

INSPECTION REPORT

ST ANNE'S RC PRIMARY SCHOOL

Whitechapel, London

LEA area: Tower Hamlets

Unique reference number: 100950

Headteacher: Mrs J Sheehan

Reporting inspector: E Jackson
3108

Dates of inspection: 5th – 8th June 2000

Inspection number: 189284

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior with nursery
School category:	Voluntary aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Underwood Road Whitechapel London
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr S Kirrage
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
E Jackson	Registered inspector	Mathematics; information technology; physical education; English as an additional language	Characteristics of the school; school's results and achievements; teaching and learning; leadership and management.
L Brock	Lay inspector	Equality of opportunity	Pupils' attitudes, values and personal development; partnership with parents
K Hurt	Team inspector	Under-fives; geography; history	Care arrangements.
C Jarvis	Team inspector	English; music	Curricular and other opportunities.
M Roe	Team inspector	Science; art; design technology; special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anne's is a larger than average sized Roman Catholic primary school in Whitechapel, close to Brick Lane, serving the parish of St Anne's. It has a 26 place nursery, and draws its pupils from a wide area, including increasingly from professional groups moving into the area. There are 284 pupils on roll, of whom 139 are girls. Its intake is four fifths ethnically white, from various European cultures, with the other fifth from a wide range of ethnic backgrounds, mainly Caribbean or African. 52 pupils receive extra support to help them achieve in English, ranging from a few non-English speakers, to bi- and multi-lingual pupils, fluent in more than one language including English. There is a very high proportion of pupils eligible for free school meals, at 147 representing over 50% of the pupils on roll. There are also 74 pupils on the register of special educational needs, which is above average, and that there are eight pupils with statements of their particular needs is also above average. The current Year 6 cohort includes five pupils with such statements. This affects the overall attainment of this cohort.

Attainment at entry to the nursery is well below the national average, and to the reception class it is below average.

The school's mission statement, 'Together towards excellence with God as our guide', aptly sums up the overall aims agreed by the governing body. These include the development in pupils of a love of learning, positive and supportive relationships, valuing faith and worship, and celebrating cultural diversity.

HOW GOOD THE SCHOOL IS

This is a strongly improving school. It has successfully dealt with the serious weaknesses identified in the last inspection report. Standards of attainment are good for seven-year-olds with pupils making good progress. They have improved well at the end of Key Stage 2 to now be in line with the national average. This represents good achievement since entry to the school. These results compare favourably with those in similar schools. This is because the teaching is good, and with the good behaviour and very good attitudes to learning shown by the pupils leads to successful learning. The leadership and management provided by the headteacher, key staff, and the governing body is very effective in ensuring that the school's priorities are actively pursued, and that the ethos for learning is high. The school receives more than average funding, but gives good value for money.

What the school does well

- The headteacher has quickly established with the governors and the staff very effective management strategies, leading to swift and continuing improvements, and a powerful ethos for learning.
- Teaching is good across the school, helping to maintain standards of attainment in the early years and at Key Stage 1, and raise them at Key Stage 2.
- Educational provision for children in the early years is very good overall.
- The high quality of relationships amongst all in the school community leads to very good provision for pupils' spiritual and moral development and good behaviour in all school activities.
- Teachers and support staff work well with pupils with special educational needs, and bilingual pupils needing extra help in learning English, leading to good progress in their learning.

What could be improved

- Standards of attainment in information technology.
- Attendance and punctuality.
- Procedures for marking and assessing pupils' work at Key Stages 1 and 2.
- Planning of appropriate work for pupils in subjects other than English and mathematics.

The areas for improvement will form the basis of the governors' action plan. All the areas identified feature in the school's current improvement plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was first inspected in September 1996, and was found to have serious weaknesses in a number of areas. These included the management of the school and the leadership of the curriculum, variability in standards, and a high proportion of unsatisfactory teaching. Despite several changes of headteacher, which has had an unsettling effect on the whole school, it has recovered from its serious weaknesses with the

support of the whole community. Indeed, some of those areas previously identified as weak are now developing strengths of the school. The strong and focused lead provided by the headteacher, very effectively supported by key staff and the governing body, ensures that clear priorities are established and followed. The role of the governing body has become more sharply focused on school review, and systematic developmental planning, making it much more effective. The good quality provision in the Early Years has been maintained and improved, and the quality of teaching has been strengthened considerably. This has delivered rising standards across the school, led initially by significant improvements at Key Stage 1, now being felt at Key Stage 2.

The successful adoption of the National Literacy and Numeracy schemes has been influential here. Curricular planning is better, and there are appropriate plans to continue to improve this in subjects such as information technology. Assessment of pupils' work is now effective in English and mathematics across the school, and is very good overall in the Early Years. The setting of clear targets for pupils to work towards is a good feature here. Further development is required in other areas of the curriculum, however. A rigorous programme of evaluation and monitoring of the school's work, including teaching, has been instituted, allied to good staff development to meet the school's priorities. This is having very beneficial effect on the quality of teaching and learning, and the raising of standards. Throughout these important changes, the school has skilfully maintained and improved its strength as a calm, settled and purposeful learning environment. It lives its mission statement in an atmosphere of tolerance and forgiveness, where all pupils are genuinely treated with respect and dignity.

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	D	A	well above average A above average B average C below average D well below average E
mathematics	E	E	D	B	
science	E	E	E	C	

The school's results in national tests at 11 have improved in line with the national trend over the last four years, but have accelerated strongly in the last two years. This improvement has continued this year, and the current Year 6 achieves at levels broadly in line with national averages. Compared to results in schools in similar circumstances, this school performs well, particularly in English. Results at the end of Key Stage 1 have been exceptional recently: they were well above the national average in mathematics, and above it in reading and writing last year, and very high in comparison to similar schools. This trend is continuing, and working through Key Stage 2. The school has set ambitious but achievable targets, which it met last year.

The pupils identified with special educational needs (SEN) are achieving in line with and sometimes better than their previous attainment. Most pupils with SEN make good progress as demonstrated in their records and as observed within lessons. Some pupils make very good progress in some subjects, for example in art where their observational drawing is of similar quality to the majority. Pupils make good progress in relation to the targets set for them both in their work and in their behaviour. Those pupils receiving extra support through the ethnic minority and travellers' achievement grant also make good progress in their English work, often attaining similar standards to their peers.

PUPILS' ATTITUDES AND VALUES

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

Pupils' positive attitudes, good behaviour and relationships with others are strengths of the school. The quality of relationships between all members of the school community is very influential in creating a successful ethos for learning and development. There is a purposeful atmosphere of trust and respect, and pupils from different backgrounds and a wide variety of ethnic groups work and play together very well. The school's efforts to improve punctuality and attendance have not yet been successful, however.

TEACHING AND LEARNING

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

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

Teaching is at least satisfactory in 97 per cent of lessons, a big improvement since the last inspection. It is good in 43 per cent of lessons, and very good or better in a further 20 per cent. The quality of pupils' learning matches the quality of teaching, and is characterised by concentration, positive attitudes, and willing application to the tasks set. The teaching of geography, history and physical education has occasional weaknesses, related mainly to the teachers' subject knowledge and understanding. The teaching of information technology is improving rapidly from a weak position. This is because new equipment has been installed, and thorough training is being undertaken by all staff, including support staff.

Teaching for the under-fives, particularly in the nursery, is of a very high standard. The whole curriculum is well-planned to focus directly on the pupils' needs, giving them a wide range of opportunities to talk and listen, and to learn basic skills in a structured learning area which gives them room to develop their independence. The quality of teaching in English is good throughout the school, and in mathematics it is very good, particularly at Key Stage 2. This is an improvement since the previous inspection. The implementation of the National Literacy and Numeracy Strategies has improved teachers' planning and organisation and ensures all aspects of the subjects are taught. Teachers have good subject knowledge and understanding and teach the basic skills well. Science teaching is good, and includes good opportunities for pupils to learn how to conduct fair tests. There are strengths also in the teaching of aspects of music, art and design technology.

Teachers set clear targets for pupils with Special Educational Needs and these are used effectively to plan specific tasks especially in literacy and numeracy. Pupils with a statement of special educational need receive additional support, which enables them to take part in the full range of the curriculum. The needs of those pupils from minority groups receiving extra help in English are also well catered for both by their class teachers, and by support staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; very good for the under-fives in the nursery and reception classes; some weaknesses in history, geography and physical education.
Provision for pupils with special educational needs	Good.
Provision for pupils with English as an additional language	Good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; spiritual and moral development very good.
How well the school cares for its pupils	Pupils are well cared for; attendance and punctuality unsatisfactory; assessment of pupils' learning needs further development.

The school works well with parents, and involves them as much as possible in its teaching of their children. Homework is satisfactory, and makes an effective contribution to pupils' learning, particularly in reading where parents offer significant help.

The curriculum at Key Stages 1 and 2 has improved since the last inspection, and now meets statutory requirements. The teaching hours at Key Stage 2 also now meet the suggested time allocation. The school will implement the new National Curriculum in September 2000, and should address the weaknesses noted above.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good.
How well the governors fulfil their responsibilities	Very closely involved, and take responsibilities very seriously.
The school's evaluation of its performance	Very good; use of special needs assessment information very good.
The strategic use of resources	Very good.

The school is well staffed to meet the pupils' needs, and the support staff make a good contribution to their learning. The accommodation is good, although some internal re-design would improve the Early Years' teaching and learning space. The grounds and playgrounds are very well equipped for pupils' play, and the covered play space for the infants, heritage listed, is excellent. Resources are of good quality, sufficient in quantity, and used well to help the pupils learn. Leadership and management are very good, and the school is very well placed to continue to improve. The headteacher works very closely and effectively with the governors, who bring a good range of skills and experience to their involvement with the school. In particular, there is considerable financial expertise, deployed well to ensure that the school uses all its resources efficiently and effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like and make good progress. • There is good teaching, and good behaviour is expected and achieved, helping children to become mature and responsible. • The school is approachable, and they are kept well informed. • Leadership and management are good. 	<ul style="list-style-type: none"> • Some parents feel that homework is inconsistently set. • More activities outside lessons.

