

INSPECTION REPORT

BENTHAL JUNIOR SCHOOL

Hackney

LEA area: Hackney

Unique reference number: 100260

Headteacher: Mr. Stephen Hall

Reporting inspector: Mr. Colin Henderson
23742

Dates of inspection: 3 – 6 April 2000

Inspection number: 189146

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Benthal Junior School Benthal Road London
Postcode:	N16 7AU
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Appropriate authority:	The local education authority
Name of chair of governors:	Mr. Indro Sen
Date of previous inspection:	1 July 1996

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Team members		Subject responsibilities	Aspect responsibilities
Colin Henderson	Registered inspector	Geography	How high are standards ? School's results and achievements
		Information and communication technology	How well is the school led and managed?
		Physical education	
Candy Kalms	Lay inspector		How high are standards? Attitudes, values and personal development
			How well does the school work in partnership with parents?
Michael Raven	Team inspector	Mathematics	How well are pupils taught?
		Art	
		Design and technology	
		Special educational needs	
David Price	Team inspector	Science	How good are curricular and other opportunities?
		Music	
		Religious education	
		Equal opportunities	

Susy Powlesland	Team inspector	English	How well does the school care for its pupils?
		History	The provision for and standards achieved by pupils with English as an additional language
		English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Benthal Junior School serves an area of mainly rented housing between the Nightingale Estate and Stoke Newington Green. It is an average-size junior school of two-form entry with 237 pupils currently on roll. The number of pupils is similar to that reported in the last inspection. Pupils come from 19 different ethnic minority groups and 49 per cent come from homes where English is an additional language. This is very high compared with the national average. Sixty eight pupils (29 per cent) are on the school's register of special educational needs, which is above average; most of whom have moderate learning difficulties. No pupils have specific statements of need which is below the national average. Fifty per cent of pupils are entitled to free school meals which is well above average.

Attainment on entry is well below the national average. The school aims to create a happy working atmosphere where everyone feels valued and makes a positive contribution to a harmonious school community.

HOW GOOD THE SCHOOL IS

Benthal Junior School is an improving school. Attainment in the core subjects, though still below national average, is improving and this is raising standards in other subjects. The school has a harmonious and supportive ethos. Pupils generally behave well and the quality of relationships is good. A positive direction is given to the work of the school by the leadership of the headteacher. The quality of teaching is sound overall, with frequent examples of good teaching, particularly in Years 3 and 6. The school gives sound value for money.

What the school does well

- The school has implemented its strategies for literacy and numeracy well and these are promoting higher standards of attainment.
- Behaviour is generally good around the school and in most classrooms and most pupils have a positive and enthusiastic approach to school.
- The school promotes social development well and encourages harmony and good relationships between different groups of pupils.
- The headteacher provides positive leadership focused effectively on raising standards.
- The governing body is increasingly and actively involved in targeting school improvement.
- Pupils with special educational needs are supported well in class and are helped to make good progress in their learning.
- The school links in well with the local community to enhance the range of learning activities for its pupils.

What could be improved

- The support for pupils for whom English is an additional language, particularly those at the early stages of language development, is inconsistent and unsatisfactory overall. It does not consistently promote higher standards of attainment.
- Procedures to monitor and follow-up unsatisfactory attendance and punctuality are not yet sufficiently rigorous to be effective.
- The school's positive behaviour strategies are not consistently implemented in all classes.
- Procedures to monitor and evaluate the quality of teaching and learning are not sufficiently rigorous.
- Homework is not consistently and effectively used to support learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress overall since the last inspection in July 1996. Standards have improved in English, mathematics, science and information and communication technology. Teaching has improved overall since the last inspection with a significantly higher level a sound or better quality. Significant improvements have been made in financial management with the school now efficiently managing its budget and targeting resources on development priorities. Curriculum planning has been improved, particularly in the core subjects. Good use is being made of National Curriculum guidance in science and information and communication technology. Improvements

have been made to the range of resources, particularly in literacy, numeracy and information and communication technology. Progress is less satisfactory on the issues of marking and monitoring and evaluating teaching and learning.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E	C	well above average A above average B average C below average D well below average E
Mathematics	D	E	C	A	
Science	D	E	E	C	

Similar schools are those which have a similar number of pupils entitled to free school meals. The school has used assessment data to set challenging targets for the number of pupils to achieve Level 4 or above in 2000 – 68 per cent in English and 70 per cent in mathematics. These are just below the current national average. The school is likely to achieve, and possibly exceed, its targets. The positive impact made by the school effectively implementing its strategies for literacy and numeracy, together with extra support from the additional literacy programme and booster activities, is promoting improving standards.

Inspection evidence shows that standards are improving. Attainment in mathematics and science is now in line with the national average in Year 6. Standards in English have improved from well below average to below average by the end of Year 6. Speaking and listening skills are developed soundly. Pupils' reading and writing skills are improving but standards still vary considerably and are below average overall. Standards in information and communication technology are in line with those expected nationally at the age of 11. Improved resources and increased teachers' confidence and subject knowledge are promoting improvement. Attainment in religious education is in line with that expected in the Locally Agreed Syllabus. Pupils with special educational needs are supported well and make good progress towards their learning targets. Pupils for whom English is an additional language are not supported consistently and do not make satisfactory progress overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a positive and enthusiastic approach to school. Most are keen to succeed, attentive and respond well.
Behaviour, in and out of classrooms	Behaviour is generally good around the school and in most classes. There is little evidence of any oppressive behaviour.
Personal development and relationships	Relationships are good, particularly between different groups of pupils. Pupils respond well when given responsibility, although there are limited opportunities to take the initiative in developing their own ideas.
Attendance	Attendance is below the national average. A significant number of pupils arrive late for school and this effects the start of lessons.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Sound overall with more frequent good teaching in Years 3 and 6.

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

Teaching is sound overall, although there are significant variations. Teaching was good in 27 per cent of lessons, focused particularly in Years 3 and 6. It was very good in a further 10 per cent. Teaching was unsatisfactory in 10 per cent of lessons, with 1 per cent being of poor quality. The consistently high quality in Year 6 significantly promotes improving standards of attainment. The teaching of basic literacy and numeracy skills is good overall and they are increasingly used to support work in other subjects, for example, geography. Teachers have good subject knowledge and use it well to promote higher standards. Teachers use ability groups effectively to match activities to pupils' learning needs. The needs of pupils for whom English is an additional language are not consistently met well, particularly those at the early stages of English language development. Teaching is unsatisfactory, mainly in Year 5, where pupils' behaviour is not managed effectively and they are not encouraged to behave in a consistently positive way.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, with a suitable focus on literacy and numeracy. The requirement for swimming is not currently met. Good links with the community are used well to enhance opportunities for pupils through a range of visits and visitors.
Provision for pupils with special educational needs	The provision is sound overall. Pupils are well supported in whole class lessons and satisfactorily supported in withdrawal groups.
Provision for pupils with English as an additional language	Although some teaching is sound, provision is unsatisfactory overall. There are inconsistencies in the quality of support and the match of activities to pupils' learning needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is good overall. The good social provision promotes good relationships and respect for others. The cultural provision is good and fosters pupils' appreciation and understanding of different cultural beliefs and traditions.
How well the school cares for its pupils	Pupils' academic progress and personal development are monitored soundly. Procedures for monitoring and systematically recording health and safety issues are not fully established. New staff are not fully aware of child protection issues. Measures to monitor and improve attendance are unsatisfactory.
How well does the school work in partnership with parents	The school has maintained sound links with parents. It provides them with an adequate range of information about what is happening in school, although their involvement in homework and in contributing to raising their children's standards of attainment are not fully developed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is soundly managed overall. The headteacher gives clear, positive leadership focused strongly on raising standards of attainment. He is developing an effective team approach with staff increasingly involved in management responsibilities, particularly core subjects.
How well the governors fulfil their responsibilities	A very supportive governing body is increasingly involved in working with the headteacher and key staff on school improvement.
The school's evaluation of its performance	The school uses test analysis, together with a range of target setting, to monitor pupil performance and target areas for improvement. The monitoring of lessons is not rigorous enough to improve standards of teaching and learning.
The strategic use of resources	An effective development plan identifies priorities and links soundly with financial planning. The issues are monitored closely, although their impact on standards is not closely evaluated. The school has good financial planning procedures and has implemented an effective strategy to secure a balanced budget. The principles of best value are applied efficiently and the school gives sound value for money. Staffing levels are adequate overall. Induction procedures are not developed. Resources are adequate and have been improved since the last inspection, particularly in literacy, numeracy and information and communication technology. The accommodation is adequate to meet pupils' needs. Some improvements have enhanced learning opportunities and the quality of the working environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are making good progress. • The supportive approach encourages their children to become more mature and responsible. • Staff are approachable and quickly sort out any problems. • The school has high expectations of work and behaviour and children respond well. • Teaching is good. • The school is well led and managed. • They are kept well informed about what is happening in school. 	<ul style="list-style-type: none"> • Homework is used more consistently to support their children's work in school. • A broader range of activities outside lessons.

