower-case 'i' and said, 'It's not a letter. It goes outside.' She turned it upside down making an exclamation mark. She repeated, "It goes outside the letters." Children learn to form their letters and numbers correctly and enjoy practising these skills.
65. All children understand that print conveys meaning and are given many opportunities to listen to stories, look at reference books and 'read' books for themselves. A wish to read is fostered and, by the end of the reception class, most can read simple books with a repetitive text. Higher attaining children read simple books fluently and with expression, but their comprehension skills are under-developed. Children are on course to reach the Early Learning Goals by the time they reach the end of the Reception class and some exceed the goals for letter recognition, phonic skills and reading.

Mathematical development

66. In the nursery, teachers give children the opportunities to count in practical situations. For example, they count the number in their group to check they are all in school. They also count the small world vehicles and animals and enthusiastically join in singing counting songs. When they move to the Reception class, most children can count to 10. The teacher plans well to develop the children's mathematical vocabulary. They write $3+4=7$ and use words such as *add*, *adding*, *more* and *altogether* to describe what they have done.
67. Higher attaining children count to 20 with confidence and know the names of the common two-dimensional shapes. Stories such as 'Goldilocks and The Three bears' give children opportunities to understand comparison of size and they talk confidently about bears and children who are bigger or smaller. They also range toys from the biggest to the smallest. By the time they leave the reception class the well planned activities and the teachers' high quality interventions and questions enable children to reach the Early Learning Goals, with higher attaining children working at the early stages of the National Curriculum.

Knowledge and understanding of the world

68. When children enter the nursery, many have had few experiences of the wider world. Their lives are centred around their homes, families and churches. The teachers plan activities to broaden the children's vocabularies and knowledge. When blowing bubbles with coloured water, some children had difficulty remembering to blow and not suck through the straw. The nursery nurse constantly reminded them and asked what would happen if they did suck. One child replied, "The paint will all go in your mouth." They use a computer with confidence and use the mouse to move the cursor effectively. They know how to click the mouse when a word flashes and to press *return* when they want to change the game.
69. The nursery teacher taught the children the names of people who wear uniforms for their jobs through a group play activity using plastic figures. By the end of the session, children had learnt the names for 'chef', 'ambulance driver' and knew what a *helmet visor* was for.
70. Older children had planted crocus bulbs and watched them carefully to see how fast they were growing. They knew the bulbs needed to be watered and checked to see if they were dry. They are aware that some children go to churches that look different from their own and are on course to meet the *Early Learning Goals* by the time they are ready to enter Year 1.

Physical development

71. The nursery has access directly into a large, secure playground with both a hard and soft surface. There is room for the children to play with wheeled toys, climb on the fixed frame and play imaginatively. They can pedal very fast and steer their bike safely round objects and other children. They hold tight to the climbing frame as they go up and watch carefully where to put their feet when they climb down. They run and skip through the spaces. Teachers provide equipment such as large plastic bricks and encourage the children to build a tower as tall as themselves and ask, *"How many more bricks to make it as big as/bigger than you?"* The youngest children ran joyfully round the playground blowing bubbles from a giant plastic ring, watching them rise into the sky and anticipating the burst. This secure area, with a wide range of outdoor toys and stimulating teacher-led experiences allows the children to make good progress in their physical development.
72. The provision for the reception class is inadequate. They do not have access to provision similar to the nursery class. They have a small secure hard play area outside their classroom but it is too small to use a range of large toys. The children go out to play with the pupils in Key Stage 1 at break-times and at lunchtimes. They run round and play games with balls and ropes and have a physical education lesson each week in the hall. They develop physical skills through watching other pupils at play, but do not have the opportunity to access good outdoor provision on a daily basis. They meet some of the Early Learning Goals by the time they enter Key Stage 1, but the lack of provision prevents children, especially higher attaining children, building on the good progress they have made in the nursery.

Creative development

73. When they enter the nursery, many children have very limited experiences of creative activities and some are reluctant to try activities that they consider messy. Teachers plan activities to give children a wide range of creative experiences. They paint freely, using ready mixed paint. Some paint shapes that they give a name to, such as *"My mummy going shopping"*. Others painstakingly cover the paper with stripes, then fill in the gaps. They are taught to hold a *brush, pencil, chalks* and *crayons* properly. The youngest children quickly move from a form of scribble to recognisable drawings and, when they are in the reception class, many draw pictures of people with fingers, toes and detailed facial features.
74. They use geo-boards to make shapes with rubber bands and find it quite difficult to pull the bands over the plastic pegs, but they persevere. One boy spent over half an hour carefully putting the bands across the full width of each row of the board. When he had finished he turned the board round and did the same across the other way. He was left undisturbed to complete his self-imposed task and was delighted when he finished successfully. Children learn that sounds can be high or low and learn to tell them apart.
75. Older children use scissors with increasing skill. They are shown how to hold scissors and how to make small cuts and they are pleased with their increasing skill and practise as much as they can. Children use paper to make cards for special friends and crayons to decorate them. They know the names of many colours and are able to match many appropriately to some objects such as yellow bananas and green grapes. They are on course to meet the Early Learning Goals by the end of the reception year.