Homework arrangements are satisfactory. There is a limited range of extra-curricular activities and clubs, but parents are pleased with the recent institution of a breakfast club before school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In recent years, the school's results for seven-year-olds has been better compared to national averages than that of the eleven-year-olds in comparison with their age group nationally. Currently, pupils in Year 2 attain above average levels, in line with the school's challenging targets, although fewer pupils have achieved above average levels in English and mathematics than last year. Pupils in Year 6, however, show improved attainment compared to last year, in line with the school's targets, and close to the national average in English, mathematics and science at expected levels. This reflects the improvements in teaching and learning that are working their way through the school.
2. Children's attainment at entry to the nursery is well below average overall. They make very good progress in their learning, so that by five their attainment has risen to below average. Provision for children under five has continued to improve since the last inspection and is now very good. The school recognises the importance of its early year's provision in shaping children's attitudes towards learning, and there is a clear commitment to high quality provision. The Early Years' co-ordinator is enthusiastic, and provides very good leadership. The attainment of children on entry to the nursery covers a wide range, but it is well below average overall. The nursery provides a rich and vibrant learning environment with a very good range of activities that successfully stimulate children's interest and "thirst" for learning. Provision in the reception class for the under-fives builds effectively on their early experiences, and prepares them well for the Key Stage 1 curriculum.
3. The school's results in national tests at 11 have increased in line with the national trend over the last four years, but have accelerated strongly in the last two years. The improvement has continued this year, and the current Year 6 achieves at levels broadly in line with national averages. Compared to results in schools in similar circumstances, this school performs at above average levels, particularly in English. Results at the end of Key Stage 1 have been exceptional recently: they were well above the national average in mathematics, and above it in reading and writing last year, and very high in comparison to similar schools. This trend is continuing, and working through Key Stage 2. The school has set ambitious but achievable targets for its results in national tests at the end of Key Stage 2, which it met last year, and is on line to meet this year.
4. The pupils identified with SEN are achieving in line with and sometimes better than their previous attainment. Most pupils make good progress, and some pupils make very good progress in some subjects, for example in art where their observational drawing is of similar quality to the majority. Pupils make good progress in relation to the targets set for them both in their work and in their behaviour. Those pupils receiving extra support through the ethnic minority and travellers' achievement grant also make good progress in their English work, often attaining similar standards to their peers.
5. The English results in national tests for eleven-year-olds in 1999 were below the national average but well above those in schools with similar characteristics. However, the number of pupils reaching expected levels was close to the national average, with fewer pupils reaching the higher Level 5. The trend over the last four years has remained broadly in line with the improving national trend, although there was a significant rise in 1999. By the end of Key Stage 1, the results of the statutory tests in reading and writing were above national averages overall and very high compared to similar schools. The trend over the last four years has risen in line with the national rise, and there was a significant rise in the reading test results in 1999. Inspection findings confirm the standards at the end of Key Stage 1 and show a rise in standards at the end of Key Stage 2 to broadly in line with the 1999 national

average. The school sets appropriate targets to raise standards in English based partly on the results of the optional tests from the Qualifications and Curriculum Authority. Standards in speaking and listening are good in both key stages. This is an improvement since the previous inspection. Throughout the school, the implementation of the National Literacy Strategy gives teachers an effective framework for the teaching of reading, which is an improvement since the previous inspection, and this is having a positive effect on standards. Standards of attainment in writing are above national averages by the end of Key Stage 1 and close to the national average by the end of Key Stage 2. Handwriting is often fluent, joined and legible. However, presentation across the school is variable, with many examples of untidy work and uneven handwriting.

6. Towards the end of Key Stage 2, pupils' standards of attainment currently in mathematics are close to the 1999 national average. This is in line with the school's target for this year, and shows improvement on the school's results in the national tests in 1999, when they were below the national average. This is part of an improving trend over the last three years. The school's results in national tests, whilst below the national average overall, have risen faster than the national improvement during this time. The results in 1999 were above average in comparison to those in schools in similar circumstances. There are ambitious but achievable targets for the next two years, and pupils in Years 3 and 4 are well on track to continue the improving trend in test results. At the end of Key Stage 1, pupils' standards of attainment currently are above the 1999 national average. This is not as high as the school's results in 1999, when they were well above the national average, and very high in comparison with similar schools. The trend in the school's Key Stage 1 results, however, has shown rapid improvement over the last three years, rising much faster than the national improvement. Current attainment in mathematics shows improvement since the last inspection at both key stages. The improvement is particularly marked in how the pupils use their knowledge and understanding to solve problems, and in their speedy mental calculation. Boys and girls attain similar levels, and pupils from ethnic minority backgrounds achieve similar levels to their peers. Pupils with SEN attain lower levels on average, but make good progress towards the targets set for them. This is because they have specific tasks to extend their thinking at their own level, and often have extra help from supporting adults. Across the school, the implementation of the National Numeracy Strategy is having positive effects on pupils' oral and mental skills, and on their ability to recall mathematical facts quickly, and use them in a variety of situations, such as in science.
7. In science, the attainment of seven-year-old pupils, according to assessments made by teachers in 1999, was below average at the expected Level 2. Attainment at the higher Level 3 was in line with the national average. These results are above average at both Level 2 and Level 3 when compared with schools in similar contexts. The attainment of eleven-year-old pupils in the 1999 national tests was below average in comparison with the national average at the expected Level 4 and also below the average for pupils attaining Level 5. This level of performance is close to the average for similar schools. The trend over the previous three years since the last inspection, is one of marked improvement especially during the last two years. Inspection findings show the standard of pupils' work towards the end of both key stages currently to be in line with previous national averages. The significant improvements are due largely to improvements in teaching. There has been a greater emphasis on investigatory work, the implementation of a new curriculum that emphasises all areas of the subject, and the identification and improvement of weaker areas of teaching following analysis of previous performance.
8. Pupils' attainment in information technology is below that expected for their age in all aspects of the subject involving the use of computers. However, they achieve satisfactory levels in using equipment such as tape recorders, microphones and other items requiring control to produce a variety of outcomes. This is an area for significant development in the school, and there is a good programme of staff development and significant improvements in the resources available to support pupils' learning, with clear and ambitious targets set.

9. Pupils attain in line with levels seen in other primary schools across the school in art, design and technology, history, and music, and they make sound, and often good, progress in their learning. They attain average levels at seven in geography, but below what the levels seen in other primary schools at the end of Key Stage 2. Attainment and progress in physical education are generally below average levels, although good progress was observed in athletics with a Year 5 and 6 class during the inspection.

Pupils' attitudes, values and personal development

10. Pupils' positive attitudes, good behaviour and relationships with others together constitute a strength of the school.
11. Children under the age of five settle quickly into school and respond well to the routines and structures of the day. They make marked progress in developing self-confidence and independence. This was seen when children used construction toys to build a boat and "Row, row, row it to shore". Children are familiar with classroom routines, cope well at play and lunchtimes and have formed good friendships. Some children show feelings of insecurity and need much reassurance, but they are developing positive relationships with each other and their teachers. By the age of five, pupils have made good progress in all areas of learning, particularly in personal and social development.
12. Pupils of all ages have good attitudes to learning. Most are keen to offer their opinions and approach their work in a confident way. In the lessons seen, pupils willingly volunteered answers to questions or spontaneously offered relevant comments. A good example of this occurred in a Year 6 mathematics lesson using information technology to create bar graphs and pie charts. Pupils took pride in the neat and accurate presentation of information, and made the link themselves with the morning assembly on "Communication". Most pupils present their work well, although a small number have a poorer attitude to learning and easily lose concentration. Teachers are usually successful in preventing them from distracting others, and in re-focusing them on the task in hand. During the inspection, a key feature of most lessons was the way pupils listened intently to their teacher and to each other. Pupils in the reception class listened and responded well to the challenges set by the teacher during a physical education lesson, and as a result made good progress. There has been some improvement in the opportunities for independent learning since the last inspection, but most pupils have shown by their mature attitudes that they are capable of accepting more. In the best examples, pupils respond well to being trusted to work on their own and organise group sessions. However, insufficient opportunities for pupils to carry out independent research or engage in personal study were observed.
13. Pupils' behaviour is good throughout the school. The boundaries of acceptable behaviour are made clear to them and in the main they are obedient and try hard to respond to challenging activities. The behaviour of children in the nursery was excellent when moving to music whilst "Going on a Bear Hunt". Year 4 boys and girls co-operated well when using the computer to punctuate direct speech and their good behaviour was an important contribution to the flow of the lesson. Pupils continue to behave sensibly in the dining room, the playground and when moving around the school. The behaviour policy is being successfully implemented and pupils are eager to earn rewards for good behaviour and good work. Pupils are rightly proud when receiving Star Certificates from the Headteacher in assembly. There have been no exclusions in the year preceding the inspection. Pupils confirmed that any incidents of bullying are dealt with well by the school when reported. In keeping with the Christian ethos of the school, reconciliation not retaliation is woven into the school's mission statement. As noted at the time of the previous inspection, however, the school does not have a written anti-bullying policy.

14. Relationships across the school are very good and make a significant contribution to pupils' attitudes to learning. Most pupils respond well to praise and support from teachers and other staff. Boys and girls work well together in groups, and pupils from a variety of ethnic communities are well integrated into the life of the school, sharing the richness of their varied experiences with other children. Older pupils care for younger ones whilst in the playground, making them feel safe and secure. A Year 6 science lesson on pollination showed pupils working well together in groups. They divided the work equally and appointed a leader to co-ordinate the activity. The way that some teachers share lesson objectives with pupils is a prime mover in their achievement.
15. Pupils' personal development is satisfactory overall. Opportunities to take on personal responsibilities are good around the school but are not developed fully in lessons. The school has made this one of its main priorities and is looking at ways of encouraging pupils to be more reflective in their learning. Personal and social education is an integral part of all activities and discussions during circle time and assemblies provide opportunities to deal with issues as they arise. The breakfast club gives some pupils a good opportunity to socialise, as well as giving them a good start to the day.
16. Much of the pupils' formal personal and social learning occurs during religious education lessons, which was inspected separately. From a scrutiny of pupils' work, and observation of lessons to consider spiritual development, it is clear that the work done here has a strong influence on the pupils' growing awareness of themselves, and their relationships with others. There are firm plans to conduct an audit of all aspects of personal and social education through involvement in the Healthy Schools' Initiative. Pupils respond well to opportunities to collect for charities at home and abroad.
17. There are satisfactory procedures for promoting and monitoring attendance, but attendance continues to be problematic. There has been a decline in attendance since the previous inspection. During the current academic year to the summer half term, attendance is just over 90% and this shows a downward trend. From records seen, some parents do not appreciate the effect that poor attendance has on pupils' attainment and progress. Some pupils are persistently late but teachers do not allow this to affect the flow of lessons. Good support is received from the education welfare service, and a number of initiatives are being tested to try to improve attendance and punctuality.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching has improved dramatically since the last inspection. Then, one in four lessons was unsatisfactory or poor. During this inspection no poor lessons were observed, less than one in twenty was unsatisfactory, and more than six out of ten lessons were good or better. The careful deployment of very effective teachers to new age groups and different key stages has targeted teaching strengths with good effect to areas of the school requiring improvement. The high quality teaching leads to good learning across the school. Pupils acquire new knowledge and skills at a good pace in most lessons, and use them well to tackle new work. Teaching in the early years, particularly in the nursery, is very strong, and gives the younger pupils a solid foundation in social and other basic skills. Parents are strongly supportive of the quality of teaching, feeling that it helps their children make good progress in their learning.
19. The quality of pupils' learning matches the quality of teaching, and is characterised by concentration, positive attitudes, and willing application to the tasks set. The teaching of geography, history and physical education has occasional weaknesses, related to the teachers' subject knowledge and understanding, and the lack of progressive skill development. The teaching of information technology is improving rapidly from a weak position, however. This is because new equipment has been installed, and thorough training is being undertaken by all staff, including support staff, to enable the pupils to benefit fully

from it. For example, all the support staff attended four sessions of training at the local authority's training centre during the working day, funded by the school. They now feel much more confident and competent in working with the pupils when using computers. This has helped them to make a much more effective contribution to pupils' learning in the subject.