Parental responses from 42 questionnaires returned (18%) and from the 14 parents (6%) who attended the meeting were very supportive. Inspection evidence confirms many of the positive views of the school. Inspectors' judgements confirmed that homework is not used consistently to support or extend school work. The range of extra-curricular activities is sound overall and enhances the curriculum, with additional sporting, musical and computer activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the school is well below national averages, particularly in literacy. This is confirmed by the results of the national tests for seven year olds carried out in the infant school just before most pupils transfer,
2. In the 1999 national tests for eleven year olds standards in English were well below the national average. They were broadly in line with the average of similar schools. Trends over the last four years show that standards in English have been improving and that the 1999 results were a significant improvement on the previous year. The school has exceeded its performance targets for the last two years, and has set a challenging target of 68 per cent of pupils to reach Level 4 or above in 2000. Inspection evidence confirms that standards in English, though still below average, are improving and are better than at the last inspection. The school has effectively implemented the National Literacy Strategy which is positively promoting improvement. The school has organised booster classes and additional literacy sessions to focus on areas of weakness. The school is likely to achieve, or possibly exceed, its target for 2000.
3. Improvements have been made in all aspects of English. Many pupils still have language weaknesses, for example in the range of vocabulary, spelling and sentence structure, and these continue to restrict progress. Literacy skills are generally taught soundly and are beginning to be effectively used to support work in a range of other subjects, for example science and information and communication technology. Pupils in the early stages of English language development do not receive consistent support and many do not achieve the standards they should.
4. The results of the 1999 Key Stage 2 tests in mathematics show that standards were close to the national average and well above average compared with similar schools. Test results over the last four years show that standards are improving overall. The 1999 results were a considerable improvement on the previous year, although the 1998 year group contained a higher than average number of pupils with special educational needs. The school has set a challenging target of a further five per cent improvement in this year's results to enable 70 per cent of pupils to achieve Level 4. Inspection evidence confirms that standards are improving and are broadly in line with the national average in Year 6. The school has effectively introduced its numeracy strategy. Pupils' sound mental mathematical skills and developing number understanding are likely to enable the school to meet, and possibly exceed, its 2000 target.
5. In last year's national tests in science for eleven year olds, results were well below the national average and broadly in line with the average of similar schools. Test results over the last four years show that standards are improving and are better than at the last inspection. Inspection evidence shows that standards are now close to the national average in Year 6. The school has focused on improving attainment in science the last two years. A detailed analysis of test results, a concentration on improving investigational skills, the use of booster classes and the more effective use of National Curriculum guidance for science have all contributed to promoting higher standards.
6. Attainment in information and communication technology is broadly in line with nationally expected standards and has improved since the last inspection. Improvements in resources, supported by improving staff confidence and subject knowledge, are helping to improve higher standards. All pupils are soundly developing their basic skills in the required aspects. These are increasingly being used to support work in other subjects, for example, mathematics and geography. Opportunities to extend these skills in lessons other than time-tabled activities in the new computer suite, are not consistently developed.

7. Attainment in religious education is broadly in line with standards expected in the Locally Agreed Syllabus in Year 6. The standard is similar to that reported in the last inspection. Pupils' knowledge and understanding of Christianity, Islam and other religions are promoted well. They show a sound understanding of different religious beliefs and practices and of the lives of such religious leaders as Jesus, Guru Nanak, Muhammed and Buddha.
8. Standards overall have been improved since the last inspection with pupils achieving higher standards in the core subjects and information and communication technology. There is no significant difference between the attainment of boys and girls. Improving standards have been promoted by the effective implementation of the literacy and numeracy strategies and more efficient use of individual and group target setting. Standards in the foundation subjects have generally been maintained at the levels reported previously. Progress in developing pupils' skills, knowledge and understanding is still sound in art, music and geography. It is still inconsistent in history as there is no scheme of work to ensure that pupils' skills are built on prior knowledge and understanding. There was not sufficient evidence to give an overall judgement in design and technology. There has been good improvement in the support given to pupils with special educational needs since the last inspection. They are now well supported in whole class lessons and satisfactorily supported in groups withdrawn from class. They make good progress overall towards the targets set for them in their individual education plans. The support given to pupils for whom English is an additional language is inconsistent, particularly for those at the early stages of English language development. Some specialist support teaching is sound and enables pupils to actively develop their language skills. However, too frequently the class activities are not matched well to the language needs of these pupils. The quality and the amount of support and guidance for these pupils are not satisfactory. They do not make sound progress overall in developing their skills and knowledge and this restricts the standards achieved.

Pupils' attitudes, values and personal development

9. Overall, the attitudes and behaviour of the large majority of pupils in the school are good. Parents feel strongly that their children like school, and the pupils agree. Most pupils come to school with good attitudes to learning, and this is reflected in the high proportion of good responses evident in lessons. However, there is a small but significant number of pupils, particularly boys in Year 5, who have unsatisfactory attitudes and behaviour. These are mainly the result of teachers' inconsistent use of the school's positive behaviour policy in some lessons. This directly effects the quality of learning of the pupils themselves and of other pupils in these classes.
10. The large majority of pupils demonstrate positive attitudes to learning and an interest in their work. This has a positive impact on their learning. They are well motivated and attentive, responding very well when the work is interesting and the teaching good. For example, Year 6 pupils sustain concentration and respond well. In most lessons pupils concentrate well and many are keen to answer questions, although some with language weaknesses are not so willing to contribute their ideas. In the lessons where teaching is unsatisfactory, pupils are less attentive and more disruptive. There is a small minority of boys in some classes who fail to observe the usual classroom expectations, displaying restless and challenging behaviour. They are easily distracted, ignore instructions, do not listen attentively or respond positively to the teacher; for example in a Year 4 mathematics lesson. These unsatisfactory attitudes slow down lessons as the teacher has to frequently remind pupils to pay attention. Where the behaviour management skills of the teacher do not effectively control the class, pupils do not maintain a positive approach and the standard of work achieved is lower than expected.
11. Overall, most pupils are well-behaved in lessons and around the school, especially during the many wet breaks during the inspection. This has a positive effect on life in the school and the learning that takes place. Most pupils are clear about the standards of behaviour expected and respond well to the 'Golden Rules'. Pupils play well on the playground, and although sometimes boisterous, only one incident of aggressive behaviour took place. Nearly all parents who responded to the questionnaire and attended the meeting expressed satisfaction with the levels of behaviour in the school. The level of exclusions has remained static; the school has had three fixed term exclusions this year. Harassment and bullying in the school are extremely rare. Around the school pupils are friendly to one and other and to visitors.
12. Overall, pupils' personal development and relationships are satisfactory and have a positive effect on learning in lessons. In most classes relationships are good between pupils and

teachers and this contributes to pupils' motivation and learning. Many pupils refer to their teachers by their first names and there were no examples of pupils taking advantage of this informal approach. A strength is the friendly and sociable relationships between pupils, and the manner in which pupils of different races and nationalities are thoroughly integrated and relate very well together. Pupils work well independently in the literacy and numeracy hours and most pupils settle quickly to their activities. When they are given opportunities to work together, pupils share equipment and resources sensibly, for example, when working together on computers

13. Pupils respond well to the opportunities to have responsibility in the classroom for example returning registers. Year 6 pupils are conscientious as monitors, assisting in the dining hall at lunch-time and monitoring behaviour in corridors and outside lessons. They show initiative in regularly identifying charities to support and organise a bring and buy sale to raise funds. Although there are some opportunities for pupils to develop their ideas and show initiative in lessons, these are not always promoted effectively, for example when selecting resources and developing investigations in science.
14. Levels of attendance are below the national average. This is unsatisfactory and has a significant effect on the learning of a number of pupils. Levels have slightly improved since the previous inspection but they remain below the national average. Patterns of attendance are not consistent. They vary between classes, between year groups, and between classes in the same year group. Year 6 classes having the poorest levels of attendance, both below 90 per cent for the current term. There are no specific contributory factors affecting the overall attendance figures, although they are affected by pupils taking extended holidays during term time, some individual long-term sickness and by pupils starting and leaving during the school year. Unauthorised absences are well above the national average and have deteriorated since the previous inspection. This is due partly to the difficulty the school has in obtaining reasons for absence from parents and to the procedures for monitoring and encouraging better attendance not being sufficiently rigorous to improve the situation.
15. Poor punctuality is a major problem in the school. High numbers of pupils arrive late in the morning, including a significant number who are frequently late. This is partly due to the different start time of the infant school on the same site and to the lack of regular strategies to monitor and follow-up pupils arriving late. The poor punctuality affects the learning of pupils, as many are not present for the start of lessons, and learning time is lost as lessons are not able to start punctually.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is sound overall, although there is significant variation. Teaching has improved since the last inspection. There is significantly more sound or better quality teaching. In almost nine lessons in every ten, teaching is never less than sound. In almost three lessons in ten, it is good. It is very good in one in ten lessons. In about one lesson in every ten teaching is unsatisfactory and in a very small proportion of lessons teaching is poor. There is high quality teaching in almost every year group, and particularly in Years 3 and 6. Most of the unsatisfactory or poor teaching is in Year 5.
17. Teachers have a good knowledge and understanding of the subjects they teach. For example in a very good Year 4 information and communication technology lesson on the use of spreadsheets, the teacher had very good knowledge and understanding of the computer program being used. This was used very well to promote pupils' learning and helped them to develop their skills in data handling techniques. The lesson also provided good opportunities for pupils to use their numeracy skills. In a good science lesson in Year 6 the teacher and an "environmentalist in residence" demonstrated good understanding of the sources of river pollution such as soap powder and bleach. This helped pupils develop their knowledge and understanding of pollution well. The generally good knowledge and understanding which teachers have of their subjects enable pupils to successfully learn new knowledge and skills. They effectively develop their understanding in lessons, particularly in basic skills such as phonic knowledge and mental calculation.
18. Teachers are good at teaching basic literacy and numeracy skills. For example, in a very good Year 3 literacy lesson, the teacher taught the use of the 'a' and 'i' sounds very well. Pupils made very good progress in their learning as they thought about and wrote words with these

sounds in them. The use of double consonants was taught very well in a Year 4 literacy class and pupils made very good progress in their learning. In a good numeracy lesson in Year 6 for example, the teacher set appropriate mental calculation tasks, involving addition, subtraction, multiplication and division of two-digit numbers and by the end of the lesson most pupils could tackle these successfully.