ENGLISH

76. The 2000 National Curriculum tests in reading when pupils were aged seven were below the national average but were above compared to the performance of similar schools. In writing, in comparison with all schools, pupils scored well below the average and were slightly better, but still below, when compared with the performance of similar schools. The performance of pupils when they were 11 was below the national average but in comparison with similar schools, was above average. When compared with their scores in the 1997 National Curriculum tests at age seven, these pupils have made good progress.

77. Inspection findings show standards in English are satisfactory overall, which is an improvement since the last inspection. The National Literacy Strategy has been very well implemented, and for long enough to be having a positive impact and pupils are benefiting from additional provision for extended writing. This, together with generally good teaching, is the main reason for improvement in attainment throughout the school. Most pupils enter Year 1 with skills and knowledge in English that are below average (*although inspection finds children in the current reception class will be meeting the skills expected by age 6*). They have a limited vocabulary, but good knowledge of sounds and letters and make a good start to reading and a sound start to writing. Pupils with SEN are identified early and given appropriate learning targets and support, which helps them make good progress. Higher attaining pupils are given work that challenges them and this is beginning to raise their level of attainment.
78. At both ages seven and 11, pupils' overall attainment in speaking and listening are broadly in line with the standards expected. At age seven, the pupils talk with confidence about matters and events that are familiar to them but they are less confident discussing and reasoning logically. They remember the content of the text they are reading and are able to say which character is being described. The pupils' vocabulary is built on and extended through repetition by the teacher. As pupils become older they improve their ability to express themselves. By age 11, pupils listen well and speak confidently. In most lessons, teachers offer a wider vocabulary to the pupils. They spend time working through a text, changing words. When pupils in Year 6 had decided to substitute *'amazing'* for *'strange'* the support teacher said to them, *'Do you see how powerful just a change of word can be?'* Pupils throughout the school enjoy performing and watching others perform in class, in assemblies and in concerts.
79. Pupils' attainment in reading at age seven and 11 is in line with the expected standard. At age seven the pupils read a range of material accurately, but they do not consistently show secure understanding of the text. When they work in groups, they enjoy the story and find them fun. Some pupils with SEN use picture cues to help with text and they are prepared to try even if they are not always accurate. Higher attaining pupils are fluent and accurate; they read independently with a limited grasp of meanings. Those who are between these levels use phonics sensibly to help them identify unfamiliar words. Pupils continue to build on this good start and most read widely and fluently by the end of 11. In whole class and group work, they read accurately, making confident contributions to lessons. When reading individually, they select from a wide range of authors and are able to explain sensibly why they have chosen their books. They all enjoy reading and most of the older pupils read a range of comics and magazines at home as well as their school books. However, their understanding of the text does not always match their accuracy. The pupils draw on a wide range of non-fiction texts, CD Roms and the Internet to acquire information, but their lack of ability to skim and scan and their lack of understanding limit their attainment.
80. By ages seven and 11, pupils attain standards in writing that just match those expected overall, but standards are improving. By age seven, pupils write punctuated sentences using capital letters and full stops. They are beginning to organise and structure their work well. Spelling is increasingly accurate and pupils support one another to sound out words, making good attempts at difficult words. Higher attaining pupils are challenged to write in greater length and to find interesting descriptive words and phrases, whilst those of lesser attainment are given supported tasks that link with their individual learning targets. They use clauses, for example, *'My brother came and played with his car with me so I went and played with him.'* By the age of 11, the pupils' writing demonstrates a range of styles for different purposes and audiences. Higher attaining pupils are competent writers who use all the strategies they have been taught to improve their writing. They still find it hard to write in complex sentences joining them together using a range of appropriate connecting words. The quality of pupils' handwriting has improved since the last inspection and there is a consistent approach to forming and joining letters. The skills that pupils acquire when they practise handwriting regularly are not consistently used in all their written work and older pupils use their pens inconsistently. However, literacy is beginning to be used effectively in some other subjects such as science, history and geography. Throughout the school, there is insufficient use of ICT in pupils' written work.