20. Teachers set clear targets for pupils with special educational needs and these are used effectively to plan specific tasks for them, especially in literacy and numeracy. Pupils with a statement of special educational need receive additional support, which enables them to take part in the full range of the curriculum. There is very good teamwork in the planning and delivery of programmes and support staff are well informed of pupils needs. They play an important part in the monitoring of pupil's progress. Extra teaching support is well targeted to the needs of lower attaining pupils including those identified with special needs. The needs of those pupils from minority groups receiving extra help in English are also well catered for both by their class teachers, and by support staff.
21. Teaching for the under-fives, particularly in the nursery, is of a high standard. The whole curriculum is well-planned to focus directly on the pupils' needs, giving them a wide range of opportunities to talk and listen, and to learn basic skills in a structured learning area which gives them room to develop their independence. For example, teachers promote children's speech and language development very well and their effective teaching enables the children to make very good. They are well aware of the low levels of speech and language of many children on entry to the nursery. The need to extend children' vocabulary is central to their planning and a key feature of their interactions with children as they are working. All the adults speak clearly and encourage children to listen carefully and use the new words they learn, so that they are firmly embedded in their vocabulary. This is particularly useful for pupils from ethnic minority groups requiring extra help in learning English.
22. The quality of teaching in English and mathematics throughout the school is good, representing good improvement since the previous inspection. This contributes well to pupils' improving standards at Key Stage 2. The successful implementation of the National Literacy and Numeracy Strategies has improved teachers' planning and organisation and ensures all aspects of the subjects are taught. The strategies also provide good structure for some less confident teachers' lessons. A good feature of these lessons is that teachers make it clear to the pupils what the lesson intention is, and what they are expected to learn from the teaching. Literacy and numeracy are well taught across the school, which helps the pupils to make good progress. They are encouraged effectively to use these skills in other subjects such as science and religious education.
23. Overall, teachers have good subject knowledge and understanding and teach the basic skills well. For example, in a mathematics lesson for higher attaining Year 5 and 6 pupils, the teacher transmitted her enthusiasm well to motivate the pupils. This encouraged them to use their mathematical understanding successfully in discussing which holiday package for a trip to Portugal gave best value. They interrogated the data about flights, car hire, accommodation, and temperature to calculate and compare individual costs. Their final arguments were supported by line graphs comparing hours of sunshine and likely temperatures. Here, the pupils demonstrated good basic mathematical knowledge, and that they used it well to solve real problems and make choices supported by well-argued factual information.
24. Science teaching is good, and includes good opportunities for pupils to learn how to conduct fair tests, and learn through practical experience. For example, in a Year 1 lesson to help pupils classify foods, the teacher provided a good variety of food resources for them to handle. By skilled balancing of questioning and informing, the teacher guided them to successfully separate the different foods into fruit, vegetable and cereal groups. The pupils illustrated their learning well through drawing a classificatory table with the foods correctly categorised.

25. There are strengths also in the teaching and learning of aspects of music, art and design technology. The pupils' singing is good across the school, and the choir performs its 'concert' repertoire with spirit, and good musicality. Pupils from different backgrounds, including a reasonable proportion of boys, are all represented here, reflecting the school's aim to help all individuals attain their potential. Their rendition of the theme tune from 'Aladdin', 'A Whole New World', was full of power and emotion, well accompanied by the teacher. In an art lesson for Year 1 and 2 pupils, the teacher used a good variety of self-portraits by different artists to encourage the pupils to identify technical use of line, form, and colouring. She built well on the pupils' previous work in pencil drawing, and showed them how to observe facial characteristics and interpret them with sensitivity and feeling in their work.
26. The support staff are very well deployed and play a very important role in the classroom and in pupils' learning. They provide good support for lower attaining pupils and those with special educational needs, and enable them to make good progress. All adults have very good relationships with pupils. This enables them to gain confidence, to answer questions eagerly and not be afraid to make mistakes.
27. Most teachers have high expectations of pupils' behaviour and achievements, although occasionally teachers do not control the class successfully for the whole lesson. Pupils respond well most of the time by behaving appropriately, concentrating hard and co-operating effectively with one another. A good pace in most lessons maintains pupils' interest, so that they enjoy their lessons and extend their learning well. Many teachers adapt their planning to meet the differing needs of pupils. At Key Stage 1 this is usually effected in mixed age classes by the careful deployment of support staff, and different tasks for groups determined by prior attainment. At Key Stage 2, the pupils are set by prior attainment, and the teaching is focused on the needs of the set. However, the school has recently introduced day-to-day assessment procedures and not all teachers use them consistently. Marking is also inconsistent. Some teachers use it effectively to guide pupils in their next steps of learning. However, too often marking does not indicate what pupils have done well or how they can improve.
28. Some parents were concerned that homework is inconsistent between classes. This situation appears to have been remedied, and the work that pupils are expected to do at home, particularly reading, makes an effective contribution to their overall progress.

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

29. The school has successfully addressed the weaknesses identified in the previous inspection report. The curriculum is broad and balanced and meets the interests and aptitudes of all pupils. It covers all subjects of the National Curriculum, including design technology and information technology, which were previously identified as weaknesses. It fulfils statutory requirements. There is now an adequate allocation of time for teaching overall at Key Stage 2 and an appropriate emphasis on literacy and numeracy throughout the school. All subjects are supported by policies and schemes of work. However, schemes of work for subjects other than English and mathematics are at a developmental stage, with some including guidance from the Qualifications and Curriculum Authority. These do not always provide sufficient detailed guidance for teachers' individual lesson planning. The school has firm plans to use the new National Curriculum from September to make improvements in these areas. There is very good curricular provision for children under five in the nursery, and it is good in the reception class. Plans to adopt the Foundation Stage curriculum from September to link the nursery and reception classes more closely are well advanced.
30. The school has successfully implemented the national literacy and numeracy strategies. These are having a positive impact on teaching and learning in English and mathematics,

and contribute well to the overall rise in standards. The curriculum provides equality of access and opportunity for all pupils to learn and make good progress. However, groups of pupils receiving musical tuition miss part of the same lesson each week and attention needs to be given to rotating their guitar lessons.

31. The curriculum for pupils with special educational needs and those for whom English is an additional language is good. The school makes good provision for pupils with SEN in literacy and numeracy and in other subjects. The well-planned support and tasks enable all pupils with SEN to benefit from full access to the whole curriculum. Provision made fully meets all requirements of the current Code of Practice and the statutory requirements for pupils with statements of specific need. Individual education plans include appropriate and achievable targets, which give direction to teachers' planning, and as a result needs are effectively met. Many of the pupils identified on the register of those learning English as an additional language are very competent in speaking, reading and writing in English. Indeed, pupils from minority groups are evenly represented in the attainment sets for English and mathematics lessons at Key Stage 2. The support they receive from their class teachers, support staff, and nominated EAL staff is good, helping them to make similar progress to their peers.
32. A range of out-of-school activities, including at lunchtime, before and after school, contributes soundly to pupils' curricular opportunities. Daily football sessions on the playground, football, cricket and netball coaching enhance pupils' physical and social development, and percussion groups and the choir impact well on some aspects of music. The breakfast club and booster classes, and the residential visits for older pupils, enrich the curriculum further and support pupils learning well. A number of parents feel there are insufficient out-of-school activities. The school has recognised this and has plans to extend these activities as time and circumstance allows.
33. The school makes good provision for pupils' personal, social and health education. The religious education scheme enables pupils to discuss personal and social issues sensitively. Pupils learn about a healthy lifestyle, the dangers of drug misuse and experience a carefully planned sex education programme. In geography and English for example, they have opportunities to discuss global issues, such as the destruction of the rainforest and damage to the environment. However, these good opportunities would be more useful if integrated into an overall personal, social and health education programme linked across subjects.
34. The school has good links with the community and partner institutions. There are strong links with the church and the Catholic community. This enhances pupils' personal growth in line with the school's mission. Employees of a local business visit school regularly to support pupils' reading in Years 3 and 4. In return, pupils visit the company to learn about aspects of business. There are links with the Spitalfields trust, Leyton Orient football club and the London Cricket school. Pupils play football and netball against other local schools, join their neighbouring school for special festivals and visit the local secondary school for music and concerts. These opportunities prepare pupils well for their next stage of education and develop their sense of community awareness.
35. The provision for pupils' spiritual development is very good. This is an improvement since the previous inspection. The daily acts of collective worship provide pupils with valuable opportunities to deepen their understanding and beliefs in Christianity and to learn about other religions. They have time to reflect on the beauty of the world, when looking at a hibiscus flower for example, or to consider helping and caring for one another. Appropriate stories and prayers enable pupils to reflect on their own feelings, and presenting assemblies to one another enables pupils to share their experiences. The joy of singing hymns in hymn practice creates a good spiritual atmosphere. Religious education makes a very important contribution to pupils' spiritual development. Pupils learn about Christian beliefs and practices, as well as aspects of Judaism and Islam. Other subjects of the curriculum provide

pupils with moments when they experience the joys and mysteries of the world. In a Year 1 and 2 art lesson, pupils responded to music played to generate their feelings by using words such as, "sad", "joyful" and "it touched my heart". English lessons provide many opportunities for pupils to express their feelings and opinions, and numeracy lessons enable pupils to experience sheer enjoyment when playing mathematical games.