19. The planning of lessons is sound throughout the school. Teachers generally indicate clearly what pupils will do and what it is intended they will learn in the lesson. This was seen, for example, in a good music lesson in Year 6, where the lesson plan was detailed and clear and so ensured a well-structured lesson which involved all pupils well. In the best lessons teachers use their planning well to make clear to pupils the learning intentions of lessons. For example, in a Year 3 lesson on fractions, the teacher explained the task and the purpose of the lesson clearly at the outset. This helped pupils' learning as it gave them insight into what they were to do and why.
20. Teachers' expectations of pupils are satisfactory overall. This encourages pupils to try harder and achieve well in the basic subjects of literacy and numeracy and also in physical education and the arts. There were some good examples of teachers' high expectations resulting in very good progress in learning. This was seen, for example, in a numeracy lesson in Year 6 where challenging work from the higher levels of the National Curriculum was set for about one third of the class. They made good progress in their learning and produced work of a high standard. There were some examples of under-expectation. For example, in a Year 5 literacy lesson, many pupils were given a copying activity which did not require them to use their skills. Although they were required to put in commas, pupils were not challenged effectively and made little progress in their learning.
21. Teachers use a sound range of appropriate teaching methods. They explain and demonstrate things clearly and in an interesting way which motivates pupils to want to learn and encourages them to concentrate well. This was seen for example in a Year 6 music lesson where the teacher demonstrated the technique for playing the tambourine. Pupils learned well how to sustain the playing of a complex rhythm. Good use is made of grouping by ability to promote the raising of standards. This is effective in literacy where pupils work in ability groups for a significant proportion of the time and in numeracy, where the oldest pupils are taught in ability-related 'booster' groups for part of each week. Teaching in ability groups enables teachers to match tasks closely to pupils' capabilities and needs and so leads to pupils making good progress in their learning. For example, in Year 6 numeracy lessons, pupils with special educational needs were withdrawn from some class lessons to work at an appropriate level on the tasks being attempted by the rest of the class but with extra support. Where the tasks set for pupils for whom English is an additional language are not consistently well matched to their capabilities and needs, their learning is unsatisfactory. This is especially true of pupils who are at the early stages of English acquisition. Teachers make good use of questioning to check that pupils have understood and to make them think. For example, in a very good numeracy lesson in Year 6, good questioning ensured that all pupils were involved and following the lesson. Good use is made of practical activities to promote pupils' learning. This was seen for example in mathematics lessons in Year 4 where pupils carried out a survey of pupils' preferences for different flavoured crisps and recorded and analysed the data they collected.
22. Teachers' class control and discipline are effective in most lessons. There are frequent examples of good control and discipline, for example in Year 6 mathematics lessons. However, there is a significant proportion of lessons in which the management of pupils' behaviour is unsatisfactory and occasionally it is poor. Unsatisfactory and poor behaviour results from teachers using a negative approach to class control, concentrating too much on poor behaviour. They give too little attention and reward to the majority of pupils who behave well and try to get on with their work. Too often pupils miss lessons though being sent to the headteacher or to other classes because of misbehaviour and this is not effective in promoting good discipline. The best behaviour was seen in classes where teachers set clear expectations of pupils' behaviour. They use a balanced and mainly positive approach to behaviour management, making good use of praise and rewards. Most of the unsatisfactory class control and management and the small proportion that was poor was seen in Year 5. Pupils' learning is adversely affected by the poor behaviour of others.
23. Teachers generally make effective use of the time available and lessons proceed at a brisk pace, encouraging pupils to work hard. However, the poor punctuality of some pupils means that some lessons start before they are present at the start of the day. Their learning is

adversely affected as they miss the introduction to lessons, for example, in a mathematics lesson in Year 6. Support staff are deployed well, especially to help pupils who find learning more difficult. They help them to make good progress towards the targets set in individual education plans. This was seen for example in a Year 3 science lesson on the properties of materials where a support assistant supported lower attaining pupils well and helped them to study the same curriculum content as their peers. The good support offered by teachers and support staff enables pupils with special educational needs to have full access to the curriculum and make good progress in their learning. Support for pupils for whom English is an additional language is inconsistent between classes, especially for those at the early stages of the acquisition of English, and so their learning is unsatisfactory overall. Teachers do not always ensure that activities meet learning needs and the quality of specialist language support varies significantly between classes. Support staff are also well deployed to support higher attaining pupils, seen for example in an English lesson in Year 4 as pupils practised their handwriting skills. Some good use is made of information and communication technology to support pupils' learning. For example, in a Year 5 geography lesson pupils made good use of the Internet to gather information concerning the Caribbean. Teachers make good use of resources. For example, in a Year 4 science lesson good use was made of coffee, sand and other materials as pupils investigated what happens when solids are added to water.

24. The use of assessment is sound overall. Teachers make helpful interventions as pupils work and comment on and correct what they are doing. This was seen for example in a mathematics lessons in Year 4. The marking of pupils' books is inconsistent between classes and has not improved significantly since the last inspection. Teachers do not consistently give sufficient feedback to pupils on their performance and to let them know what they must do to improve.
25. Many parents attending the meeting with the registered inspector before the inspection or through their questionnaires expressed the view that homework is unsatisfactory. Inspection evidence confirms this. Although pupils often take home reading books there is too little systematic, regular homework to support and extend pupils' learning in school.

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

26. The school has been successful in providing a broad and more balanced curriculum than at the last inspection and in ensuring more consistent use of the extra time required to teach literacy and numeracy each day. The curriculum meets the requirements of the National Curriculum and those for religious education. There is one exception to this, the school is not fulfilling statutory requirements in physical education as there is presently no provision for swimming. Some weaknesses, identified in the last inspection, still remain in the planned development of pupils' knowledge and skills in history and geography. Due emphasis is given to the teaching of English and mathematics and skills learned in these subjects are applied well in other subjects, for example geography. The school teaches sex education through the science topic of human development. The school has a suitable sex education policy, currently in draft form. Drugs awareness is appropriately covered within the curriculum. The curriculum promotes pupils' personal, intellectual and physical development satisfactorily and prepares pupils adequately for the next stage of their education. The curriculum 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.
27. Curricular provision for pupils who are on the school's register of special educational needs is satisfactory overall. It supports learning targets identified in pupils' individual education plans. Class teachers and support staff work together to ensure that tasks set are at appropriate levels to help pupils improve and they are helped to have access to the full curriculum. Booster classes for the oldest pupils are used well to promote higher standards. For example in Year 6 mathematics lessons, pupils working in groups withdrawn from class learn to identify the operations necessary to solve real life problems, similar to those being tackled by the rest of the year group. Statutory and non-statutory reviews of progress towards individual education plan targets are carried out satisfactorily. There are good opportunities for parents and carers to be involved in these reviews. As parental involvement in reviews has been disappointing, the school is trying a new scheme which involves sending individual education plans home for parents to consider and comment on.

28. The headteacher and subject co-ordinators have developed policies and schemes of work for all the core subjects, in some cases 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.
29. The school offers a sound range of extra-curricular activities which enrich the curriculum. Occasional football matches open to boys and girls provide opportunities for pupils to enhance their skills in team events. There is a large choir. A lunch time computer club and another Web club make use of the newly set-up computer suite. Mixed cricket coaching takes place with the help of Middlesex County Cricket Club.
30. The school has good links with the community. The local church, a mosque and a synagogue are used for pupils to study different places of worship. The vicar from the local church visits weekly to take a school assembly. There are links with Whitechapel Art Gallery and Camper's 'Gardens in Schools' project. The present residential environmentalist is soon to be followed by a sculptor and a mosaic artist. A member of the Cosmo club visits school once a month to lead the assembly. Links with Clapton Girls Secondary School for science and the projected link with Haggerston Comprehensive Beacon School for art enhance pupils understanding of these subjects.
31. There are satisfactory links with partner institutions. The feeder infant school is part of the same site and the two schools have a joint governing body. Links between the two school have improved, particularly in the last two years under the initiative of the two new headteachers. Staff from the local secondary schools to which Year 6 pupils transfer come into the school to meet the pupils and staff and the pupils have a period of induction to the secondary schools, as they prepare to move on.

Provision for pupils' personal development

32. The school offers its pupils a welcoming, secure and supportive environment. The pupils respond well to the opportunities provided for them to enhance their personal development. They distribute books in the classrooms, take registers to the office and older pupils act as monitors around the school at lunch times and break times. Provision is made for pupils to organise their own bring and buy sales and specify to which charity the money raised is to go. This shows their sense of interest and compassion. Pupils take part confidently in singing and playing instruments in the choir, during assemblies.
33. Provision for pupils' spiritual development is satisfactory. In assemblies there is an appropriate time for reflection and prayer. Throughout the year festivals from the major religions are celebrated, for example Eid, Divali and Christmas. In religious education lessons pupils consider how religions are special to individuals. They are given ample opportunities to develop their self-knowledge by reflecting on the beliefs of others as they study the major world religions. Pupils experience the wonder of the world and their role in it. For example, in science and information and communication technology, they make realisations and discoveries, such as their appreciation of the opportunities offered by new computer equipment. Music is played for pupils to listen to and appreciate. Copies of works by famous artists are displayed for pupils to enjoy, reflect on and in art lessons to produce their own work in the style of these artists.
34. Provision made for pupils' moral development is good. The school has a set of 'Golden Rules' which are well understood by the pupils and in the majority of cases are followed by them. Pupils are regularly reminded of these rules and through this they learn about the differences between right and wrong. Values are fostered through the caring, supportive and good relationships which exist between the staff and pupils and the good example set by those who work in the school. In most classes, pupils are appropriately praised and rewarded for their good behaviour and attitudes to work. Certificates are awarded during the fortnightly Achievement Assembly and a special assembly held at the end of each term to recognise and reward consistently good behaviour.
35. Provision for pupils' social development is also good. They have many opportunities to work and play co-operatively and are encouraged to take responsibility within the classroom and around the school. The pupils come from a wide range of social and cultural backgrounds and it is a strength of the school to see how well they integrate both within classrooms and outside at play times. Subjects such as science, history and geography provide opportunities for pupils

to consider social issues such as pollution, poverty and drought. All pupils, irrespective of race, sex, age or ability, are given the opportunity to involve themselves fully in the life of the school.

36. The school makes good provision for pupils' cultural development. Pupils are encouraged to appreciate and develop their knowledge of British culture and traditions through visits to places of historical and cultural interest such as churches, art galleries and museums. English literature, religious education, art, music, history and geography further promote pupils' understanding of their own culture and an appreciation of the diversity and richness of other cultures. Work on major faiths and traditions, celebration of festivals such as Eid and Divali and study of pictures by famous artists and music of other cultures, make a strong contribution to pupils' cultural development. The school makes effective use of visitors, such as ministers of religion and an environmentalist to extend this provision. Commitment to pupils' cultural development is evident from displays around the school..