81. The quality of teaching is good or better in ten out of twelve lessons; the rest were satisfactory. In Key Stage 1, it is good, overall. In Key Stage 2, there is a higher proportion of teaching that is in the *very good or excellent* category – 40 per cent. Of the remainder, 10 per cent is satisfactory and 50 per cent is good. The features of the good teaching are very good subject knowledge; careful planning and preparation, clear learning objectives that are shared with and followed by the children, good questioning and very good lesson organisation and management. The relationships between the staff and pupils are good. The higher attaining pupils are challenged well and those of lesser attainment are helped to achieve their best by carefully targeted work and the support of well trained learning support assistants. Staff makes good use of encouragement, feedback and praise during lessons and use assessment to plan tasks and class inputs that match the pupils' learning needs. In otherwise satisfactory lessons, some objectives were less clear, the pace slackened, or the teacher had to spend too much time on behaviour management thus impeding pupils' progress.
82. The pupils throughout the school are interested, keen and enjoy the literacy work and the quality of learning is consistently good throughout the school. Pupils are aware of their own ability and in Key Stage 2 they know what they need to do to improve their work. Their learning benefits from good teaching and a well-balanced curriculum. Pupils with SEN learn well and make good progress in relation to their ability. The higher attaining pupils are generally well challenged and both boys and girls have access to all aspects of the learning opportunities offered in English. The scope for appreciation and wonder in the reflective aspects of English helps them to develop their spiritual awareness.
83. There is a suitable, succinct English policy which guides practice in school. The staff keeps detailed records of what is taught and pupils' progress. They make regular assessments which are fed back to pupils and when required to other staff. The quality of work is moderated and the staff discuss the progress of the implementation of the literacy strategy. The well informed, enthusiastic co-ordinator has an effective timetable for monitoring the quality of provision and learning in English. He uses the analysis of data well and has monitored standards through sampling work and classroom observation. He discusses findings with the headteacher and verbally reports these to staff meetings and individual staff. As a result of this monitoring, staff agree actions required for improvements and strategies for these are included in the school improvement plan. This leadership is setting good educational direction for English. The school is successfully addressing issues in the quality of written work, especially non-fiction, of handwriting and of speaking and listening and this is beginning to raise standards.
84. Resources for English are good as a result of long-term careful budget management. The book provision in fiction is sufficient, accessible, attractively displayed, of good quality and very well used. The library is small and the non-fiction stock is old, out-of-date and not always useful for the present curriculum. The school makes good use of the library loan service to support work in history, geography and science. The staff is making the best use it can of the accommodation and resources available to raise standards further in English. They have all received training for the literacy strategy and are working hard to ensure that the pupils gain the maximum benefit.

MATHEMATICS

85. At the time of the last inspection in 1998, standards were in line with national expectations when pupils were aged both 7 and 11. In the 2000 National Curriculum tests for seven year-olds, standards were well below the national average, but were in line when compared to similar schools. In the 2000 National Curriculum tests for 11 year-olds, standards were below average compared to all schools nationally but in line when compared to similar schools. Test and assessment results since 1996 show a generally improving trend over time and inspection findings show standards for pupils aged seven are at the national average. These pupils are benefiting from good teaching and the second year of the National Numeracy Strategy that has been implemented well. Standards at age 11 are still below average. These pupils have not had the benefit of the current general good standard of teaching over the whole of their time in the school, particularly as the year group contains a higher than usual proportion of pupils with SEN and EAL. In Years 4

and 5 on the other hand, standards are appropriate for pupils' ages. Inspection evidence confirms that all groups of pupils make good progress.

86. Pupils have sound skills in mental mathematics and there is an appropriate emphasis on number skills. For example, the youngest pupils find the difference between two given numbers mentally and say "How many more?" Higher attaining pupils half and double numbers confidently. At age seven, pupils count accurately to 100 in 2s, 5s and 10s and are beginning to count backwards from 100. Higher attaining pupils identify sequences including odd and even numbers and most pupils know all the common mathematical signs and simple number facts to 10, for example $4 + 6 = 10$ and $10 - 6 = 4$. Pupils are able to use these facts to complete calculations involving shopping. By the time they are 11, most pupils multiply and divide accurately, for example, 21×15 or half of 392. Higher attaining pupils successfully identify the arithmetical operations needed to solve problems involving money or measurement, choosing to *add*, *subtract*, *multiply* or *divide* as appropriate. However, most pupils require considerable guidance and help to succeed with solving these problems.
87. Most pupils have sound knowledge and understanding of *shape, space and measures* and *data handling*. For example, the oldest pupils know that a quadrilateral is a four-sided shape; they know some of the properties of common two-dimensional shapes and calculate both perimeter and area in millimetres and centimetres. They know about different types of triangles and the properties of rectangles. They use graphs well to plot or extract information, for example, data about the range of temperatures in an arctic climate. The curriculum provides some good opportunities to apply their numeracy skills in other subjects, such as science and DT, and data handling is applied well in physical education.
88. The teaching of mathematics is good overall and is never less than satisfactory. The best teaching is characterised by the very good use of time and a brisk pace to lessons which effectively encourages pupils to work hard and concentrate well. Pupils show very good attitudes to mathematics as a result of this good teaching.
89. All planning clearly identifies what the objectives of the lessons and these are shared with pupils who are fully aware of what they have to do and what it is intended they should learn. Planning in Year 6 sometimes lacks sufficient detail of the methods and the work to be provided for all groups. There is good class teaching which interests and stimulates pupils and encourages them to concentrate. Good use is made of questioning to check that pupils have understood and to make them think. Good discipline is maintained, with the result that a purposeful working atmosphere is established in which pupils are well-behaved and concentrate on learning. Good subject knowledge and understanding, seen for example in a lesson in Year 5 on *reflective symmetry*, enables teachers to give clear and accurate explanations and these help pupils learn well. Good opportunities are sought to involve pupils well in whole-class teaching and this keeps their attention and motivates them effectively. Tasks are well matched to the needs of pupils, ensuring that higher attaining pupils, those of average ability and those who find learning more difficult are appropriately challenged. Too little use of ICT is planned for in all classes.
90. Teachers make good use of regular half-termly assessments of what pupils have learned to help them in their planning and to set appropriate individual learning targets for pupils. These have a very positive impact on pupils' learning as they help them understand how well they have done and what they need to do to improve. However, at present, pupils' achievements are recorded in groups, but the school is working on procedures to track individual pupils' progress more easily. Teachers use ability groups effectively and in some classes pupils are supported well by additional staffing, for example, for SEN and EAL.
91. The subject is well led by an enthusiastic co-ordinator who has undertaken appropriate training and has supported staff. His management role is less effective than it might be because he has limited release time from classes to formally monitor and evaluate the quality of teaching and learning on a systematic basis. He has set up a resource area for the subject and has improved the good mathematics resources. These are generally being used well to raise standards.