36. The provision for pupils' moral development is very good, a further improvement since the previous inspection. All adults in the school act as good role models and help pupils to distinguish right from wrong. They foster honesty, truth and justice by giving pupils opportunities to discuss any inappropriate behaviour, and as a result, pupils show remorse at their misdeeds. The development of moral understanding begins well in the nursery when the adults use incidents to explain the effects of each other's behaviour to all the children. The mission statement, 'Together towards excellence with God as our guide,' is known by all the pupils and emphasises the high expectations within the school. There is a very clear ethos and high moral principles reinforced through the importance of valuing each other. Religious education supports pupils' moral development well. For example, in a Year 3 and 4 class lesson, pupils had very good opportunities to discuss and reflect on making choices. Here, they shared their ideas sensitively and openly.
37. The provision for pupils' social development is good. Many lessons encourage pupils to support each other and enable pupils to learn to co-operate. Pupils work together well in pairs and small groups. For example, pupils work in groups in English to devise new words by adding prefixes and suffixes. Lunchtime and playtimes are good social occasions when older pupils befriend younger ones and when pupils organise their own games of football. A residential visit for older pupils helps develop social skills, for example when responsible for tidying their own rooms. Football and cricket coaching enables pupils to understand how people can help each other and develops their sense of team spirit. Each class has a social target which helps pupils to focus on caring for one another and to develop tolerance and respect.
38. Provision for pupils' cultural development is sound. Pupils learn about the diversity of different cultures well. In religious education, they have good opportunities to learn about other major world faiths, especially Islam and Judaism particularly important in their area of London. They visit the local Mosque and meet pupils from their neighbouring school to watch them perform Bengali dancing. In art and music, they study African heritage pictures and listen to African music. Pupils experience stories and poetry from around the world, such as Japanese Haiku poems. There are some opportunities for pupils to share their cultural heritage, such as in the assembly given by pupils when they speak in their own different languages. However, this is inconsistent and pupils have too few opportunities to make educational visits to their own locality or the many local places of historical interest.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school's procedures for caring for its pupils are sound. The governing body and headteacher have made significant improvements to the effectiveness of these arrangements and are clear about what still needs to be done. There are very good relationships in the school because teachers and support staff take their pastoral responsibilities very seriously, and show considerable care and concern for pupils.
40. Procedures for child protection are sound. The headteacher takes overall responsibility and the school follows the local authority guidelines fully. Staff understand and follow the procedures carefully. Incidents are handled efficiently and promptly, and there is sound liaison with social services.
41. The school has an effective health and safety policy and there are regular checks of the site, fire safety precautions and electrical equipment. However, monitoring systems are not yet

sufficiently rigorous to ensure that the issues raised are effectively addressed. Risk assessment procedures are still in their infancy and are not yet fully embedded into procedures that enable teachers and support staff to evaluate the potential health and safety risks of their day-to-day activities with pupils.

42. Procedures for monitoring and promoting attendance are satisfactory. The head teacher places a strong emphasis on improving pupils' attendance and has introduced a number of initiatives, such as the class attendance charts displayed in the school hall. Absences are followed up carefully and there is regular contact with the Education Welfare Officer. The newly established Breakfast Club provides good support for some families. In spite of all these initiatives attendance rates have actually fallen this year, and punctuality is still causing concern. More could still be done to promote individual pupil attendance and punctuality, and to raise parents' awareness of the importance of these aspects.
43. Everyone connected with the school is firmly committed to creating a climate of good behaviour where pupils feel safe and valued. There are very good procedures for promoting positive behaviour, firmly based on rewards and encouragement for pupils to behave well. The behaviour policy is fully understood by everyone, and pupils respond very well to praise and rewards, such as the "Star" awards presented in assembly. Sanctions for inappropriate behaviour are well understood. Incidents of misbehaviour are discussed thoroughly so that pupils appreciate the impact of their actions on others. The school deals promptly and firmly with any incidents of bullying, but it does not yet have a written statement of its procedures for handling such incidents to help parents understand the action taken. This sometimes leads to parental concerns that insufficient action has been taken.
44. Procedures for assessing pupils' academic attainment and progress have improved considerably since the last inspection when weaknesses were identified. Nursery staff have successfully maintained high standards in this aspect with very good, regular assessments that are used to plan the next steps in children's learning. This is a significant feature of the very good progress made by children in the nursery noted during the inspection.
45. Elsewhere in the school there is now a much clearer focus on assessment and procedures are satisfactory. Regular assessments in English and mathematics ensure that staff have valuable information about pupils' attainments. This is put to good use in planning the pupil setting arrangements in these two subjects, and in identifying strengths and weaknesses in pupils' learning. It is used particularly successfully to provide pupils with specific targets for improvement, which are shared with parents in annual reports.
46. The school does not yet have an agreed assessment system for other subjects, however, or for recording teachers' day to day assessments. Whilst there is evidence of some effective practice in assessing and recording pupils' attainments, for instance the weekly planning sheets in English, practice throughout the school is inconsistent, and it is weak in some subjects. This means that teachers plan units of work without using information about what pupils already know, understand and can do. This leads to weaknesses in skill development and gaps in understanding, such as in geography and physical education. The head teacher and assessment co-ordinator are well aware of this, and the School Improvement Plan has identified relevant targets for development, including the urgent need to improve the procedures for monitoring pupils' progress as they move through the school. The marking policy is well established with some good practice in classes throughout the school, but it is not used consistently in all classes.
47. There are sound procedures for monitoring pupils' personal development. These are firmly underpinned by the Catholic ethos and good links with the church. In each class pupils have individual and whole class targets to improve their social and personal behaviour. They are encouraged to evaluate their own progress towards such targets. The school provides a range of experiences to promote pupils' personal development through its sex education,

drugs awareness training, "Here I am" programme in religious education and circle time discussions in some classes.

48. The number of children identified with SEN is regularly recorded and the school has set up very effective monitoring procedures to ensure that the needs of those identified are being met. Individual education plans include clear and manageable targets. Parents are closely involved in reviews and target setting, and support their children well. Those pupils with a statement of individual need have their progress formally reviewed annually and appropriate support and programmes are in place. The needs of pupils with English as an additional language are well provided for and support is effectively targeted to meet them. Documentation and children's files are well managed and there is appropriate involvement of external agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school's partnership with parents is good. It works hard to ensure that parents are kept well informed and written documentation is clear and easy to read. Informative, "parent-friendly" newsletters are sent home each week. They give good information on events in the school, initiatives that are being planned and other items of interest. The headteacher is fully committed to sharing information with parents and she involves them at every opportunity. She has sent home draft policies on attendance, homework, assessment and behaviour and parents' comments are welcomed.
50. The school has held meetings on the literacy and numeracy strategies, assessment and reporting and the end-of-key stage tests, but these are not always well attended. In response to a request from parents, information evenings are held both during the day and the evening. There are two parents' evenings each year, and the annual report to parents about their children was issued in April. Reports are of high quality, give parents information on progress made in subjects and also set targets for future development. There is guidance for parents who help in the playground and all parents are issued with a copy of the booklet on helping children with reading. The prospectus is informative, but the school has rightly recognised the need to update it.
51. Parents of children new to the school are invited to an induction meeting and are given information on how they can help their children at home. Parents are made welcome in the nursery. They are encouraged to stay with their children for the first few sessions until they and their children feel confident. Parents with a child in the nursery are allocated a key worker who helps them to complete a Parents' Conference Sheet. This gives valuable information to help children settle in quickly. Most parents have signed the Home/School Agreement and are willing to work in partnership with the school. All parents are now becoming involved in working with the school to help children set targets for future development. A very high proportion of parents who responded to the questionnaire said that they would feel comfortable approaching the school with questions or concerns.
52. The school works well with the parents of children with special needs, in particular those on the higher stages of the Code of Practice and those with behavioural difficulties. Parents' views regarding progress, their child's needs and support are sought and the information gained is used to plan individual education programmes and to identify specific targets for learning. Communication with parents and carers is good.
53. Parents, grandparents and members of the community are encouraged to help in school. Parents help in the playground and give good support to pupils. Parents are invited to the breakfast club and during the week of the inspection, many parents attended the class assembly and showed an obvious pride in the achievements of their children. A parent-teacher association – The Friends of St. Anne's - provides valuable resources for the school through social and fund raising activities. Some parents have had a long association with the

school and can be called upon to help with visits and at social functions. Although the headteacher sees parental involvement as an area for development, the school has made great strides in this respect and is now in a good position to evaluate its success. Almost all parents who returned the questionnaire agreed that their children like school and are making good progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Leadership and management are very good, and the school is very well placed to continue to improve. The headteacher works very closely and effectively with staff and the governors, who bring a good range of skills and experience to their involvement with the school. In particular, there is considerable financial expertise, deployed well to ensure that the school uses all its resources efficiently and effectively. Although the school set a marginally deficit budget this year, governors were rightly confident that extra funds would be available, and have ambitious forward plans for the further development of the school. One of the headteacher's targets set by the governors is to attract extra funds for the school. She has been so successful in this that the governors may need to consider a moratorium, in order to manage effectively those extra funds already on stream! All funding allocated to the school is carefully applied to the agreed priorities, and financial management is efficient. This is supported by skilled school administration, ensuring that all the school's functions are undertaken with dedication and propriety. The school is also equipped to ensure that the principles of best value are closely followed as the governing body contains members who are professionally skilled in this area. Strategic planning overall, expressed in the school improvement plan, is outstanding.
55. The school was first inspected in September 1996, and was found to have serious weaknesses in a number of areas. These included the management of the school and the leadership of the curriculum, variability in standards, and a high proportion of unsatisfactory teaching. Despite several changes of headteacher, which has had an unsettling effect on the whole school, the school has recovered from its serious weaknesses. Indeed, some of those areas previously identified as weak are now developing as strengths of the school. This is a tribute to those staff who have worked hard during this time to keep the school afloat, to the parents who have continued to support it, and to the governors. They have successfully weathered stressful situations, and their recent appointments to important positions have been first-class. The recently appointed headteacher, working closely with other key staff and the governors, has accelerated the school's improvement dynamically. She is enthusiastic, motivating, and makes it clear to pupils, parents and staff that only the highest standards will satisfy her.
56. The strong and focused lead now provided by the headteacher, very effectively supported by key staff and the governing body, ensures that clear priorities are established and followed. The role of the governing body has become more sharply focused on school review, and systematic developmental planning, making it much more effective than previously. The good quality provision in the Early Years has been maintained and improved, and the quality of teaching has been strengthened considerably. This has delivered rising standards across the school, led initially by significant improvements at Key Stage 1, now being felt at Key Stage 2. The successful adoption of the National Literacy and Numeracy schemes has been influential here. Curricular planning is better, and there are appropriate plans to continue to improve this in subjects such as information technology. Assessment of pupils' work is now effective in English and mathematics across the school, and is very good overall in the Early Years. The setting of clear targets for pupils to work towards is a good feature here.
57. Further development is required in other areas of the curriculum, however. A rigorous programme of evaluation and monitoring of the school's work, including teaching, has been instituted, allied to good staff development to meet the school's priorities. This is having very

beneficial effect on the quality of teaching and learning, and the raising of standards. Throughout these important changes, the school has skilfully maintained and improved its strength as a calm, settled and purposeful learning environment. It lives its mission statement in an atmosphere of tolerance and forgiveness, where all pupils are genuinely treated with respect and dignity. This is well exemplified by the manner in which pupils from so many different ethnic and cultural backgrounds work and play together successfully. This is further reinforced by the standards attained and good progress made by those pupils requiring extra help in learning English.