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Overall, the school provides a caring and secure environment where the headteacher and staff know the pupils well. This contributes positively to learning, and enables pupils to take full advantage of the educational opportunities provided.
38. Procedures for child protection and to ensure the health and safety of pupils are generally in place, although not clearly understood by staff new to the school. The school recognises the need to comply with statutory requirements for health and safety but has not yet established regular systems, and has no up to date health and safety policy. Although there are frequent checks of the premises and site, and appropriate action taken where needed, issues and action are not systematically recorded. Equipment, including fire extinguishers, has only very recently been checked, as there have been no systems to ensure this regularly takes place. Day to day first aid procedures are sound. The school has not established procedures to ensure that all staff are aware of any pupils in their class with medical conditions. Sufficient staff have first aid qualifications and there are appropriate procedures for dealing with accidents and emergencies. The school recognises local child protection procedures and most staff are aware that the deputy headteacher is the designated responsible person. There are suitable systems to deal with any issues that occur. Although staff have recently received training to heighten awareness of important issues, there are no procedures to ensure new staff are given information. The headteacher is actively involved in dealing with any serious concerns but has not undertaken relevant training.
39. There are satisfactory procedures for monitoring and supporting pupils' personal development. Individual staff are aware of the needs of pupils in their class and regularly discuss any issues that arise with the deputy headteacher. Pupils' personal development is not recorded in a standardised form but any serious concerns are recorded and monitored. There is no planned programme for pupils' personal development but by recognising good work and effort in regular Achievement Assemblies, the school soundly promotes personal development.
40. The school has satisfactory procedures for monitoring and promoting good behaviour. The school is working hard to meet a wide range of behaviour problems. The behaviour policy and 'implementation document' provides detailed guidance for staff based on a system of sanctions. They include a list of strategies for staff on how to deal with inappropriate behaviour. However this is not always effective for all staff and for a small number of boys in the school. There are inconsistencies in the way sanctions are applied by individual staff and, in some classes, pupils are frequently excluded from lessons. There are guidelines for staff on when to apply rewards or use strategies for promoting good behaviour, and they have received some training. However, individual staff do not implement these procedures consistently. There are appropriate systems for staff to record and monitor incidents of inappropriate behaviour, but again these are not used by all staff. Good behaviour in the classroom depends on the behaviour management skills of individual teachers. In some classes learning time is lost as staff try to control unacceptable behaviour. The school has very good procedures to monitor and eliminate oppressive behaviour. Pupils were keen to report that bullying is extremely rare and any that does occur is dealt with extremely well by the deputy headteacher.
41. Procedures for monitoring and improving attendance are unsatisfactory overall. The school has some systems to monitor attendance and punctuality and to follow-up unexplained

absence. However, these are not sufficiently rigorous to be effective. The school receives regular visits from the education welfare officer to focus on attendance levels. The school has introduced some rewards for pupils with 98% attendance or above, although very few achieve this. Weekly attendance figures displayed in classrooms and termly reminders to parents are used to promote awareness of the need for good attendance. However, the attendance policy does not provide clear guidance for staff. There are no consistent procedures to follow-up absences to reduce the high levels of unauthorised absence. Punctuality is not being sufficiently monitored and parents are not routinely notified when pupils are frequently late

42. The previous inspection found that the monitoring of pupils' academic progress was unsatisfactory. A key issue was to implement the recent policy for assessment. There has been good improvement in most parts of this aspect.
43. Procedures for assessing and monitoring pupils' academic performance are sound in the subjects of the core curriculum. There is a thorough system of on-going assessment. Record sheets for reading and writing groups contain targets determined by the level descriptions for the particular National Curriculum level on which the group is working. In addition, each pupil has personal targets which are negotiated with the teacher. The achievement of targets by each individual is recorded and dated. Pupils are aware of the group and of their personal targets and the achievement of any target is acknowledged. Most teachers use praise and encouragement well. In science, pupils take a test after the completion of each unit, the results of which show the National Curriculum level achieved. These systems are beginning to have a positive impact on pupils' learning because they give reliable information about each pupil's progress. They help teachers to evaluate the effectiveness of their provision and to match their teaching activities to the attainment of the individual and the group. Where assessments show gaps in pupils' knowledge, skills or understanding, teachers plan to fill these gaps. The targets set for pupils who are in early stages of learning English are insufficiently based on their specific language needs and this hinders their progress.
44. These effective procedures have only recently been adopted and are being trialled. They are not yet part of an agreed policy and have not been in place long enough to confirm teachers' long-term commitment to their use. Satisfactory records of the attainment and progress in reading, spelling and writing of those pupils with special educational needs are maintained by class teachers. They are helpfully monitored at termly intervals by the special educational needs co-ordinator.
45. There is a sound marking policy, but teachers' practice in marking is inconsistent. Marking is used to guide or improve pupils' work or to create a dialogue with the pupil in only a minority of classes. In most classes, marking is very brief and unlikely to have any positive effect on pupils' work.
46. The results of the national tests in Year 6 are analysed well to show any differences in results for different groups of pupils and also for strengths and weaknesses in specific aspects of the subject. For example, the school's analysis of the 1999 English tests found that there was a weakness in boys' narrative writing and also in pupils' understanding of information texts. This well established practice has informed curriculum planning effectively and there is an emphasis on both these aspects this year. This has significantly contributed to raising standards in the core subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The majority of parents are supportive of the school. Parents who attended the inspection meeting and completed the questionnaire were generally happy with the school. They unanimously agreed their children liked school, are comfortable to approach the school when they have worries or concerns and feel the school expects children to do their best. There was however, a small number of parents who expressed concerns about the range of provision for activities outside numeracy and literacy, and did not feel the school worked closely with parents. A major area of parental concern related to homework provision. Inspection evidence supports the views of parents, particularly those relating to homework. The setting of homework has not improved since the previous inspection. The school has introduced a new homework policy this school year. However, a pattern of regular homework has still not been established to reinforce learning in lessons or prepare pupils for transfer at the end of Year 6. Homework is still not being regularly set and remains inconsistent and unstructured. The recent homework policy contains some guidance, but it does not make expectations clear enough for parents to know exactly what homework pupils will receive each week.
48. The school has developed sound links with parents overall, although there are few initiatives to encourage parents to work more closely with the school to support their children's education. In particular there is still no provision to involve parents of different cultures in the learning process. Although translators can be provided for those parents attending meetings, few documents are available in community languages. The home-school agreement has been sent to all parents but its content makes little contribution to pupils' learning. Home reading records are primarily used as a pupil book review rather than as a record or means of communicating between parent and teacher. A small number of parents help in classrooms and around the school. Some parents have helped planting shrubs and are helping develop the 'Web Page Club'. A small active Friends Association organises a range of fund raising and social events, and is currently helping to develop the playground area.
49. The quality of information for parents is satisfactory overall. A brief prospectus contains some useful information on school routines. However, together with the governors' annual report to parents, it lacks some statutory information. Parents receive adequate information about school matters, key dates and forthcoming events through the occasional newsletters, additional letters from the headteacher and information in the Friends Association newsletter. All year groups provide parents with information on the curriculum and topic work to be covered during the term, although there is some variation in the detail contained. Positive initiatives include occasional workshops to explain curriculum initiative and further meetings are planned to up-date parents about the literacy and numeracy hours. Consultation evenings are held each term to provide opportunities for parents to meet teachers and discuss progress. Parents can meet with teachers and the headteacher at any time to discuss any matters of importance. The quality of information about pupils' progress in their annual written reports remains satisfactory. They provide details on what pupils can do but still do not provide parents with information on how their children can improve the quality of their work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school is soundly managed overall. There have been significant improvements since the last inspection, particularly in the standards achieved in the core subjects of English, mathematics and science. The quality of curriculum planning has improved especially in the core subjects, religious education and information and communication technology. Assessment procedures have been improved in the core subjects, although these have yet to be extended into non-core subjects. The school has made significant improvements in the provision made for pupils with special educational needs and these have promoted good progress. Budget and school development planning have improved considerably, particularly in the last two years. The headteacher, working closely with the governing body, has been particularly successful in addressing the high budget deficit which the school had built up prior to his appointment. There has been some improvement in the quality of teaching reported in the last inspection. Monitoring and evaluation procedures have been developed further, especially in the analysis and use of attainment data. They are not yet sufficiently rigorous to impact significantly on raising standards of teaching and learning. The quality of marking still varies between classes.
51. The headteacher gives a clear positive direction to the work of the school, clearly focused on

raising standards of attainment. He is developing an effective team approach, working closely with staff and governors, in which all are encouraged to contribute to a continuing commitment to school improvement. On taking up his post two years ago, much of the headteacher's time and efforts were focused on getting the school back on to a secure financial basis. Together with good support from the governing body's finance committee, he has drawn up and implemented a sound financial strategy to enable the school to reduce the budget deficit and to target development priorities. The headteacher has been particularly successful in bidding for other sources of funds which have been used well to improve the school. For example the working environment has benefited from the school's successful involvement in its Garden Project, grants from the Tree Council and working with an 'Environmental in Residence'.

52. The aims of the school are clearly set out in the School Brochure and are generally reflected in the everyday life of the school, particularly those which promote good relationships. Most parents are appreciative of the pleasant working atmosphere which enables their children to like school. Pupils from a wide range of ethnic and cultural backgrounds get on well together, showing respect and understanding. The school promotes positive attitudes, although opportunities to positively encourage pupils' self-discipline are not consistently promoted in some classes.
53. An effective senior management team has a good overview of the school and, working closely with the headteacher and governors, provides a sound management structure. Although detailed job descriptions are not yet established, senior staff are aware of their range of responsibilities and are encouraged to contribute ideas and views on school development. Core subject co-ordinators are increasingly involved in promoting improvement. They have had some opportunities to monitor the quality of learning within their subjects, although procedures are not sufficiently rigorous or systematic to focus clearly on identifying areas for improvement. The role of other subject co-ordinators, including that for English as an additional language, is not effectively developed, although development planning indicates that this is an issue for further staff development.
54. The school is using target setting with increasing effectiveness to focus on improving standards of attainment. Teachers use an increasing range of attainment data to set individual pupil and group targets in literacy and numeracy. These are reviewed each half-term and are used to inform school attainment targets based on predicted pupils' achievement levels. The target reviews enable the predicted school targets to be changed to reflect more accurately the strengths and weaknesses of the different year groups. This effective use of target setting, together with detailed test analysis by the headteacher, has enabled the school to use booster sessions and additional literacy support very well to focus on areas of weakness, for example boys' narrative writing. These are promoting higher standards and have enabled the school to exceed its targets for the last two years.
55. The joint governing body for both the Infant and Junior schools provides increasingly valuable support to the school with an effective committee structure providing good links to the headteacher and other key staff. The full governing body is kept well informed through detailed, termly written reports from the headteacher. Individual governors receive further reports at regular committee meetings. Some governors, for example those linked with literacy, numeracy and special educational needs, observe in lessons and discuss any issues with the subject co-ordinator or senior management team. These visits improve governors' understanding of how the school's policies are being implemented in classrooms, although they are not always sufficiently focused on standards of teaching and learning. Governors are increasingly involved in many aspects of managing the school, particularly those relating to finance and premises. They have a good understanding of the school's strengths and areas for development and are effectively involved in planning for improvement. They have agreed annual performance targets with the headteacher, some of which focus on analysing attainment data and targeting weaknesses. The governing body generally fulfils its statutory requirements, although that for swimming provision and some aspects of information in the school brochure and annual report to parents are not fully met.
56. The governing body, mainly through its finance committee working closely with the headteacher and senior administrative officer, has established good procedures to ensure that finances are used well to support school priorities. This has been a major focus for the headteacher and governors as it was identified as a key and urgent issue at the last inspection. The detailed school development plan is structured well to provide a clear focus for improvement. It clearly identifies likely costs and resources and key people with responsibility for monitoring and evaluating each issue. Although it indicates expected outcomes, it does not

clearly establish procedures for rigorously evaluating the impact of developments, particularly those which require financial support. Specific financial grants, for example those for literacy and numeracy, have been used efficiently to target improvement, for example the booster sessions. The finance committee, linking with the headteacher and school administrative officer, is using the principles of best value to ensure that finances are efficiently used and that the school gives sound value for money.