SCIENCE

92. Teacher assessments for seven year olds in 2000 indicate that standards were very low in

comparison with the national average. The accuracy of these assessments must be treated with a degree of caution, however, as the work of these pupils, now in Year 3 is broadly in line with the standard expected. The most recent National Curriculum tests for 11 year olds show that standards were well below the national average and were also well below in comparison with similar schools. The school accepts that standards in science fluctuate much more than in English and mathematics. In 1998 at the last inspection, for example, standards were reported as being in line with national expectations. This inconsistency cannot be attributed solely to relatively small cohorts (*there were only 21 pupils in Year 6 in 2000, for example*). More focus needs to be placed on the subject to achieve a higher level of consistency, especially as, in Years 2 and 6, there are high proportions of pupils with SEN (*69 and 46 per cent respectively*). In these classes, at ages seven and 11, standards overall, are below the expected level. In all other year groups, standards are at the expected level and represent good achievement given pupils' attainment on entry. Nevertheless, more focus on the subject with increased training for some teachers and by setting challenging but realistic targets would raise its profile and help to raise standards further.

93. An analysis of work in pupils' books, when they are seven, shows work has been covered on all areas of science (*scientific enquiry; life processes and living things; materials and their properties; and physical processes*). In *scientific enquiry* pupils write that they going, "*to predict and record what happens when liquid eggs are heated*". This work is of an average standard and explains clearly the start and end of the experiment and what happens in between. In *life processes and living things* they record that humans and other animals need food and water to live and the effect of exercise to stay healthy. In *materials and their properties* pupils record how the shape of objects such as foam balls, rubber bands, plasticine, sponge and pipe cleaners can be changed by processes such as bending, twisting, stretching or squashing. They use a chart to record their findings. There is evidence of reasonable progress since the beginning of the Autumn term in most of the pupils' written work, particularly in terms of presentation and handwriting. However, both the quality of this work and its quantity is below what is expected for pupils at the age of seven. In the one lesson seen in this age group, pupils in Year 2 studied simple series circuits and, in looking at diagrams, were able to identify in which diagram the circuit worked and in which it failed, because it was broken. They used batteries, wires and bulbs to make their own circuits. In this lesson, pupils' oral work is better than their written work would suggest and they used scientific vocabulary well such as *crocodile clips, insulation and prediction*. They made good progress in this lesson and satisfactory progress overall in relation to their prior attainment and the high percentage of SEN pupils in the group. Pupils' attitudes to science were good and they enjoyed the lesson. All pupils listened well and were very keen to express their thoughts to the class and to their teacher.
94. Work in the books of pupils aged 11 shows an emphasis on *life processes and living things*, although *materials and their properties* and *physical properties* are also covered to a lesser extent, for example circuit diagrams and forces and motions. There is little evidence of practical work on *scientific enquiry*. Pupils write about what they would do to separate materials either by dissolving them or by using a sieve, but there is no record that they have actually tested out their ideas. The same criticism can be made of work in Year 5 where a pupil writes *about* investigative work "*If you float a paper boat in water and blow, the boat will move*". There is a lack of a systematic approach to planning and obtaining and presenting evidence. In *life processes and living things*, much of the work is well presented when pupils write about *living things in their environment* and the use of food chains to show feeding relationships in a habitat. The quality of most of this work is below that expected nationally but there is evidence of good use of scientific vocabulary such as *nutrition, photosynthesis, excretion and reproduction*. In the lesson seen in Year 6, pupils displayed more assurance in the subject than their written work suggests. They showed satisfactory understanding of the forces acting on a parachute and were able to explain clearly that gravity pulls it down but air resistance slows it down. They had reasonable knowledge of *scientific concepts related to forces such as gravity, up-thrust, air resistance, and balanced and unbalanced forces*. In this lesson, all pupils in this class made good progress, including pupils with EAL and SEN. Pupils listened well and worked diligently. Their attitudes and behaviour were very good. Pupils make unsatisfactory progress in *scientific enquiry* as there is not enough emphasis placed on it. There is evidence of further improvement in classes of younger pupils. In

Year 3, for example, standards are broadly in line with national expectations and pupils are making good progress. In Year 4, standards are above average and pupils are making very good progress in response to very good teaching. Pupils' written work in Year 5 is above average but there is insufficient emphasis placed on *scientific enquiry*.