58. Statutory requirements in relation to SEN provision are currently being satisfactorily met. The special needs co-ordinator provides a clear philosophy for all to follow, and leads the school team well here. The governors publish effective information about provision both in the school prospectus and in the annual report to parents. The headteacher and the governing body have a strong commitment to providing well for pupils with SEN and funding is appropriately allocated. The school should ensure that this funding is more systematically monitored, however.
59. The role of the curriculum co-ordinators has been developed well since the last inspection. Although the role does not as yet sufficiently include the monitoring of standards across the school in all subjects, a good start has been made in English and mathematics. In these subjects, the co-ordinators monitor teaching, teachers' planning, pupils' attainment and subject resourcing effectively. There is no consistent procedure for recording attainment throughout the year in a systematic way in other subjects, however. The co-ordinator for mathematics is closely involved in monitoring and evaluating both teachers' planning for lessons, and their actual teaching. The evaluation identified pace, structure, and assessment as areas requiring further development. The implementation of the National Numeracy Strategy has been useful here, and staff have adopted it well, including the school's own targets for improvement in their lesson delivery. This is a good example of how subject co-ordination is affecting teaching and standards directly, but also of how a relatively inexperienced co-ordinator is being helped to develop her management skills.
60. The indoor accommodation is good. It is well-cared for by the caretaking staff, and displays of pupils' work celebrate the pupils' learning well, improving the appearance of the school. Good use is made of all areas, including the two halls. During the inspection, for example, a Year 3 and 4 class led an assembly for the whole school and parents, making very good use of voice amplification equipment and the space in the hall. Teachers make good use of class areas, including quiet, carpeted areas, to encourage effective learning. The outdoor accommodation is also good as far as playgrounds and fixed play equipment is concerned. The pupils take full advantage of some well-designed climbing and swinging fixtures, and of the wonderful 'tent', a heritage-listed covered and tiered large stage, used inventively each play and lunch-time by the infant pupils. Sadly, the intention to use it regularly for outdoor performances and religious celebrations is unrealised, as there has been public interference from beyond the fence on such occasions in the past. The school does not have its own playing field for games and other activities.
61. The school has good resources to support pupils' learning, and recent purchases such as good quality texts to support literacy have improved them further. The recent installation of new information technology equipment, some in classrooms and some in a dedicated teaching area, has improved this facility tremendously. It is already being used well, and there are firm plans to improve it further. The use of technology for administrative and financial purposes, whilst also improving, is not yet well advanced.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the quality of education offered, and the pupils' standards of attainment, the headteacher, governors and staff should:

1. Seek more effective ways of promoting good attendance and punctuality, in co-operation with the local education authority. (Paragraph 17; 42)
2. Ensure that all staff implement:
 - a. systematic procedures for assessing pupils' achievements in order to improve the planning of further learning opportunities for them, particularly in subjects other than English and mathematics;
 - b. consistent marking procedures. (Paragraphs 27; 46; 108)
3. In implementing national guidance for the new curriculum from September in line with the school improvement plan:
 - a. continue to improve pupils' standards of attainment in ICT, and staff competence and confidence in teaching the subject;
 - b. improve the quality of overall curriculum planning to provide better guidance for teachers' lesson planning. (Paragraph 19; 29; 104; 111; 112; 119)

Governors may also wish to consider taking action on the further minor weakness identified:

To carry out regular risk assessments to ensure that pupil activities are safe, as part of the usual health and safety arrangements. (Paragraph 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	15	43	35	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	258
Number of full-time pupils eligible for free school meals	NA	147

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	2	74

English as an additional language	No of pupils
Number of pupils with English as an additional language	95

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	6.1
National comparative data	5.4

Unauthorised absence	%
School data	1.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	15	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	23
	Girls	14	14	15
	Total	34	34	38
Percentage of pupils at NC level 2 or above	School	87(83)	87(78)	97(98)
	National	82(80)	83(80)	87(83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	20
	Girls	14	15	13
	Total	34	36	33
Percentage of pupils at NC level 2 or above	School	87(82)	92(97)	85(89)
	National	82(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	18	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	16
	Girls	13	12	14
	Total	27	24	30
Percentage of pupils at NC level 4 or above	School	69(44)	62(39)	77(46)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	16
	Girls	14	13	14
	Total	28	24	30
Percentage of pupils at NC level 4 or above	School	72(54)	62(46)	77(54)
	National	68(64)	69(64)	75(70)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	31
Black – African heritage	12
Black – other	2
Indian	0
Pakistani	1
Bangladeshi	1
Chinese	0
White	250
Any other minority ethnic group	(151)*

*This table refers to pupils of compulsory school age only.
* White European and white other groups not UK heritage, already included in overall figure for white pupils - some non-English speakers eg Colombian, Portuguese.*

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.8
Number of pupils per qualified teacher	20.2
Average class size	25.8

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	198

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	36

Number of pupils per FTE adult	8.7
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FTE means full-time equivalent.

Exclusions in the last school year

None.	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	99/00
	£
Total income	633646
Total expenditure	645160
Expenditure per pupil	2272
Balance brought forward from previous year	35562
Balance carried forward to next year	24048

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	284
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	3	0	0
My child is making good progress in school.	60	35	5	0	0
Behaviour in the school is good.	61	34	3	1	1
My child gets the right amount of work to do at home.	36	40	14	9	1
The teaching is good.	59	35	3	2	1
I am kept well informed about how my child is getting on.	54	38	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	66	28	1	5	0
The school expects my child to work hard and achieve his or her best.	70	26	4	0	0
The school works closely with parents.	48	43	7	2	0
The school is well led and managed.	55	36	2	3	4
The school is helping my child become mature and responsible.	54	38	5	1	2
The school provides an interesting range of activities outside lessons.	24	38	14	13	12

Other issues raised by parents

The meeting for parents largely endorsed the views expressed in the questionnaire.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. Provision for children under five has continued to improve since the last inspection and is now very good. The school recognises the importance of its early year's provision in shaping children's attitudes towards learning, and there is a clear commitment to high quality provision. The Early Years' co-ordinator is enthusiastic, and provides very good leadership. The attainment of children on entry to the nursery covers a wide range, but it is well below average overall. The nursery provides a rich and vibrant learning environment with a very good range of activities that successfully stimulate children's interest and "thirst" for learning. Provision in the reception class builds effectively on children's early experiences, and prepares them well for the Key Stage 1 curriculum.
63. Teaching is very good across all the areas of learning, particularly in the nursery where some excellent teaching was seen during the inspection. All the staff working with children under five, including the lunchtime supervisors, have a secure understanding of the needs of young children. Their teamwork is exemplary, providing high levels of care and establishing good routines that give children confidence. Teachers and nursery nurses in both the nursery and reception classes regularly assess children's progress against the targets set for them. They use this information carefully in planning activities that will extend children's experiences and learning. Parents are involved in this process, so that they can support their children at home. This enables boys and girls from all backgrounds, including those with special educational needs or learning English as an additional language, to make very good progress. By the time they are of statutory school age, many children are close to attaining the levels expected for their age, though still below in all areas, except for personal and social development.

Personal and social education

64. The teaching of personal and social education is a significant strength in the provision for children under five. There are good induction systems that ensure a smooth introduction to both the nursery and reception class. Children respond very well to the caring atmosphere in the nursery which makes them feel safe, and most soon settle happily. Very good relationships, well-established routines and careful attention to the particular needs of individuals gives children confidence. They behave very well, show a keen interest and good levels of concentration, sometimes for extended periods of time. They become independent in such tasks as choosing their own activities, putting on aprons and tidying away at the end of activities, and handling toys and equipment carefully. Nursery staff encourage children to take on responsibility and they respond well to such tasks as setting the tables for lunch. There are many opportunities for children to play co-operatively, and they willingly share toys, take turns and help each other when playing in the shop, sand or outdoor play areas. Teachers and nursery nurses promote children's social development extremely well in discussions and when talking to children about their work. The nursery teacher discussed "equality" with a child following an incident during outdoor play, and the reception teacher insisted that children listen carefully and appreciate their classmates ideas in a "news" session. The teachers consistently praise children's efforts and celebrate their work, which is displayed around the classrooms. This successfully promotes children's self-esteem. As a result, they make very good progress and most are on target to attain the levels expected for their age. This provides a very good foundation for later learning.

Language and literacy

65. Teachers promote children's speech and language development very well and their effective teaching enables the children to make very good progress in the early years. They are well aware of the low levels of speech and language of many children on entry to the nursery. The need to extend children's vocabulary is central to their planning and a key feature of their interactions with children as they are working. All the adults speak clearly and encourage children to listen carefully and use the new words they learn, so that they are firmly embedded in their vocabulary. The nursery teacher successfully extends children's understanding of words such as "under...through...over... along" when children are encouraged to explain their progress along an obstacle course in the outdoor play area. Role-play extends children's vocabulary further, for instance a child acting as the shopkeeper tells another she needs her shopping so that she can "scan it". The reception class teacher values children's ideas and encourages discussion by her effective use of questions that encourage children to extend their explanations. She widens their understanding of specific terms, for instance describing the owl's "talons". This gives them confidence in speaking formally and using a more varied and interesting vocabulary.
66. Teachers successfully promote children's interest in books by their lively reading of stories. Children in the nursery learn to handle books carefully and understand that text reads from left to right. Some children make good attempts at telling the story from the pictures. Only a few show interest in the text and attempt to read a few familiar words, though they know some letter sounds when prompted. Reading skills develop well in the reception class where the children are encouraged to develop their phonic and word recognition skills in the literacy hour. This helps them read simple repetitive texts with increasing accuracy. Such activities as writing instructions for the obstacle course, signs for the "big and little shop" and captions for their pictures develop children's writing skills very well in the nursery. A few children write their name accurately, forming their letters correctly. Children extend their skills very well in the reception class. They generally copy accurately from their teacher's writing, though they still rely heavily on adult support with their own independent writing.

Mathematics

67. Children develop a sense of order, number and sequence through daily counting routines, activities and rhymes, as well as increasingly structured sessions in the reception class, introducing children to elements of the National Numeracy Strategy. The nursery teacher is constantly assessing children's attainments and planning their next steps. As a result of this very good teaching, they make very good progress in learning to use mathematical language, such as "more...less...bigger.... smaller". This is promoted particularly well in special nursery events such as days when children are encouraged to wear "big" clothes and activities have a "big and little" theme. Most children recognise and count accurately to 10 by the age of five, but their recording skills are less well developed. Some children recognise square, triangle and circle shapes, though many struggle with the correct terms to describe them. Children in the reception class become more adept in simple operations, such as adding groups of objects to total 10.

Knowledge and understanding of the world

68. Children in the nursery and reception classes have good opportunities to develop their knowledge and understanding of the world. They gain an increasing awareness of birds and animals and appreciate their distinctive features. They know that seeds and humans grow, and appreciate the different stages in their own lives from babyhood. They are aware of family members and their homes. Some higher attaining children know their address. Children in the nursery build models using wooden blocks and other construction toys. They make sensible explanations for placing the seats in a certain position in their model boat... "because we need room for our legs." Children show a keen interest in computers, and

handle the mouse competently to move around the screen when working on word and number programs, though their language skills sometimes limits their responses. They cut paper and shape play-dough to make sausages, pancakes and baked beans.