57. The governors have established an appropriate policy for special educational needs provision. The special educational needs co-ordinator manages the provision well. She works in close co-operation with outside agencies, such as educational psychologists and the behaviour support team. There is good, regular monitoring and evaluation of individual education plans and the co-ordinator gives good support and advice to colleagues. Learning support assistants provide much of the support for pupils with educational needs. They have had appropriate training, for example in literacy and behaviour management and they give good quality support.
58. The school has an adequate number of appropriately qualified teaching staff, most with many years teaching experience. There is also a suitable number of support staff working with teachers to support pupils with special educational needs. The level of support for pupils for whom English is an additional language is not sufficient to meet the needs of a significant number of these pupils. Although there is still no formal system of appraisal, staff training needs are now being identified through development meetings with the headteacher. Induction procedures for new staff are not fully developed, and although there is now a staff handbook, it provides limited information for staff, especially those who are new to the school.
59. The accommodation is just adequate to meet the needs of pupils. The school site is shared with the infant school. The building is in a poor state of repair both internally and externally due to a lack of funds for a maintenance programme. Some redecoration has been completed recently and a group of parents has begun to redecorate some other areas. The library has been recently refurbished to provide a computer suite. Although this new facility is an asset to the school, it has resulted in the library not being easily accessible for pupils. The school is aware of this lack of library provision and plans are currently being implemented to improve the situation. There is a large hard surfaced play area with changing levels that provides interesting facilities for pupils to play.
60. Overall, the quality and quantity of learning resources are now satisfactory. This represents a significant improvement since the previous inspection, particularly in literacy, numeracy and information and communication technology. In mathematics the quality and quantity of resources are very good and, although resources in history are satisfactory, there is still a shortage of artefacts and books for research; the provision of non-fiction books has received some recent improvement but remains a weakness.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to improve the effectiveness of the school, the headteacher, governors and staff should:
 - (1) Raise attainment in English, particularly for those pupils at the early stages of English language development, by improving the provision for pupils with English as an additional language to ensure that;
 - activities are closely matched to their learning needs.
 - specialist teaching support is of at least a consistently sound standard.
 - the provision is co-ordinated effectively to ensure consistency and quality of practice.

(paragraphs 3, 21, 23, 58, 65, 66, 67, 77.)

- (2) Implement systematic procedures to regularly monitor and follow-up absences and poor punctuality.
(paragraphs 14, 15, 41)
- (3) Improve behaviour management, particularly in Year 5, by consistently implementing positive behaviour strategies.
(paragraphs 9, 10, 22, 40, 86.)
- (4) Establish rigorous procedures to monitor and evaluate teaching and learning.
(paragraphs 50, 53, 88, 100)
- (5) Ensure that the statutory requirements for swimming and for information to parents are fully met.
(paragraphs 26, 49, 55, 121)

In addition to the issues listed above, the following less important issues should be considered for inclusion in the action plan. These are indicated in paragraphs 24, 25, 38, 46, 47, 58.

- ensure that homework is used more effectively to support pupils' learning in accordance with national guidance.
- Improve the quality and consistency of marking.
- ensure that the induction of new staff provides sufficient information on school procedures, particularly those relating to health and safety issues.

The provision for and standards achieved by pupils with English as an additional language.

62. The previous inspection did not report extensively on pupils for whom English was an additional language, but found that they made sound, and sometimes good, progress.
63. Currently, there are 116 pupils on the ethnic minority achievement register out of a total of 234 pupils in the school, a considerable increase since the last inspection. Twenty - three languages are spoken by pupils and there are 19 minority ethnic groups. A significant proportion of pupils, at present 68, are in the early stages of English acquisition.
64. Since April 1999 the Ethnic Minorities Achievement Grant (EMAG) has been devolved to the school. This allows the school to make decisions about how best to spend the grant to ensure that pupils acquiring English are appropriately targeted and have full access to the school's curriculum as speedily as possible. The school currently buys back the support service from the local education authority. The EMAG team consists of one full-time and one part-time teacher. The part-time teacher and current co-ordinator is at present on long-term sick leave and the school is employing a supply teacher on one day a week to provide some partial cover for his absence. The Borough has also seconded another temporary teacher to the school to join the team this term. This area of the school's work currently lacks effective leadership.
65. Class teachers keep good records and assessments to inform the grouping of pupils in English, science and mathematics and set tasks that match the attainment of each group well. Pupils have group targets in each of these subjects and also have individual targets. Relationships in the school are very good, and pupils feel well supported. Most of the teaching during the literacy and numeracy hours and of the reading groups is good. However, the support for those pupils who are still in early stages of learning English and who need additional and some specialist teaching is inconsistent. Class teachers mostly do not provide activities for these pupils which match their specific language needs. Their lack of progress in learning English also hinders their full access to the whole curriculum. Some of the specialist teaching by a member of the EMAG team is sound and appropriate, both when pupils are withdrawn from class to work in a separate room and when receiving support in the classroom to help them understand and take part in the lesson fully. With the help of their support teacher they successfully start, for example, to make their own simpler version of part of a school brochure which the whole class is working on. In another class, however, the group lesson is not well organised, the tasks are confusing and pupils do not make good progress. The lack of consistency between classes hinders the progression of language skills for these pupils as they

move up the school. The total amount of support received by pupils with English as an additional language, especially by those in early stages of learning English, is inadequate as is the provision for these pupils made by some class teachers. Pupils with English as an additional language make inconsistent progress which is unsatisfactory overall.

66. Ethnic minority achievement is a target on the current school development plan. There is a sound action plan. However, many of the targets on the action plan are not being met or attempted yet. EMAG teachers do not always plan or share information systematically or sufficiently with class teachers. Class teachers are insufficiently aware of the specific needs of pupils beginning to learn English. This does not ensure that teaching and learning are firmly based on talk, practical experience, drama and role play and to contain a lot of methodical repetition. Targets for these pupils do not include targets based on specific language development, as described in the Borough's Stages of Fluency in English analyses. There is no current co-ordination or monitoring due mainly to extended absence through sickness. This does not ensure consistency in assessment methods, organisation or content and quality of support for these pupils, so that good practice is shared and adopted in all classes.
67. Given the number of pupils who need support in developing their competence in English - a significant number at the early stages - only one full-time and one part-time teacher are not sufficient. The school will need to make very careful decisions about the best way to use these very limited resources and class teachers will also have to increase their knowledge and skills in this area.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	27	52	10	1	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	229
Number of full-time pupils eligible for free school meals	102
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	68
English as an additional language	No of pupils
Number of pupils with English as an additional language	145
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	15

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.6	School data	2.4
National comparative data	5.4	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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	41	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	13
	Girls	31	29	30
	Total	41	43	43
Percentage of pupils at NC level 4 or above	School	62 (48)	65 (41)	65 (50)
	National	70 (64)	69 (65)	78 (71)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	31	28	27
	Total	41	39	39
Percentage of pupils at NC level 4 or above	School	62	59	59
	National	68 (65)	69 (65)	75 (69)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	47
Black – African heritage	44
Black – other	1
Indian	37
Pakistani	8
Bangladeshi	7
Chinese	0
White	83
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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: Y3 – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	17.6
Average class size	28.6

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	98

FTE means full-time equivalent.

Financial information

Financial year	1998 / 99
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	£
Total income	498602
Total expenditure	518725
Expenditure per pupil	2217
Balance brought forward from previous year	-20123
Balance carried forward to next year	-20123

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	64	26	2	2	6
Behaviour in the school is good.	62	31	5	2	0
My child gets the right amount of work to do at home.	43	36	14	5	2
The teaching is good.	74	19	5	0	2
I am kept well informed about how my child is getting on.	57	36	5	0	2
I would feel comfortable about approaching the school with questions or a problem.	52	43	2	0	3
The school expects my child to work hard and achieve his or her best.	62	24	5	0	9
The school works closely with parents.	52	36	7	0	5
The school is well led and managed.	60	31	0	2	7
The school is helping my child become mature and responsible.	69	19	2	2	8
The school provides an interesting range of activities outside lessons.	45	29	5	7	14