95. In the lessons seen, teaching was good overall throughout the school. There are a number of strengths that promotes pupils' good progress:
- Good questioning challenges pupils to think about what they have learned, giving them the opportunity to express their thoughts and allowing the teacher to assess whether the class is ready to move on to the next steps. In Year 3, the teacher asked, "*Can anyone tell me what the roots do?*" Pupils thought for a few moments and a shoal of hands was raised, one pupil replied, "*The roots suck up all the nutrients in the soil.*"
 - Clear objectives are set out and shared with the class at the beginning of the lesson. In Year 4, for example, the teacher explained, "*Today we are going to learn about temperature and how things can be hot or cold*". The class responded well and was immediately focused on the introduction and the tasks ahead.
 - Good planning ensures the lessons move at a brisk pace and the work is well directed to the needs of individual groups. In the best lessons there is a good balance of teacher input with questioning and pupil response, activities to test hypotheses, time for writing up and a final session to pull the findings together and to summarise learning. In Year 4, the teacher has good procedures for identifying gifted and talented pupils and is beginning to give higher attaining pupils an increased choice of suitable activities.
96. Most teachers work well with support staff and the teachers from EMAS give effective support. This support enables pupils with SEN and EAL to make good progress. Teaching in Years 5 and 6 was good in the lessons seen, but pupils' work indicates they do not pay sufficient attention to scientific enquiry, suggesting further training is needed. ICT is insufficiently used to support learning in the subject throughout the school. The co-ordinator has good subject knowledge but is not pro-active enough in raising standards throughout the school. Monitoring of teaching, for example, has not yet begun.

ART AND DESIGN

97. During the inspection, one lesson was seen in Key Stage 1 and two were observed in Key Stage 2. Judgements about attainment, therefore, in addition to these lessons, are based on an examination of pupils' work and an analysis of school documents and teachers' planning. Attainment at the end of both key stages is broadly in line with that expected for pupils' ages. This is an improvement on the standards of attainment reported in the previous report.
98. At age seven, pupils use a variety of media effectively. They make good first attempts at landscapes with their first use of *colour wash*. They paint colourful pictures of themselves as their play character using poster paint and large brushes. Their paintings are lively and full of movement. They print in two colours, first drawing the picture on a sheet of polyprint and then rolling the paint onto the print sheet and rubbing it firmly, finally making the print. They are fascinated by this process and are pleased with their results. They make collages using natural and non-natural materials after looking at the work of artists using the same process.
99. Older pupils build on this sound start and continue to develop their skills with colour mixing using pastels, pencils and paint skilfully. Pupils in Year 3 sketch plants, looking carefully at those in front of them and produce detailed sketches. Others use a copy of Van Gogh's '*Sunflowers*' to make a similar drawing intended to be made into a print. Art and design is used to support work in other subjects. For example, in history, pupils in Year 5 make torn paper Greek-style masks. They also draw African artefacts using charcoal pencils, but struggle with the concept of sketching rather than drawing. There is insufficient emphasis on line and tone and the use of different

techniques in painting to achieve colour, pattern and texture. Whilst some achieved satisfactory results, others made little progress because they were not given enough help to enable them to improve their work. Overall, pupils with SEN and EAL make satisfactory progress.

100. Pupils enjoy art lessons. They listen to their teacher and are keen to get on with the practical part of the lesson. They use the resources carefully and share well with others. In applying themselves to the task in hand, they concentrate on producing their best work and are usually pleased with the result.
101. In the limited number of lessons observed, teaching was satisfactory, overall. The teachers explained clearly what they wanted pupils to do, drawing on the work of well-known artists and the pupils' prior knowledge to help them understand the task. While pupils were working, staff supported individual work through discussion and suggestion. When appropriate, teachers called the class together and explained a point, using the work in progress as an illustration. They made good use of praise and encouragement.
102. The co-ordinator is knowledgeable and enthusiastic, but because he does not work in the school full time his impact on the pupils' attainment and progress is restricted. He has written a new scheme of work that concentrates on developing the key skills but this has only been in place for a few months and has not had time to affect pupils' standards. The new scheme of work for pupils ensures they revisit the main skills in each year, but this will only happen if teachers include the development of these skills in their planning, to ensure that the pupils make consistent progress. Staff have had training from specialists to give them more confidence in tackling new areas of art and design. There are visits to museums and art galleries as well as visits from artists to broaden the pupils' subject knowledge. However, ICT is not used to develop pupils' knowledge in the subject. The classroom accommodation is adequate for the teaching of the subject. Resources are satisfactory. The school concentrates on the work of past European artists and there is little use made of artists from non-European traditions.