Creative development

69. Children enjoy singing songs, and have a repertoire of songs and rhymes they sing from memory. They eagerly accompany their songs using a range of percussion instruments when working with the specialist music teacher, generally maintaining the pulse, but not always responding to stop and start signals. Some children in the nursery paint recognisable pictures of themselves, for example at the park or riding a bicycle, using bright, bold paint colours. Children in the nursery make up simple stories and act them out when playing in the class shop or with construction toys. The quality of teaching and provision is very good, particularly in the nursery where the adults interact with children as they play, offering valuable ideas that encourage children to extend their imaginative play. Such activities are carefully planned and often strengthen children's skills in other areas, such as language, mathematics and knowledge and understanding of the world.

Physical development

70. Children in the nursery benefit considerably from the very good outdoor play area that is used well throughout the day. Children in the reception class have their own outdoor play area and both classes make good use of physical activity times in the school hall. Effective planning means that children have a broad range of experiences and, by the age of five they run, balance, ride and climb confidently and with good control. Teaching is very good overall and excellent when the nursery children are "going on a bear hunt" in the hall. Children respond particularly well to aspects of the story, for instance adapting their movements to show "freezing", turning, twisting and using their hands and faces to show good expression. The teacher uses a very good range of strategies, such as varying the sound of her voice, and participates with them showing them how to change direction, height and posture. As a result their attitudes to their work are exemplary and their movements become more imaginative and complex. In this aspect children attain the standards expected for their age. However, though children use a growing range of pencils, scissors, paintbrushes and tools with growing dexterity, their skills are often still below those outlined in the nationally recognised Desirable Learning Outcomes by the age of five.

ENGLISH

71. The results achieved in the Key Stage 2 statutory tests in 1999 were below the national average but well above those in schools with similar characteristics. However, the number of pupils reaching expected levels was close to the national average, with fewer pupils reaching the higher Level 5. The trend over the last four years has remained broadly in line with the improving national trend, although there was a significant rise in 1999. By the end of Key Stage 1, the results of the statutory tests in reading and writing were above national averages overall and very high compared to similar schools. The trend over the last four years has been irregular but there was a considerable rise in the reading test results in 1999.
72. The results of the inspection confirm the standards at the end of Key Stage 1 and show a rise in standards at the end of Key Stage 2 to broadly in line with expected levels. The school has successfully implemented the National Literacy Strategy. This has improved teachers' knowledge and understanding, given them greater confidence and led to an improved quality of teaching, particularly at Key Stage 2. Teachers are clearer about what to teach as they use the strategy as a basis for their scheme of work. There is good improvement here since the previous inspection and this contributes to the improved standards. The school sets targets to raise standards in English based partly on the results

of the optional tests from the Qualifications and Curriculum Authority. These and other tests and assessments help the school to set groups in Key Stage 2 and form after school booster classes. Improved resources for the literacy hour and the effective use of the allocated time given to English, are further improvements since the previous inspection.

73. Those pupils identified as learners of English as an additional language are well supported by teachers and support staff. They are fully integrated into all lessons, and their fluency and language skills are regularly monitored by a specialist teacher. Their attainment and progress are consistent with their peers across the school.
74. Standards in speaking and listening are good in both key stages, representing very good progress. This is an improvement since the previous inspection. Teachers encourage pupils to communicate clearly and to listen carefully. Pupils are keen to participate in class discussions and gain confidence in presenting their work to each other in plenary sessions. They have good opportunities to participate in school productions, read plays in lessons and take part in class assemblies. For example, pupils in Years 3 and 4 shared their written conversations in a plenary session and presented an assembly about communication to the school, parents and visitors. They spoke clearly and confidently, using expression well when acting. Other pupils listened attentively, responding appropriately to the humour. Pupils offered their opinions when reading Alan Ahlberg's books in a Year 1 and 2 class or discussing environmental issues in a Year 5 and 6 group, for example. By the time they leave the school, most pupils are articulate, confident speakers. They explain their answers thoughtfully, ask questions to develop their ideas and contribute their opinions freely. However, some pupils are reluctant to speak and need a great deal of encouragement. Although teachers plan plenary sessions for pupils to present their work to one another and use a range of texts, such as plays, for pupils to read together, there is no overall plan to develop speaking and listening. Building consistent opportunities into teachers' lesson plans would improve further the speaking and listening skills of all pupils.
75. Standards in reading are above the national average by the end of Key Stage 1. The improved, very good provision for children under five contributes to the high levels of attainment in Key Stage 1. Throughout the school, the implementation of the National Literacy Strategy gives teachers an effective framework for the teaching of reading, which is an improvement since the previous inspection, and this is having a positive effect on standards. Pupils in Key Stage 1 develop fluency in reading by reading along with their teachers in shared text sessions. They learn to use phonic skills to read unknown words and become increasingly aware of a range of strategies to support their reading. Pupils in Year 2 read simple passages accurately with developing expression. They enjoy talking about a range of stories and other texts and express their preferences confidently. Higher attaining pupils understand the main points of texts and explain how to find a book in the library.
76. Pupils attain average levels by the end of Key Stage 2. Pupils in Key Stage 2 widen their range of texts and develop a deeper understanding of what they read. They improve fluency and expression, and identify and correct mistakes. Pupils show a real interest in books, particularly stories and poetry, and handle and care for books well. In Year 5, pupils discuss what motivates characters and offer their opinions about different work by the same author. By the end of Key Stage 2, pupils read and explain the main features and language in poetry, such as the 'Big Yellow Taxi' or Japanese Haiku. They discuss the main theme and the feelings of characters in stories, and understand the underlying meanings. They read expressively, with higher attaining pupils adapting their style to fit the mood of the texts. Most pupils know how to use the library, find information in the books and research by skimming and scanning. However, pupils have too few opportunities to research independently for subjects across the curriculum, to enable them to use these skills.
77. Standards of attainment in writing are above national averages by the end of Key Stage 1. Pupils in Key Stage 1 begin to write in a variety of styles, including stories, poems and

reports and extend their use of interesting vocabulary, such as 'dribbled' and 'moaned'. Year 2 pupils use most full stops and capital letters accurately and spell most simple words correctly. Handwriting is clear and evenly formed but not joined. Standards are average, but better than in similar schools, in Key Stage 2. All pupils, including those with special educational needs, plan and draft their writing and extend their range of purposes and styles. They develop their understanding and use of different forms of punctuation. For example, pupils in Years 3 and 4 write a conversation between two people using speech marks accurately. They plan work with interesting characters and setting. Pupils in Year 5 and 6 use diary writing to write a personal account of a visit to the Isle of Wight and to relate their feelings. They interpret rap poetry, write newspaper reports and letters. By the end of Year 6, pupils use imaginative, descriptive language in their stories and poems. They present an argument sensibly and extend their ideas logically, and with interest. Most pupils use basic punctuation correctly and many understand and use paragraphing. They draft and edit their work to improve spelling and word use, which is not always accurate. Handwriting is often fluent, joined and legible. However, presentation across the school is variable, with many examples of untidy work and uneven handwriting. Pupils have a range of opportunities to write in other subjects of the curriculum. For example, in Year 6, pupils use acrostic poetry in religious education, present information about the dangers of smoking in science, and write Haiku and cinquaine poems about the weather.

78. The quality of teaching throughout the school is good. This is an improvement since the previous inspection. The implementation of the National Literacy Strategy has improved teachers' planning and organisation and ensures all aspects of the subject are taught. Teachers have good knowledge and understanding and teach the basic skills of English well. They use probing questioning to deepen pupils' understanding of texts or to explore their learning. For example, in a Year 4 lesson the teacher asked, "What was the atmosphere like in the classroom?" to extend pupils' understanding of the author's intentions. The support staff are very well deployed and play a very important role in the classroom and in pupils' learning. They provide good support for lower attaining pupils and those with special educational needs, and enable them to make good progress. All adults have very good relationships with pupils. This enables them to gain confidence, to answer questions eagerly and not be afraid to make mistakes. Most teachers have high expectations of pupils' behaviour and achievements. Pupils respond well by behaving appropriately, concentrating hard and co-operating effectively with one another. A brisk pace in most lessons ensures pupils maintain their interest, enjoy their lessons and extend their learning well. Many teachers adapt their planning to meet the differing needs of pupils. However, the school has recently introduced day-to-day assessment procedures and not all teachers use them consistently. Marking is inconsistent. Some teachers use it effectively to guide pupils in their next steps of learning. However, too often marking does not indicate what pupils have done well or how they can improve.

MATHEMATICS

79. Towards the end of Key Stage 2, pupils' standards of attainment currently are close to the 1999 national average. This is in line with the school's target for this year, and shows improvement on the school's results in the national tests in 1999, when they were below the national average. This is part of an improving trend over the last three years. The school's results in national tests, whilst below the national average overall, have risen faster than the national improvement during this time. The results in 1999 were above average in comparison to those in schools in similar circumstances. There are ambitious but achievable targets for the next two years, and pupils in Years 3 and 4 are well on track to continue the improving trend in test results.
80. At the end of Key Stage 1, pupils' standards of attainment currently are above the 1999 national average. This is not as high as the school's results in 1999, when they were well above the national average, and very high in comparison with similar schools. The trend in

the school's Key Stage 1 results, however, has shown rapid improvement over the last three years, rising much faster than the national improvement.

81. Current attainment in mathematics shows good improvement since the last inspection at both key stages. The improvement is particularly marked in how the pupils use their knowledge and understanding to solve problems, and in their speedy mental calculation. Boys and girls attain similar levels, and pupils from ethnic minority backgrounds achieve similar levels to their peers. Pupils with SEN attain lower levels on average, but make good progress towards the targets set for them. This is because they have specific tasks to extend their thinking at their own level, and often have extra help from supporting adults. Across the school, the implementation of the National Numeracy Strategy is having positive effects on pupils' oral and mental skills, and on their ability to recall mathematical facts quickly, and use them in a variety of situations, such as in science.
82. Year 6 pupils develop their mental recall of multiplication tables well, using number cards to support their thinking where required. Almost all of them understand that knowing that six multiplied by four makes 24 also gives the information that 24 divided by four gives six, and use this mental facility well in solving problems in their heads. Higher attaining pupils use their mathematical skills well in choosing the best holiday package, and construct accurate line graphs to compare data about temperature and sunshine. Working with an outside consultant, a group of pupils represented data about changes in temperature in a variety of forms, on paper and on the computer. Though they had had less experience in using information technology to support their work in mathematics than is usual for their age, they handled this work well as they had been thoroughly prepared for it by their class teacher.
83. Year 2 pupils develop their understanding of pattern in number well, both in whole class sessions, and in paired and individual work using hundred squares. Here they make good use of the practice beforehand with the teacher to search for and record patterns such as multiples of four. High attaining pupils quickly spot the visual clues to predict where the multiples will be lower in the chart. One girl confidently explained that all the multiples of four would be even numbers, but that multiples of an odd number such as three would be odd and even. Pupils have experienced the whole recommended mathematics curriculum, and attain above average levels in their numeracy skills.
84. The quality of teaching is very good overall. It is good at Key Stage 1, and in lessons observed ranged from satisfactory to very good, being good or better in four out of seven lessons. At Key Stage 2 it is very good, ranging from satisfactory to outstanding, but being good or better in seven out of eight lessons. This leads to good learning for pupils at Key Stage 1, and very good learning at Key Stage 2. The co-ordinator is closely involved in monitoring and evaluating both teachers' planning for lessons, and their actual teaching. The evaluation identified pace, structure, and assessment as areas requiring further development. The implementation of the National Numeracy Strategy has been useful here, and staff have adopted it well, including the school's own targets for improvement in their lesson delivery. This is having a marked effect on the overall quality of teaching, which now leads to successful learning for the pupils based on shared learning targets. Most lessons open with a lively whole class mental and oral session, where teachers skilfully challenge the pupils to build on their existing knowledge and understanding, and use their rapid recall of number facts to develop patterns, or solve problems. A good feature of the teaching for Year 4 and 5 pupils is the weekly opportunity for them to play mathematical games and puzzles. This involves using high quality commercially produced activities, and games that the pupils have designed and made for themselves. This is exciting and motivating for the pupils, who use their growing knowledge and understanding well to seek patterns and work out strategies. They are closely monitored by the staff, but allowed to work independently. This adds to their personal development, and self-confidence. A student teacher skilfully helped some of the pupils to learn how to use a computer simulation, developing both their mathematical and information technology skills. Teachers generally have very high