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

ENGLISH

68. The results of the 1999 National Curriculum tests show that pupils' attainment was well below the national average in English and close to the average for schools with a similar intake. The number reaching the higher levels was very low. Test results show that attainment in English has been improving over the last three years, in line with improvement nationally, and that they improved significantly in 1999. The attainment of boys is slightly lower than that of girls. Inspection findings indicate that standards are continuing to improve and that pupils' attainment is now below, not well below, the national average.
69. The previous inspection found that standards were generally well below the national average. Pupils' speaking was not well developed. Attainment in reading was hindered by pupils' lack of reading strategies, including knowledge of phonics. Pupils' writing was also not well developed; they wrote for a narrow range of purposes and did not learn to use good handwriting and punctuation. Their spelling was satisfactory. There has been good improvement in all of these aspects. The school now provides many opportunities for pupils to speak in a good range of contexts. Pupils develop their knowledge of phonics and other reading strategies well. They write for many purposes and learn handwriting and punctuation skills systematically.
70. Throughout the school, attainment in speaking and listening is generally sound overall. Pupils have regular opportunities, often as part of the literacy hour and in other lessons such as history or religious education, to engage in exploratory discussion, to reason and to draw conclusions. The school focus in the literacy hour during the week of the inspection was information texts. In some classes, pupils were developing balanced arguments on subjects such as school uniform, nuclear power and caging wild birds. Some could explain their point of view clearly using the appropriate vocabulary well. In some classes, however, pupils with weaknesses in their English language skills do not willingly volunteer to contribute to discussion or to answer questions. As a consequence their speaking skills are not developing as effectively as those of others in the class.
71. Pupils generally enjoy reading and are developing a clear liking for books. Many talk about their current text with interest and understanding. The younger and lower attaining pupils are systematically developing a sound range of reading strategies, including phonics. Older and higher attaining pupils read complex fiction and non-fiction fluently and with understanding. Most older pupils use dictionaries confidently. They know how to locate a book in a library and how to locate the information they need in a non-fiction book. The range of pupils' attainment is very wide in each year group. Each class, including the oldest, has a number of pupils who are not yet fluent readers. Attainment overall is below the national average.
72. Pupils' writing skills are also variable. Many pupils in Year 3 write legibly and form their letters clearly. They are beginning to use full stops appropriately and to spell simple words accurately or with a good attempt at a phonic approximation. By Year 6, higher attaining pupils are able to organise their scripts so that they are interesting and accessible to the reader. These pupils use a well-developed vocabulary, are confident in their use of punctuation and expand what they are writing to present their argument fully. Most classes provide a good range of opportunities for writing. Pupils write poetry, plan and write fictional stories, persuasive writings, instructions and critical writing evaluating something they have read or seen. They often write a first draft and then redraft it after having reconsidered and corrected it. However, in each class including the classes at the end of the key stage, there is a significant number of pupils who have a limited range of English vocabulary and who are insecure about sentence structure and spelling.
73. The introduction of the literacy hour has had a positive impact on standards in English. The enthusiastic and positive approach of the subject co-ordinator and the support and guidance she has given to other staff has significantly promoted its development and effectiveness. The literacy strategy has raised teachers' knowledge and understanding of the curriculum for English and has promoted a more consistent development of pupils' skills across the school. The regular discussion of a class text, together with the guided reading groups, has also had a positive effect on reading levels. However, the literacy hour is less effectively planned and organised in a small minority of lessons. This has resulted in some inconsistency in the

progress made by some pupils in these classes.

74. Progress overall in the different aspects of literacy is generally sound. Most pupils learn to join in discussion on increasingly complex topics and older pupils, for example, put forward a thoughtful argument for or against the retention of nuclear fuels. In reading, many pupils tackle a range of books with good understanding and the oldest discuss, for instance, the characters in the Harry Potter books and their motivation, with good understanding. Most have developed a fluent and legible handwriting style by Year 6. They write complex, well punctuated sentences and use standard spelling accurately for a range of words. Pupils make sound progress within most lessons in English. Progress is good where the teacher sets a good pace, presents the lesson in a lively way to engage pupils' interest, asks open-ended questions and sets interesting and challenging tasks. However, pupils with English as an additional language, particularly those who are in the early stages of English acquisition, receive inconsistent support and their progress is unsatisfactory overall. Since these pupils are a significant minority in the school, this lowers both progress and attainment in the school generally. Pupils with special educational needs receive good support and make good progress towards the appropriate targets set for them.
75. All teachers have taken part in comprehensive training during the past two years to prepare for the introduction of the National Literacy Strategy. Their subject knowledge and understanding is at least sound. Most teachers manage pupils well and expect good standards of discipline. Teachers are generally consistent in their expectations of polite and orderly behaviour. However, a small minority of teachers have not developed effective strategies to manage the lesson organisation or the behaviour of the more challenging pupils in their classes and in some lessons. This slows the learning of all the pupils in the class. Throughout the school, teachers use an agreed format for planning the literacy hour for the half-term and for the week. The plans do not always state clearly what pupils are intended to learn and this lowers the effectiveness of the lesson.
76. In the best lessons, teachers use good questioning techniques to develop full and thoughtful responses from pupils. They effectively target pupils to answer specific questions to ensure that all are involved in discussion, for example, when Year 6 were discussing why wild birds are kept in cages. Teachers provide work which is well matched to pupils' attainment and provides challenge for all. Teachers lead guided reading groups well to develop pupils' full understanding of, and interest in, the text they are reading, as well as helping them to develop the reading skills appropriate to their level of attainment. They keep good on-going records which show each pupils' progress in reading and writing and which inform the planning of the work set. Each pupil has a set of targets for reading and for writing and a record is kept of each target that is met. However, this effective system of record keeping is very new and is being trialled, so teachers' long-term commitment to it is not ensured. Each pupil has a book bag with a book and a record sheet which records books read, and these are intended to be taken home regularly. However, the record sheets provide limited opportunity for parents' detailed comments. There is little evidence that the majority of parents play an active part in their child's progress in reading or that the school has tried to promote parents' participation in this aspect of their child's education.
77. The teaching of English to pupils for whom it is an additional language, especially those who are in the early stages of English acquisition, has several weaknesses. The support they receive is inconsistent, sound in some classes and unsatisfactory in others. Class teachers do not plan and share information with support teachers sufficiently. There is no co-ordination of this aspect of English to ensure consistency and quality of practice. Not all class teachers consistently use effective strategies or provide appropriate targets and activities for these pupils. Teaching of pupils with special educational needs is good and they receive good support which enables them to make good progress.
78. The curriculum for English is generally broad and balanced and provides a sound programme which includes regular study of a range of texts, a variety of reasons for writing in different forms, and word and sentence work. Speaking and listening occasions are provided across the curriculum, although not all teachers ensure the participation of all pupils. Pupils generally read and write effectively in other lessons of the curriculum, for instance history, geography, religious education and science. The effective implementation of the literacy hour promotes the continuous progression of pupils' skills and knowledge. The school has introduced sound practices to raise standards such as the additional literacy scheme for younger lower attaining pupils, and regular booster classes for Year 6 pupils. The school analyses the results of the standard tests well and uses this analysis to inform curriculum planning; last year's results, for

instance, showed a weakness in pupils' understanding of, and response to, information texts. The school has based a half term's work throughout the school on this aspect and this is resulting in improving standards.

79. Resources for English have improved and are generally sound. Each class has an adequately stocked book corner with a good range of books as well as dictionaries of various levels of difficulty, big books to use as class texts and sets of group readers. However, there is no attractive school library to promote pupils' research and library skills and encourage their enjoyment and knowledge of books and wider knowledge of subjects. The present small and inadequate stock of non-fiction books is being re-organised and the school is planning to re-site it for improved use. It is currently stored in a corner of a room also used by the play centre, so cannot be arranged well, accessibly or attractively.

MATHEMATICS

80. At the time of the last inspection in 1996 standards were well below national expectations by the age of 11. In the 1999 national tests and assessments for 11 year-olds standards were average compared to all schools nationally and well above average compared to similar schools. Test and assessment results since 1996 show a generally improving trend over time, although a dip in standards in 1998 was due to a cohort with a higher than usual proportion of pupils with special educational needs. Inspection evidence confirms that there has been a good improvement in standards since 1996 and that pupils' attainment by the end of Key Stage 2 is now in line with the national average.
81. Pupils have sound skills in mental calculation. For example, the youngest pupils double and halve given numbers mentally. In Year 4 pupils add and subtract given numbers mentally and in Year 5, for example, pupils multiply and divide whole numbers by ten and one hundred. By the time they are 11 most pupils successfully identify the arithmetical operations needed to solve problems involving money or measurement, choosing to add, subtract, multiply and divide as appropriate. They go on to solve problems using more than one operation per problem.
82. There is an appropriate emphasis on number skills and pupils also have appropriately 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 right-angle, scalene, equilateral and isosceles triangles and that the angles in a triangle total to 180 degrees.
83. Pupils interrogate graphs well to derive information, for example concerning how many marks different pupils received in a test. They have many appropriate opportunities to apply their mathematical skills to real-life situations. The curriculum provides some good opportunities to use their mathematical skills in other subjects. This is seen for example in information technology lessons where pupils use data handling skills and in science where, for example, they measure carefully the amount of water they are adding to solids in an investigation of solubility.
84. The teaching of mathematics is good overall. There is some very good teaching and a little which is unsatisfactory. The best teaching is found mainly in Year 6. It 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. Planning clearly identifies what pupils are to do and what it is intended they should learn. The aims and intentions of lessons are helpfully shared with pupils to help them understand what they are learning and why. There is good whole-class teaching which interests and stimulates pupils and encourages them to pay close attention. 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 Year 6 lesson on problem solving, enables teachers to give clear and accurate explanations and so promote pupils' learning 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 attainers, pupils of average ability and those who find learning more difficult are appropriately challenged.

85. There is also some good teaching in Years 3 and 4, where teachers plan their lessons in appropriate detail, control classes well, explain things clearly and use questioning well to extend pupils' thinking and understanding.
86. The teaching in Year 5 varies in quality and is unsatisfactory overall. It is not always clear from teachers' planning what it is intended pupils should learn. This was seen for example in a lesson on adding decimal numbers, where the planning gave only a brief outline of what pupils were to do, but not what they should learn. The main weakness in teaching in Year 5 is in behaviour management. When pupils are not effectively controlled and managed, they spend much of their time off-task and so do not make much progress in their learning.
87. Teachers make good use of regular fortnightly and half-termly assessments of what pupils know, understand and can do to help plan their teaching and to set appropriate individual learning targets for pupils. This has a very positive impact on pupils' learning as it helps them understand how well they have done and what they should do to improve. Teachers use ability groups effectively in Year 6, supported well by additional staffing, to use booster activities to promote higher standards in pupils' knowledge and use of numeracy skills.
88. The school has adopted the National Numeracy Strategy, having been part of the pilot Numeracy Project since 1997. This, together with good training and guidance provided by the local education authority, has had a positive impact in raising standards since the last inspection. The subject is well led by a knowledgeable and enthusiastic co-ordinator who has undertaken a lot of appropriate training and provided helpful training for staff. She is well supported by colleagues, particularly in Year 6. Her management role is less effective than it might be because she has limited release time from classes to formally monitor and evaluate the quality of teaching and learning, although she is sometimes able to fulfil an informal monitoring role by working alongside colleagues. She has significantly improved the quality mathematics resources and these are generally being used well to raise standards.