DESIGN AND TECHNOLOGY

103. There were few lessons observed, so judgements about standards, therefore, are based on an analysis of pupils' work, teachers' planning and discussions with pupils. Attainment throughout the school is below that expected for pupils' ages. This is the same position as at the time of the last inspection and, therefore, there has been unsatisfactory progress in this respect. Although there is insufficient evidence to make detailed judgements about teaching, it is clear that most teachers are not confident to teach this subject well and this insecurity is based on a lack of subject knowledge. For example, some lessons tend to be craft lessons that result in an outcome, usually a finished product dictated by the teacher. The elements of design, investigating, evaluation and modification are generally unsatisfactory. However, pupils enjoy their lessons and are proud of the things they make. Pupils in Year 1 draw a variety of fruits that they use to make a fruit salad. In Year 5, pupils work hard to make a paper windmill attached to a wooden stick that would twirl round freely. There was insufficient evidence to make judgements about progress for pupils aged 6 to seven. For pupils aged 8 to 11, including those with SEN or EAL, progress is unsatisfactory, over time.
104. In Year 3 pupils were exploring packaging and learning was satisfactory. The pupils were inspired by the examples of a whole range of packaging displayed by the teacher. The intricacies of carefully unfolding the packets to reveal the net was challenging but all succeeded. Pupils were keen to help each other and for everyone to be successful. The good relationships within the class, the very good classroom management and the high expectations of good behaviour and work all contributed to helping the pupils make progress. However, the general level of work on display indicates that such good moments are few.
105. The co-ordinator is enthusiastic and knowledgeable. She understands that teachers need training in the subject and this is a priority in the next school improvement plan. She has written a new scheme of work that concentrates on developing the key skills but this has only been in place for a few months. However, it will only have a positive impact on pupils' progress when it is used by the

teachers who are more knowledgeable in the subject. There is no monitoring of teaching and ICT is not used to plan and communicate pupils' ideas.

GEOGRAPHY

106. In addition to the two lessons observed during the inspection, judgements are based on an analysis of a range of work in pupils' books and on display, an examination of teachers' planning and discussions with teachers and pupils. Throughout the school, all pupils, including those with SEN and those with EAL, make sound progress, overall. Standards broadly reflect nationally expected levels and these have been maintained in the last few years.
107. At age seven pupils develop their knowledge and understanding of the local area well and use it to compare differences between Hackney and a fictional Scottish island. They begin to use their mapping skills well, for example, by accurately locating attractions on a map of the Scottish island produced in their art lessons. They understand the effect of the terrain on the different types of roads and the proximity the sea has on the differences in transport used in both locations. In Year 4, pupils focus on improving their environment by planning which areas of the school are noisy at which times of the day. Through this work, they gain an understanding of pollution and its effect upon their lives and prepare for comparison between children's lives in Hackney with those in the more rural setting when they undertake field trips in Years 5 and 6. Most pupils show a generally sound understanding of how their lives differ, particularly in such aspects as transport, schooling and housing. Although some pupils in Year 6 use these skills further, their knowledge and skills in map-work are not systematically developed. Many know the names of the main continents and countries but their understanding of their location on a world map is less secure.
108. All pupils show good attitudes to their work and concentrate well in lessons. Classroom management of pupils is good and the positive classroom atmosphere supports learning. Most pupils show an increasing understanding of how human activities damage the environment. In Year 4, pupils looked at noise pollution and the teacher challenged them to try to explain cause and effect. They responded positively and produced some thoughtful answers.
109. There was not sufficient evidence to give an overall judgement on the quality of teaching, but, in the lessons seen, teaching of pupils up to the age of seven years was good and satisfactory for older pupils. An analysis of teachers' planning shows that they do not plan to develop key skills in detail and so, in a subject which is taught in rotation with history, the key skills are not always sufficiently covered. For example, mapping skills are not fully developed from simple two references for a block on a map to four figure grid references. Significant opportunities are lost to develop key skills on a daily or weekly basis, for example, measuring rainfall and using the data to produce graphs. The adoption of the QCA scheme has improved planning and teachers include a useful range of topics to develop pupils' knowledge and understanding about water, temperature, a contrasting location in India and in the UK, settlements, mountains and rivers. The potential of ICT to support learning in this subject is insufficiently recognised.