expectations for their pupils' application to tasks, and their behaviour. This aids the smooth flow of lessons, allowing teachers and other adults to focus their attention to specific groups and individuals, and lets the pupils concentrate on their work, which they do willingly, sometimes joyously. This was seen in a Year 1 lesson, where the teacher's very good manner, organisation and resources encouraged the pupils to work very hard to make their own multiplication grids for the three and five times tables. Similarly, a Year 3 and 4 class was set a difficult task in solving 'magic square' puzzles, but they concentrated with furrowed foreheads because the teacher had made the preparatory work so interesting.

SCIENCE

85. The attainment of seven-year-old pupils, according to assessments made by teachers in 1999, was below average at the expected Level 2. Attainment at the higher Level 3 is in line with the national average. The pupils' results are above average at both Level 2 and Level 3 when compared with schools in similar contexts. The attainment of eleven-year-old pupils in the 1999 national tests was below average at the expected Level 4 and also below the average for pupils attaining Level 5. This level of performance is about the same as the average for similar schools.
86. The trend over the previous three years since the last inspection, is one of notable improvement especially during the last two years, although the results at Key Stage 2 have not yet reached the national level.
87. Inspection findings show the standard of pupils' work towards the end of both key stages currently to be in line with previous national averages. The significant improvements are due largely to improvements in teaching. There has been a greater emphasis on investigatory work, the implementation of a new curriculum that emphasises all areas of the subject, and the identification of weaker areas of teaching following analysis of previous performance. In Key Stage 2, the introduction of setting and the close matching of support for pupils on the special needs register has also helped to raise attainment. Pupils build well on their previous learning in both key stages and make good progress, particularly in Year 6. There is consistency in the learning experiences of children of the same age in different classes and this is due to the effective joint planning undertaken by teachers. Pupils with special needs make good progress, although their literacy and linguistic skills sometimes affect their ability to communicate their understanding especially in writing. The application of numeracy and literacy skills in presenting their findings especially in the use of tables and charts supports these children who achieve well.
88. By the end of Key Stage 1 pupils have a basic understanding of living things. They know about the different stages in the human life cycle from birth to old age and of the life cycles of insects. They are learning that plants provide the basis of a good diet and can identify foods that come from specific plants. The pupils identify and classify different man-made and natural materials. They identify those materials found in houses and sort them into the different types that are appropriate for the different parts of the house. The pupils are beginning to find out about forces and movement and take part well in investigations to explore the effects of force on the speed of toy vehicles and on dough. They use their observational skills well and develop appropriate vocabulary to describe objects and effects. They record their observations within frameworks suggested by the teacher. Most pupils use measurement appropriately and record the data using simple charts and diagrams. Some of the higher attaining pupils make simple predictions and use reference books to support their investigations.
89. By the end of Key Stage 2 the pupils make predictions and carry out a fair test. In Year 6 pupils know the location and main functions of the major parts of plants and can dissect flowers and reassemble the parts correctly, describing what they are doing using the correct terminology. In Year 4, pupils explore the range of foods necessary for healthy human growth and activity. They demonstrate creativity in devising menus which are not only

balanced but also exciting, and which reflect a range of dishes from different cultures. The pupils investigate and classify materials, describing the differences between solids, liquids and gases and separate mixtures, using terminology such as filtering, dissolving, evaporation, soluble and insoluble appropriately. The pupils test their predictions and identify problems, predicting what might happen: they describe the procedures carefully and accurately. Some of the higher attaining pupils discuss their findings and speculate why things change. They use equipment with increasing skill and accuracy. Although the teachers structure investigations quite closely, pupils observe carefully and make accurate measurements as they carry out investigations. The pupils record their results in a variety of ways using tables, graphs and charts.

90. Pupils behave well in lessons and take an active part in their learning when allowed to do so. They respond well to questioning and remain attentive even during long sessions. However, in the best lessons their interest and enthusiasm increases as the lesson progresses. They discuss aspects of their work with each other in a sensible manner and share equipment fairly. When they move to their groups for work they do so quickly and quietly and settle down to their tasks effectively. Most pupils take pride in their work, and present it well. Pupils are imaginative in their approach to their work, as demonstrated by the work on menus, but there are limited opportunities for them to set up their own investigations or to work independently.
91. The quality of teaching and learning is good overall and this is the major factor in the improvements observed in the achievement of the pupils since the last inspection. There were no instances of unsatisfactory teaching observed. The higher quality teaching and learning occurs when the teacher has clearly identified learning objectives in the planning and where these are made clear to the pupils. Time management is good and time allowed for each activity is well thought out with a good balance of discussion and practical activity. Teachers encourage pupils to take an active part in their learning, use questions skilfully to develop pupils' knowledge and understanding of scientific processes, to help them draw on their own experience and to use specific scientific terminology. Teachers' organisation of their classes, where there is more than one age group, is generally very effective. The activities are appropriate to the different ages and learning needs of pupils and the ways in which learning support assistants are used is generally very effective. Particular support is given to pupils with special educational needs and those with English as an additional language to maintain their good levels of progress. Resources are well chosen and well prepared and help to support learning and include the judicious use of information technology both to make presentations and as a supportive resource. Where teaching had weaknesses some whole class sessions were too long and this affected the concentration of some pupils adversely, particularly in Key Stage 1.
92. The role of the curriculum co-ordinator has been developed well since the last inspection although the role does not as yet sufficiently include the monitoring of standards across the school. There is also no consistent procedure for recording attainment throughout the year in a systematic way.

ART

93. At the time of the last inspection the curriculum for art did not fully meet national curriculum requirements. The current curriculum for art meets requirements and pupils make sound progress, attaining appropriate levels for their age.
94. Pupils in Key Stage 1 demonstrate good skills in line drawing and pay attention to form and shape. They use a range of media to record and express their ideas. During the inspection some work on self-portraits showed children learning skills in mixing colours to reflect skin tones. Pupils respond well to a range of self-portraits by different artists and can describe their response using a range of specific language to describe mood. They are then able to use line drawing to represent facial characteristics and describe the mood of their own drawing.
95. At Key Stage 2, pupils use detail and accuracy when drawing and painting human figures and when designing and making artefacts. They paint imaginatively, expressing their own ideas and paint in the style of a range of artists or illustrators especially in relation to other subjects; for example in history and RE. They use a variety of materials in completing detailed patterns and designs, which are often inspired by historical artefacts. They use a range of natural materials for observational drawing with some very detailed and accurate drawings being produced as a result. There is evidence of a growing knowledge of the work of artists and of the impact of this knowledge on their painting. There is not enough opportunity for pupils to complete three-dimensional work, however.
96. Pupils takes great care and present their work well. They are attentive when observing demonstrations by the teacher and when studying works of art. They are confident in expressing their opinions and their feelings. Pupils with SEN were observed to be well supported in an art lesson and were able to sustain their concentration well. Pupils use art well to express and represent aspects of their faith and through observational drawing of the human form are developing an understanding of their uniqueness and individuality. However the artwork on display does not sufficiently reflect the cultural diversity within the school or the wider community.
97. The quality of teaching is good. Teachers prepare materials well and ensure that pupils with specific needs have appropriate support, which enables these children to make good progress. Planning is satisfactory and tasks are consistently planned across year groups. This ensures that all pupils have access to the same curriculum. There is strong emphasis on the teaching of skills, for example on how to mix colours effectively to produce desired shades. The tight structuring of lessons and the length of whole class sessions reduces the time available for pupils to apply skills acquired independently. There are high expectations of pupils' behaviour, which is consistently good, enabling pupils to work co-operatively in sometimes cramped conditions. Pupils make good progress within Key Stage 1, especially in their use of colour, observational drawing and representing feelings. They build well on previous learning within nursery and reception. In Key Stage 2 progress is satisfactory especially in use of line and detail in observational drawing, design and pattern making. Some work is rather stylised and not effective in enabling pupils to express their own ideas especially in some large paintings.
98. The school is addressing the co-ordination of art with appropriate plans in place for developing the curriculum further and extending the range of resources. The monitoring of work is not yet being systematically undertaken.

DESIGN AND TECHNOLOGY

99. At the last inspection attainment and progress in design and technology were judged as unsatisfactory across the school. By the time they reach eleven now, pupils are attaining expected levels in relation to national curriculum level descriptors. This reflects good progress since the last inspection.
100. In Key Stage 1, pupils develop appropriate practical skills. They cut and glue card, paper and wood when designing and making model cars. They can complete simple designs through drawing. Their understanding of the qualities of materials, which was the focus of a related science topic, enhanced their work on their cars. At Key Stage 2, pupils make simple model bridges from rolled paper, card and tape to meet simple criteria of size and strength. Their designs are detailed and used to help them complete their models. They use their knowledge of forces to help them test for strength. They can investigate the different characteristics of a range of breads for purpose, taste and texture using specific descriptive vocabulary. They use wood and other materials to make musical instruments, which produce a range of sounds in relation to investigations into the nature of sound in science. Pupils build on previous knowledge and skills throughout the school and make satisfactory progress with good progress being observed towards the end of Key Stage 2. Pupils make effective use of their scientific skills and understanding.
101. Pupils display positive and responsible attitudes in investigating and making. They take care in designing and completing products. Behaviour is mainly good and better when they are involved in practical tasks. Pupils work well together and are willing to share ideas. The mixed grouping in one class gave good support to pupils with SEN.
102. Teaching is satisfactory overall, and sometimes has good features, particularly in upper Key Stage 2. Individual lessons are well prepared and planned and this planning supports learning and teaching well. The longer term planning is very comprehensive and this enables pupils to experience all aspects of designing and making over the period of a half term. This is particularly effective in upper Key Stage 2. Lessons are very well prepared to include appropriate resources and well-structured tasks. Pupils are clear about what they have to do. Homework builds well on what pupils learn during the lesson. The organisation of some lessons does not always allow sufficient time for practical tasks or sufficient scope for pupils to be independent in the design process.
103. The curriculum for design and technology has substantially improved since the last inspection with the adoption of new guidelines for teachers' planning, and is currently being reviewed. The recording and monitoring of standards are not yet developed.