SCIENCE

89. The results of the 1999 National Curriculum tests for eleven year olds show that attainment was well below the national average and close to the average for schools with pupils from similar backgrounds. Over the last four years, the results for both boys and girls were well below the national average. During this period, there has been a gradual improvement in standards although a dip in the 1998 results was due to a cohort with a higher than average number of pupils with special educational needs.
90. At the last inspection attainment was judged to be well below national standards with particular concern expressed about standards in experimental and investigative skills. Inspection evidence shows that standards are improving. The school has made a determined effort to improve pupils' scientific skills, knowledge and understanding in the past two years. Results of standard assessment tests have been carefully analysed, together with how pupils answered the test questions covering the various attainment targets of the National Curriculum. Booster classes enabled a relatively high proportion of pupils to reach level 5 in the 1999 tests. There has been a concentration on teaching pupils experimental and investigative skills and the whole curriculum is now firmly based on using the national guidance on the science curriculum.
91. By Year 6, pupils obtain evidence to test scientific ideas in a variety of ways. They use first-hand experience and research to obtain information and draw conclusions. In two classes pupils think about and make predictions on how various materials might biodegrade when buried in soil. They carry out the investigation and record, over time, what changes have happened to the materials they have buried. In other classes, the pupils study of humans includes carrying out exercise and then recording the drop in the pulse rate as their bodies return to normal. Pupils make effective use of their numeracy skills as they record their results in the form of a line graph. Literacy skills are used well when pupils write about their findings from research and investigation, as seen in classes considering the pollution of a river from a variety of sources. In their work on electricity pupils are not only using correct scientific vocabulary such as circuit and switch but also using recognised symbols for such things as battery and bulb. Pupils with special educational needs make good progress in the acquisition of scientific skills, knowledge and understanding. Those for whom English is an additional language make sound progress when they receive suitable support to enable them to

understand and participate fully in practical investigations. However, when support is not available or not of sufficiently good quality, these pupils do not make satisfactory progress.

92. Teaching and learning are satisfactory overall. In the better lessons, teachers' planning includes clear objectives and these are conveyed effectively to the pupils so that they understand what they have to do and how they are to do it. On the whole, lessons are well balanced to include whole-class teaching and some investigative activities, followed by assessment of what pupils have learned in whole-class discussion and presentation of findings. Pupils are encouraged to make predictions and decide what would be required to make some experiments a fair test. Teachers generally question pupils effectively to assess and extend their understanding of cause and effect. In the majority of classes teachers manage pupils well, work is matched well to pupils' needs so that their interest is maintained and most are able to achieve some success. Some inconsistencies in the teachers' management of Year 5 classes restrict their progress. Resources are prepared and used well in lessons to enable pupils to experiment and record and interpret results.
93. The science co-ordinator shares his enthusiasm with colleagues and they are keen to raise standards. The policy and systematic scheme of work are detailed and cover the requirements of the National Curriculum. Resources are generally adequate and the school uses visitors, such as the local environmentalist, effectively to enhance pupils' scientific understanding.

ART

94. At the time of the last inspection attainment was in line with national expectations and progress was satisfactory. These standards have been maintained and pupils, including those who have special educational needs and those for whom English is an additional language, make satisfactory progress in their learning.
95. There are some good opportunities for pupils to appreciate the work of famous artists. For example, pupils in Year 3 study some of the designs of William Morris and design and paint wallpaper patterns in the style of his work. This makes a positive contribution to pupils' appreciation of aspects of European cultural traditions. Pupils in Year 4 paint in the style of Picasso. There are good links with other subjects of the curriculum, for example as pupils in Year 3 make close observational drawings of Victorian artefacts such as a flat iron and an oil lamp in connection with their studies in history.
96. In Year 4 there is good imaginative work on drawing a picture of what might be seen through a window, inspired through the good use of an appropriate picture book. Pupils go on to develop their drawings into collage. In Year 5 pupils study the paintings of famous artists such as Gauguin and they compare his paintings of Tahiti with scenes of the Caribbean. They go on to produce a lively and colourful Caribbean collage. Good use is made of high quality art books as a stimulus and this motivates pupils well and makes them want to make their own pictures in a similar style.
97. The oldest pupils produce much work of high quality. They have experience of an appropriately wide range of materials and techniques. They draw very effective designs which they transfer to polystyrene and print using printing ink and rollers. Pupils make good close observational drawings of one another and of objects such as a shoe, a teapot and a hat. They produce effective posters against pollution in connection with their studies on improving the environment. Pupils make very effective African masks and use water colours well to produce attractive paintings of spring flowers. They make very effective paintings using only one of three primary colours plus black and white.
98. The teaching of art is sound overall. It is good in Year 6 and here skilled support staff play an important part in helping pupils to attain good standards. There is some poor teaching in Year 5, where little learning takes place when pupils are poorly managed and discipline and behaviour are poor. This significantly restricts the time which the teacher can use to focus pupils' attention on improving the quality of their work.
99. There is an appropriate new draft scheme of work for art which is being introduced this year and which will enable staff to ensure the smooth progression in pupils' learning as they move through the school. There are no agreed whole-school procedures for assessing attainment and progress in art and there is no systematic monitoring of the quality of teaching and

learning. These are weaknesses which the school has appropriate plans to address. The curriculum is enriched through the work of a visiting artist from Benin and by the introduction of Islamic art.

DESIGN AND TECHNOLOGY

100. At the time of the last inspection attainment was well below national expectations and pupils made little progress. Although two lessons were observed, there was little evidence of design and technology work available during the present inspection. It is not therefore possible to make a judgement about standards at the end of the key stage or the quality of teaching and learning. Some satisfactory work was seen in Year 3 where pupils were designing and testing different designs and structures to make a load bearing bridge.
101. Resources have been improved since the last inspection and they are now adequate. The school has benefited from support for teachers from the local authority's Advanced Skills teacher. The same scheme of work is in use as at the last inspection. There is still no systematic whole-school approach to assessing pupils' attainment and progress. The co-ordinator, currently holding a temporary responsibility post, has improved the organisation and use of resources and helped with staff training. There is no systematic monitoring and evaluation of the quality of teaching and learning and this is a weakness.

GEOGRAPHY

102. Only one lesson was observed during the inspection. However, evidence was gained from analysing a range of pupils' work in books, files and on display and talking to staff and pupils. Pupils, including those with special educational needs and those for whom English is an additional language, make sound progress overall, particularly in their knowledge and understanding of life in such contrasting places as St. Lucia and Nigeria. However, there are still inconsistencies in the development of pupils' skills, knowledge and understanding, similar to those reported in the last inspection. There have been some improvements in the weaknesses identified in pupils' investigation and research skills. For example, Year 5 pupils use their information and communication technology skills well to gather information on Caribbean islands as part of their work on St. Lucia. However, pupils' mapwork skills are still not built on consistently to ensure that they are used effectively throughout the school.
103. Pupils have a sound knowledge of the local area. Year 3 pupils develop their local knowledge and understanding well and use them effectively to make their own brochure of the facilities and places of local interest in Hackney. They begin to use their mapping skills well, for example by accurately using two-figure co-ordinates to locate attractions on a map of the local area. This is then used well in Year 5 to compare children's lives in Hackney with those in the West Indies. Most pupils show a generally sound understanding of how their lives differ, particularly in such aspects as transport, schooling and housing. They use their improving literacy skills to provide detailed descriptions, for example, when taking notes from a taped broadcast on fishing and transport. Although many Year 6 pupils use these skills further to study life in Nigeria, their knowledge and skills in mapwork 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.
104. Most pupils show an increasing understanding of how human activities damage the environment and describe a number of different ways in which animal and plant life, for example in the rain-forests, can be protected. They link in well with their work in science to describe some of the effects of acid rain and how industries often pollute rivers. Where teachers challenge pupils to try to explain cause and effect, for example when Year 4 pupils looked at air pollution and waste dumping, they responded positively and produced some thoughtful answers. However, this is not consistently achieved. Some activities do not require pupils to apply their geographical skills and knowledge and results lack appropriate explanation and detail. Year 5 pupils described how houses in St. Lucia are different to those in Hackney, but did not try to explain why the materials or designs were not the same.
105. There was not sufficient evidence to give an overall judgement on the quality of teaching. An analysis of teachers' plans show that they plan in detail to cover the required aspects. However teachers do not consistently plan activities which fully meet the range of different

learning needs within the class, particularly those pupils whose English language skills are at an early stage of development.

HISTORY

106. Only three lessons of history were seen and of these, one was mainly environmental studies and only contained a few elements of history. Additional evidence was taken from the scrutiny of pupils' work and from wall displays, an interview with the curriculum co-ordinator who had been co-ordinator for history four years ago, and discussions with staff and pupils.
107. The previous inspection found that overall attainment was below the national expectations and progress was erratic. There was no scheme of work and the quality of teaching and learning varied widely between classes. There is still no scheme of work although there is an overall curriculum map which shows, in the case of history, which historical area of study is to be covered by each class during each term. This is some improvement since the last inspection. However, progress in developing pupils' skills, knowledge and understanding is still inconsistent.
108. The lessons and some of the work seen indicate that pupils gain a sound knowledge of their current period of study in some classes. They can describe some of the outstanding characters of the period and features of people's lives. Pupils in Year 3 studying Victorian England, for example, know about the life and character of Queen Victoria. They have been on a local walk and recognise features of Victorian buildings. They know about the daily lives of people of the times by looking at and discussing Victorian artefacts in the Hackney museum. Pupils in Year 6, studying ancient Benin, describe the main characteristics of the period and why things happened as they did, for example why settlers came to the area. In some classes the historical study specified in the curriculum is carried out in a very limited way. There is little evidence of pupils' work and pupils remember little of what they learned and did. Learning of the historical skills is also inconsistent. In two classes there is evidence of the use of time lines and pupils begin to develop a sense of chronology. However, this is not general and pupils often cannot relate one period they have studied to another or talk about changes within the period they are studying. The development of historical enquiry is also inconsistent. In some classes pupils use a range of sources such as local maps of the past and present combined with a visit to a local ecology centre to find out changes over time in the local area. Other classes, however, only show evidence of pupils being given information which they then reproduce.
109. In the three lessons seen, pupils' attitude and response were good. They were very attentive and well behaved and were interested in the subject of the lesson and in their work. Teaching was also good. Teachers had a good understanding of the aspect of history they were presenting and used it well to extend pupils' knowledge and understanding. For example, in a Year 3 lesson on the Victorians, the teacher's enthusiastic approach and good subject knowledge actively encouraged pupils' involvement and promoted their understanding. The teaching was clear and lively and kept pupils' interest well. Teachers' class management was good and the work was appropriate and interesting.
110. The curriculum for history is not well developed to build upon prior knowledge and understanding. Historical knowledge is not systematically consolidated throughout the school and pupils' historical skills are not regularly built on. There is no comprehensive scheme of work based on the National Curriculum programmes of study and there is no co-ordinator with responsibility for the subject to ensure its sound development and to promote the sharing of the good practice that exists.
111. There are gaps in the resources available for history. There is a serious lack of information books and the school now does not have good access to artefacts to promote historical enquiry. There is at present no computer software such as CD-ROMS to support the learning of history. These restrict the standards being achieved by pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. Attainment is broadly in line with national expectations at Year 6. Standards have improved since the last inspection. There have been significant improvements in the range and quality

of resources and in staff confidence and subject expertise. These are supported very well by teachers effectively using national guidelines to ensure that they plan to develop pupils' knowledge and skills in all required aspects of the subject. These factors, together with the pupils' positive and enthusiastic approach to learning, are promoting higher standards. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress overall in their learning.