HISTORY

110. Judgements are formed on the evidence of two lessons seen and, in addition, an analysis of pupils' work, teachers' planning and discussions with pupils. Standards throughout the school are satisfactory and are similar to those in the last inspection. All groups of pupils have made satisfactory progress.
111. Pupils up to the age of seven years enjoy hearing stories about famous people such as Florence Nightingale and Mary Seacole and notable events such as the Great Fire of London. They recall the essence of the stories and some pupils identify similarities and differences between life long ago and life now. Pupils in Year 1 went on a walk around the nearby streets and attempted to identify which houses were new and which were old. They learnt the meaning of the words '*terraced*' and '*semi-detached*'. Older pupils, in Year 5, learned about life in Ancient Greece. They knew the names of the city-states of Athens and Sparta, and understood that *democracy* began in these. They compared aspects of their way of life, such as clothes, with those today. In discussion, pupils only had a hazy idea of chronology and were generally unable to place the main

events, people and changes into their correct time periods. They use reference books and the internet to find out information, but tend to copy and print it out unselectively. Full advantage of ICT is not taken. In these lessons, teaching was unsatisfactory due to too much time being wasted because of poor pupil behaviour in the former and lack of subject knowledge in the latter. However, these lessons cannot be typical because of the general satisfactory standards in the school. Teachers teach the content of the study units satisfactorily but are still insecure in teaching key skills. Pupils enjoy the lessons and like to recount the facts they have learnt. Standards would be higher if there was more emphasis on key skills such as chronological understanding and the use of first and second hand evidence.

112. The co-ordinator is keen and knowledgeable but is new to the post and has not yet had time to make a significant impact on the subject. She has structured a scheme of work to cover the areas of the National Curriculum. The use of interesting and stimulating resources such as artefacts and videos and planned input from visitors and visits could be emphasised more.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. By the ages of 7 and 11 years, standards are broadly satisfactory. This is better than at the last inspection and represents satisfactory progress since then. There have been some improvements in the range and quality of resources, particularly in the introduction of personal computers into the foundation stage. The availability of software for these machines directly related to pupils' work has had a positive effect on the use of ICT in the classroom and in staff confidence and subject expertise and, together with some limited staff training, has been responsible for raising standards. Pupils up to 7 years of age make good use of simple keyboards to learn basic skills and these skills are used in some lessons. The increase in the use of ICT for pupils of this age contributes to pupils' attainments. However, for 8 to 11 year-olds, the use of machines with operating systems that are not normally seen in primary schools limits the range of software available for use. These reduce the planned opportunities for the use of ICT as a tool across the curriculum. Teachers make best use of the software available to them and provide sufficient opportunities for pupils to make satisfactory progress in this age group. The school is currently awaiting the delivery of personal computers for use in most classes. These factors, together with the pupils' positive and enthusiastic approach to learning, are responsible for promoting higher standards and these have improved satisfactorily since the last inspection. All pupils, including those with SEN and EAL make sound progress overall in their learning.
114. Word processing skills are developed soundly throughout the school. At the age of 7 years, pupils are familiar with the names and functions of the major keys on the keyboard, and have some understanding of how to save a file. All use a *mouse* confidently and know how to use program design to revise basic skills as, for example, in mathematics, where they use a simple program to revise number skills. At the age of 11 years, some pupils have a good knowledge and understanding of a range of editing techniques, for example, cutting and pasting sections of a text. They can colour the text and centre it, drawing a border around it. However, the improving word processing skills are not consistently being used to support work in other subjects as pupils are not getting frequent opportunities in all classes to extend their skills outside of the time-tabled ICT sessions. However, pupils confidently use the internet for geography and history to access information by typing in the correct "*address*" and using the search facility. They know and accurately use such terms as '*home-page*' and '*web-site*'.
115. There are some inconsistencies in pupils' understanding of control aspects, because the focus recently has been on other required areas. However, teachers' planning indicates that these are to be introduced later in the year. Although the new resources are being used well to raise standards, particularly in pupils' skills, the school does not currently use ICT in all classes to ensure that these skills continue to be regularly applied across the curriculum.
116. The quality of teaching is satisfactory. Teachers' subject knowledge is sound overall, although some still have difficulties with basic operations. Teachers manage their classes well and instil good attitudes to learning. They use demonstrations effectively to ensure that pupils remain interested and focus their attention on what they trying to achieve. In a lesson in Year 3 on word processing for example, the teacher used a chart to ensure that all pupils watched the demonstration and understood clearly what to do. The pupils responded well and were very

pleased when they successfully used the technique to improve their work. However, the clustering of machines together often means that too few pupils can be engaged on the computers at any given time. The teacher used support staff very effectively to ensure that pupils with EAL and SEN made sound progress in the lesson.

117. The co-ordinator's leadership of the subject is unsatisfactory. There is insufficient guidance available for teachers on a range of ICT issues including which skills require development, although teachers have guidance on what should be taught in each year group. A scheme of work is being developed, but this is not yet available to staff. Teachers do not have additional guidance on the use of the software in the school and there is a lack of guidance on the use of ICT across the curriculum. Some teacher training has been undertaken on a whole school basis and useful guidance was produced to support this training. However, little follow-up work has been undertaken and teachers' skills still require development. Little monitoring and evaluation of teaching and learning is undertaken.