GEOGRAPHY

104. Pupils attain standards in line with those expected nationally by the end of Key Stage 1. By the end of Key Stage 2 standards are below expectations, as they were in the last inspection. Due to the heavy emphasis on other national initiatives there has been little recent development in the subject. Geography has a low time allocation and status within the school at present and, as a result, many of the weaknesses still remain and pupils, including those with special educational needs, make barely satisfactory progress in their learning as they move through the school.
105. Pupils in Key Stage 1 develop a growing awareness of their local area. They recognise different types of homes and use terms, such as "semi-detached" to describe them. They draw simple maps of their journey from home to school, locating features such as the park, buildings and trees pictorially. They begin to appreciate such changes in their locality as a new bridge over the busy Mile End Road, making sensible explanations of why it is needed. They enjoy such topics as "The Seaside" where they learn of the features of places different

to their own locality. Pupils develop a sound grasp of the water cycle and river features in Key Stage 2, but struggle to explain such features as waterfalls and meanders and the correct terminology for each. They have little understanding of world climates or what it is like to live in other places in the world, other than through their topic on Ancient Egypt where they learn of the importance of the River Nile to people living in a desert area. Pupils extend their mapping skills appropriately in Key Stage 2 so that they competently handle two-figure grid references and keys to pinpoint features on the maps they study.

106. Pupils have satisfactory attitudes to their work in geography. They willingly discuss their work with visitors, listening attentively and showing interest in the topics they study. They generally present their work neatly and carefully.
107. No overall judgement can be made about the quality of teaching since too few lessons were observed. The school developed a scheme of work in response to its last inspection. More recently a scheme of work was introduced without being adapted to reflect the time available for teaching geography or the needs of pupils in this school. This means that coverage of each unit is sometimes thin, and there is little time for pupils to consolidate their learning. As a result, they sometimes have little recall of their studies and their understanding is limited. Good planning in Years 5 and 6 ensures that pupils are taught consistently well in all three classes when studying Stanton-in-Peak in Derbyshire. Teachers provide a good range of maps that enable pupils to develop valuable skills in investigation. This shows in the enthusiastic way they discuss the features of this village and thoughtfully compare it with Whitechapel. Throughout the school there are insufficient opportunities for pupils to engage in fieldwork, and this weakens their own skills in observing, interpreting and recording first hand evidence about the places they study.
108. Assessment procedures are still weak, as they were in the last inspection. This means that teachers have little accurate information about pupils' attainments to use in their planning. The gaps and weaknesses in pupils' skills, knowledge and understanding go undetected because there is too little monitoring of teaching and pupils' work.

HISTORY

109. Pupils, including those with special educational needs, attain standards in history that meet national expectations by the end of both key stages. They make satisfactory progress in their learning overall, though better in gaining knowledge about the topics they study than in developing their own skills in investigating and interpreting evidence about the past. This was broadly the position at the last inspection.
110. Pupils in Key Stage 1 understand the changes in their own lives, correctly sequencing the different stages of baby, toddler and child. They know something of the changes in people's lifestyles over time. This is developed well through a "seaside" topic where pupils examine photographs and learn of the clothes people wore and the activities they enjoyed on holidays. They begin to compare the similarities and differences of seaside holidays now and in the past. Their chronological skills develop soundly and they sequence such events as their birthdays, holidays and Christmas on a yearly timeline. These skills develop appropriately in Key Stage 2 when pupils correctly place the Ancient Greeks and the Roman invasion into Britain on a longer timeline. They know of the main events of this and the Viking invasions, appreciating the long-term impact on our lives, for instance Roman roads and place names. Useful class discussions enable pupils to understand the underlying reasons for events, such as Boudicca's revolt, and to appreciate the feelings of those involved. However, some of the tasks set for pupils lack challenge and pupils waste time in drawing and colouring pictures to record their work. Activities, such as writing a letter from the point of view of a Roman soldier in Years 5 and 6, enable pupils to think more deeply, consolidate their learning and allows them to be more imaginative in their responses.

111. The quality of teaching is sound overall. Teachers transmit their enthusiasm for the subject well, and this accounts for the good behaviour and sound interest demonstrated by pupils during the inspection. Most teachers are clear about what pupils are to learn and their secure subject knowledge reflects in interesting lesson introductions. They forge very good relationships with their pupils and manage them well. However, confusing explanations and a lack of clarity in lesson planning was a feature of some unsatisfactory teaching in a Year 3/4 class where pupils struggled to understand the tasks set for them. The school has recently adopted a nationally agreed scheme of work which provides a sound overall structure for teachers' planning, though the low time allocation to the subject means that coverage of the different topics is sometimes thin. However, teachers still place too little emphasis on developing pupils' enquiry skills and the school has too few resources to support this aspect. Assessment systems were judged to be weak in the last inspection, and they are still weak. Teachers do not have enough information about what pupils already know, understand and can do in history on which to base their lesson planning. As a result, pupils sometimes waste time in similar, unchallenging recording tasks and weaknesses in their skills development go undetected.

INFORMATION TECHNOLOGY

112. Pupils' attainment in information technology is below what is expected for their age in all aspects of the subject involving the use of computers. This is similar to the situation at the time of the last inspection. However, they achieve satisfactory levels in using equipment such as tape recorders, microphones and other items requiring control to produce a variety of outcomes. A very good example of this occurred during an assembly led by Year 3 and 4 pupils on communication. This is an area for significant development in the school, however, and there is a good programme of staff development planned, and significant improvements in the resources available to support pupils' learning, with clear and ambitious attainment targets set.

113. A very good start has been made in upgrading the school's resources to support the pupils' learning. The headteacher has outstanding expertise in this area of the curriculum, and is determined that significant improvements will be swift and permanent. She has already taken very good steps in empowering the whole of the support staff to gain confidence and competence by arranging for them to attend an information technology course run over four half days by the local authority. The staff involved report how much more useful to the pupils they feel following this course, and they were observed offering the pupils subject specific help and guidance.

114. An outside consultant is also working closely with the school to promote pupils' and teachers' skills in the subject. During the inspection she led a good session on data handling with Year 5 and 6 pupils, and was surprised and pleased that the pupils had prepared in detail for the experience with their teacher.

115. Whilst there were some examples of reasonable work taking place during the inspection, notably by a trainee teacher from a local university, the overall evidence of the use of information technology in the school is weak. The governors are fully aware of the situation, and have agreed an ambitious and far-reaching programme of development to put matters right.

MUSIC

116. By the end of both key stages, pupils' attainment is broadly as expected for their age. At the time of the last inspection, the progress of older pupils was slower than pupils in the rest of the school. Opportunities for pupils in Years 5 and 6 to play the guitar or to join the choir or percussion club, have improved pupils' attitudes to music and progress is generally satisfactory. This is an improvement since the previous inspection.
117. Pupils throughout the school sing confidently, tunefully and with clear diction. They experience a range of songs and hymns in their lessons and hymn practice. They use different instruments to create their own music and follow symbols to change the sounds. For example, in Year 1 and 2, they follow weather pictures to create the sounds of water and understand that different instruments produce different musical effects. They discuss the effects of their music and any ways it could be improved. Pupils in Key Stage 2 extend their musical skills by singing songs and rhythms in two parts. They sing and accompany themselves on tuned instruments, such as the guitar and chime bars, and a range of untuned instruments. They have a good sense of rhythm and sing using controlled phrasing. Some pupils read musical scores correctly, but most follow symbols when playing instruments. They listen to music to identify different elements in compositions. For example, pupils in Years 3 and 4 listen to the 'Carnival of the Animals' by Saint-Saens. They identify which animal a tune may represent and explain why, for example, "It's a tortoise because the music is slow." They show an appropriate understanding of musical interpretation and the intention of the composer. However, although pupils in Year 6 have opportunities to listen to different types of music, such as rap or mood music, their knowledge of different composers from a variety of traditions is limited to their names and they have little knowledge of their work. They do compose their own music, but have too few opportunities to write it in symbols or musical score to enable them to repeat it.
118. The quality of teaching is satisfactory. The specialist teacher has good subject knowledge, which ensures a lively presentation in lessons and hymn practices, and the use of correct terminology, although this does not always have sufficient emphasis. Pupils experience a range of activities in lessons and basic musical skills, taught appropriately. There is, however, an emphasis on singing, which limits the time for other aspects of the curriculum, particularly composing. The teacher uses the good resources effectively, which enables pupils to identify and use them appropriately. She knows the pupils well and plans her lessons appropriately, although weaknesses in assessment mean that gaps in pupils' knowledge or understanding are not fully identified. The teacher's behaviour management is not always secure, and results in some pupils disrupting lessons, which slows progress, particularly with the older classes.

PHYSICAL EDUCATION

119. Attainment and progress in physical education are generally below expected levels, although good progress was observed in athletics with a Year 5 and 6 class during the inspection. The subject has not been a priority area for some time in the school, and developments have been postponed in order that staff could cope with increasing demands in other areas of the curriculum. It is planned to use the introduction of the new National Curriculum to kick-start staff development during the next academic year, and subsequently the improvement through better teaching of pupils' standards of performance and attainment. Standards at the end of both key stages are below those at the time of the last inspection.
120. Pupils in the reception class use space in the hall well, and develop good understanding of the need for warm-up activities for physical activity: all classes continue this process at their own level; the Year 5 and 6 class observed took part in a very good limbering session in preparation for sprint practice. The reception pupils also made good progress through

practising their throwing skills, and sustained their energetic activity over a reasonable time. This lesson was well organised, and made good use of the time available. However, time is not always efficiently used, and some pupils take too long to change before and after these sessions. This is an example of the lack of good, simple routines for the various elements of a physical education lesson. Occasionally, this leads to unsatisfactory behaviour that delays the work, and slows progress to unsatisfactory levels. Some Year 3 and 4 pupils achieve good levels in throwing, catching and striking a ball, but the use of inappropriate bats and balls restricts their further development.

121. Year 4 pupils attend the local baths for swimming lessons, but there was no record available of those attaining the recommended levels. A group of Year 6 pupils visited the Isle of Wight this year for a residential visit where they experienced outdoor activities: this is to be repeated for next year's group. There are links with local football clubs, and cricket coaching is provided from a local sports service. The school has also been involved with the TOPS games scheme, which provided good equipment for games and some staff training. It also enters teams in local leagues for football and netball, and the swimming gala.