113. All pupils currently use the newly installed computer suite on a regular time-tabled basis and these opportunities, supported by effective teaching, are used well to develop basic skills. They are further enhanced by other opportunities, through lunch-time or after school clubs, to extend pupils' knowledge and understanding of such aspects as electronic mail and developing their own web-page. Pupils' learning, particularly towards the end of the key stage, benefits significantly from teachers' good subject knowledge. Year 6 pupils use their increasing competence to apply their skills confidently in a range of subjects. For example, they promote their attainment in mathematics by using a spreadsheet very effectively. Most of the class quickly open the correct file and enter data confidently into the appropriate cell. They use this data well, some with teacher support, to devise a formula which they apply accurately to increase the range of their data. Some higher attainers then use word processing, for example editing skills, to present their work with accurate labelling using different font styles.
114. Word processing skills are developed soundly throughout the school. Year 3 pupils know how to open a new file, enter and save text, and they are keen to develop these skills. However, about one in three pupils has literacy weaknesses, for example in spelling and word recognition, and these restrict the amount of work to be completed and the development of their skills. Some higher attainers have a good knowledge and understanding of a range of editing techniques, for example cutting and pasting sections of text. They use this well to improve the quality of their work, for example when one Year 3 pupil adds more detail in describing her "cute, hairy hamster called" Pupils' skills are being promoted well through specific activities using the good resources in the computer suite. However, 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 computer sessions.
115. Pupils use the Internet with increasing effectiveness to gain information they need to support work in such subjects as history, geography and science. For example, the large majority of Year 5 pupils confidently use their knowledge of how 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'. Year 5 pupils, some with teacher support, successfully located information on the Caribbean as part of their geography topic. They down-loaded information on a particular island and were then able to compare it with the information they had already studied on the island of St. Lucia.
116. The quality of teaching is never less than sound and frequently good or very good. It was good or better in half of the lessons observed. Teachers have good subject knowledge and use it very well to extend pupils' skills. For example, in a Year 4 lesson on spreadsheets, the teacher used his good understanding of editing techniques to enable pupils to improve the quality of their work by highlighting parts of the graph through an effective use of different colours. Teachers manage their classes well. They use demonstrations effectively to ensure that pupils remain interested and focus their attention on what they trying to achieve. For example, in a Year 3 lesson on word processing, the teacher used a large screen to ensure that all pupils watched a clear demonstration of how to highlight text. She then used questions well to check on their understanding and challenged them to apply this technique to their own work. The pupils responded well and were very pleased when they successfully used the technique to improve their work. The teacher used support staff very effectively to ensure that pupils for whom English is an additional language and those with literacy weaknesses made sound progress in the lesson.
117. Teachers make good use of national guidance to ensure that pupils' skills are developed in all aspects of the subject. There are some inconsistencies in pupils' understanding of control aspects, due mainly to the focus recently being on other required areas. However, detailed curriculum documents indicate that this is planned for development later in the year. Although the newly improved facilities are being used well to raise standards, particularly in pupils' skills, the school does not currently use other resources in all classes to ensure that these skills continue to be regularly applied.

MUSIC

118. Attainment in music is in line with standards expected nationally at this key stage. Standards are similar to those noted in the last report.
119. Pupils' singing is controlled and tuneful, with a good sense of rhythm. Pupils listen to one another sensitively, they follow teachers' directions effectively and sing well in unison. The school choir is particularly effective in singing in tune and to quite complex rhythms. They lead the singing in assemblies very well when they are asked to perform. They accompany their songs rhythmically on a variety of percussion instruments together with some pupils playing recorders. The thoughtful choice of recorded music in assemblies engages the pupils' interest. When listening to music from other cultures, pupils learn complex rhythms and how to sing, echoing each others parts. In one class pupils learn the technique of playing the tambourine and become skilful at repeating difficult rhythms at an ever increasing tempo. Pupils enjoy the opportunities given, to listen to a variety of music including much from other cultures such as music from Africa.
120. The teaching of music is satisfactory overall, with teachers who feel they lack musical expertise making effective use of commercially produced programmes. Teachers ensure that pupils have opportunities to perform music by singing and playing instruments. They also get pupils to listen to recorded music and to compose their own short pieces based on a variety of styles and rhythmic patterns. Pupils are encouraged to listen to each other's performances and seek to improve their own. All pupils in Year 3 learn to play the recorder.
121. Since the specialist music teacher left the school, the new voluntary co-ordinator is keen to develop the subject further. She shares information with colleagues and there is an air of enjoyment of music in the school. The co-ordinator has completed an audit of the subject involving the staff. She now plans to produce a detailed policy and scheme of work to ensure that pupils' skills and knowledge are developed more systematically throughout the school.

PHYSICAL EDUCATION

122. During the inspection, the focus was on games and gymnastics. Pupils, including those with special educational needs and those for whom English is an additional language, continue to make sound progress overall in these areas of activity. Standards are similar to those reported in the last inspection. However, the school does not currently meet the requirement to include swimming at Key Stage 2 and progress is unsatisfactory in this area. Significant financial difficulties led to swimming not being included this year. Development planning indicates that the school is intending to include this activity in its future programme.
123. Pupils' gymnastic skills are developed soundly overall, although not always consistently throughout the school. There is significant variation in the teaching of gymnastics, particularly in teachers' confidence and subject knowledge and this effects the development of skills. Where teaching is good, the teacher controls the class well and provides a clear explanation of what the pupils are trying to achieve. The teacher uses demonstrations effectively, and encourages pupils' participation through an enthusiastic attitude. For example, Year 6 pupils listened carefully to instructions and used a good range of balances on both the floor and on the apparatus. When challenged to use different body parts to retain their balance, pupils demonstrated secure positions, for example using head and one foot, and head and both hands. They extended these skills well on the apparatus with most pupils successfully achieving quite difficult balances. For example, they balanced in an upside down position on the frame and on the trapeze, using their legs very effectively to support their body weight.
124. Where teaching does not challenge pupils to evaluate or try to extend their gymnastic skills, this does not promote high standards. For example, when Year 4 pupils were trying to build up a gymnastic sequence, the teacher restricted the opportunity for pupils to develop their own ideas by specifically directing the range and type of movements to be included. Most of the Year 4 pupils used good technique to complete individual movements, for example when completing a forward roll or jumping and landing from a bench. However, they did not have the opportunity to evaluate the quality of their work or extend these movements into a gymnastic sequence.

125. Pupils make good progress in developing their games skills. They clearly enjoy games activities and work hard at improving their skills. For example, many Year 5 pupils, both boys and girls, showed good soccer skills when dribbling a ball and using their bodies effectively to shield the ball from an opponent. Teachers use a good range of activities to enable pupils to practise skills and then use them in a competitive activity. For example, Year 5 pupils practised kicking a ball with the inside of the foot and then used the skill to try to score goals against a partner. Teachers use good subject knowledge, for example the correct body position when dribbling a football, to promote skill development.
126. The quality of teaching is sound overall, although it varied from good to unsatisfactory in the lessons observed. This variation does not ensure that pupils' skills are consistently developed in all areas of activity. When teachers are confident in their knowledge of what they want their pupils to achieve, they use demonstrations and subject knowledge well to promote improvement. For example, in a Year 6 gymnastics lesson, the teacher used pupil demonstrations well to clearly illustrate the range of ideas and movements to be explored. The teacher used praise well to recognise pupils' achievements and to encourage them to try to improve the quality of their movements. Where teachers do not maintain a good pace to lessons, or spend a large amount of time in ensuring that pupils behave well and stay focused on their work, this restricts the time and opportunity for developing skills. In a Year 4 lesson, the teacher frequently stopped pupils from working on their gymnastic sequence to remind them of noise levels and behaving sensibly. This interrupted the flow of the lesson and limited the progress of the pupils' sequence work.
127. The school has developed some extra-curricular activities, for example in soccer and cricket, to enhance the range of learning activities. Although dance is planned for inclusion in the activities programme, it is not yet consistently developed to ensure that pupils' skills build effectively on prior learning.

RELIGIOUS EDUCATION

128. Pupils reach the standards expected for eleven-year-olds. Standards have been maintained since the last inspection report.
129. By Year 6, pupils have a sound knowledge of the faiths described in the Locally Agreed Syllabus. They know that Christians worship in a church and that their holy book is called the Bible. They understand that Muslims worship in a mosque and that their holy book is the Qur'an. They also study Buddhism, Hinduism, Judaism, and Sikhism. In their studies of Christianity, pupils consider the meaning of birth of Jesus. They understand the significance of giving and receiving gifts as a means of celebration and being grateful for those who help us. This is also linked to the Muslim festival of Eid. Pupils have a sound knowledge of the lives of religious leaders such as Muhammed, Buddha, Guru Nanak, Jesus and Moses.
130. Teaching and learning are sound overall. Teachers use questions effectively at the beginning of lessons to enable pupils to recall previous learning. They encourage pupils to take part in discussions and because of the good relationships between teachers and pupils, many join in knowing that their contributions will be valued. Teachers generally manage pupils well through setting discussion and written work at a level that the majority, including those with special educational needs, feel success and involvement. Literacy skills are effectively used, for example as pupils write a letter of thanks for being allowed to visit a local mosque. The majority of pupils respond with interest and a readiness to discuss their own thoughts and feelings openly and confidently.
131. The school has a suitable policy and scheme of work which are clearly based on the attainment targets in the Locally Agreed Syllabus. This is a marked improvement from the last report, where the school guidelines for religious education were described as poor. The co-ordinator is now planning to update this scheme as some changes are being proposed to the Locally Agreed Syllabus. Teachers make good use of visits to church, gurdwara, mosque and synagogue to enable pupils to understand the different ways people of various faiths worship.