MUSIC

118. At the last inspection, standards were reported as being good. This inspection finds that these standards have been maintained. This is because the school employs a music specialist on a part-time basis who teaches the subject throughout the school and is the music co-ordinator.
119. All pupils, including those with SEN and EAL, make good progress in all aspects of the subject, especially singing. At 7 years of age, pupils use their voices, modifying them appropriately to imitate the sounds of animals whining, screeching and whispering. Their performance improves as they practise and increase in confidence. They move on to play instruments such as cymbals and glockenspiels to represent sounds for snakes, lions, elephants and mice. Their performance in this is good. At age 11, in the one lesson seen for older pupils, they displayed good listening skills and read rhythmic notation competently, clapping well to the rhythmic patterns. These skills help their competency in reading music and they are extended for many pupils aged 8 to 11 who have the opportunity to receive tuition in learning a musical instrument. In small groups, they rehearsed a piece they had played before and played instruments such as xylophones and chimes using musical notation to develop an improvised Gamelon-like piece (*Indonesian music*). They produced good rhythmic musical patterns and made good progress in developing this piece.
120. All pupils enjoy music. They listen well and co-operate well in groups. They are developing confidence in performing to the rest of their classes and, because they have respect for their teacher, they are all well behaved. They are very enthusiastic and occasionally this enthusiasm gets the better of them causing the teacher to raise her voice more than usual. However, they immediately respond positively. Pupils are fully involved in the lessons.
121. Teaching is consistently good. The teacher, as a music specialist, has good subject knowledge and this gives her confidence to perform to the class to show what needs to be done. Lessons are well planned with clear learning objectives which she shares with the class, "*Today we are going to use instruments with different qualities (this is called timbre) to represent animals*". She has high expectations of her pupils' performance and uses the good resources well.
122. The co-ordinator has devised her own policy and scheme of work that takes appropriate account of National Curriculum requirements. The curriculum places due emphasis on non-Western as well as Western traditions and pupils learn songs and play music from countries such as South Africa, China, India and Indonesia.
123. The school provides a wide range of musical experiences for its pupils. In addition to the weekly music lesson which each class receives and which gives opportunities for singing, playing, composing their own music and listening to the music of others, there are many other opportunities for pupils to broaden their musical experiences. These include a weekly singing session for pupils aged 8 to 11, recorder lessons and opportunities to learn instruments such as the violin, piano and keyboard and guitar. The lunch-time music club, attended by pupils in Years 5 and 6, provides additional musical experiences which are enjoyed by those who attend. The

weekly After-School Club is well attended and provides further opportunities for pupils to participate in musical activity.

PHYSICAL EDUCATION

124. Lessons were observed in Years 4, 5 and 6. It is not possible, therefore, to make judgements about standards for pupils up to the age of 7 years. Standards for 8 to 11 year olds are satisfactory, overall. In Year 4, in *gymnastics*, pupils displayed good rhythmic movement as they marched to the steady beat of taped music, and altered the rhythm and speed of their movements appropriately. They discussed maturely what shapes and movements to make in small groups and ran and curled and uncurled, stretching well as they did. In this lesson, pupils made very good progress. Pupils listened well to their teacher and had very good relationships with her. They were very calm and orderly and enjoyed this lesson.
125. In Year 5, in *games*, pupils were introduced to the skills of real cricket. They made sound progress in developing their throwing and catching skills. In *kwick-cricket* they learned to hold the bat correctly and made sound progress in developing this skill. Pupils had good attitudes and enjoyed in this lesson. They listened well to their teacher's instructions and waited very patiently for their turn to bat on a very cold day, without complaint.
126. In *athletics*, in Year 6, pupils showed sound co-ordination as they sprinted in teams in the playground. They responded well to their teacher's whistle and were very still whilst waiting for their turn. Pupils worked well in teams and were competitive and showed appropriate regard to health and safety issues. In this lesson they made good progress in developing their running skills. They listened well to instructions and were well behaved. Overall, all groups of pupils, including those with SEN or EAL, make satisfactory progress.
127. The quality of teaching ranges from satisfactory to excellent and is satisfactory, overall. In the outstanding lesson, the teacher asked very good questions to establish how much her pupils had remembered since the last occasion, "*Can anyone remember what we did last time?*" Her planning was very effective and she explained the learning objectives clearly to the class, "*Today we are going to do movement to music using different parts of the body*". This was a very well managed lesson and her class responded accordingly. In Year 5, the teacher had good knowledge of cricket, but on an extremely cold day it is questionable whether this was the most appropriate activity for the playground. In Year 6, on the other hand, the teacher changed her plans appropriately and finished the lesson early because of the cold.
128. The local swimming pool has been closed as part of the budgetary plans of the local authority. The school has decided to use some of its reserves and will pay to make its own arrangements after half-term in the Spring term. This will give pupils in Year 6 the opportunity to learn to swim at least 25 metres by the time they leave the school in July. The curriculum is enhanced by a range of out-of-school activities, including a football and badminton club. The annual school journey offers residential experiences that could provide opportunities for outdoor and adventurous activities and the headteacher, who is the acting co-ordinator, accepts that these could be further developed.