

INSPECTION REPORT

ST PATRICK'S CATHOLIC PRIMARY SCHOOL

Walthamstow

LEA area: Waltham Forest

Unique reference number: 103088

Headteacher: Mrs Deirdre Mansi

Reporting inspector: Daniel Towl
17151

Dates of inspection: 26th February - 2nd March 2001

Inspection number: 189877

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Catholic Voluntary Aided
Age range of pupils: 5 - 11
Gender of pupils: Mixed

School address: Longfield Avenue
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Appropriate authority: Governing Body
Name of chair of governors: Mrs Kerry Rolison

Date of previous inspection: 30th September 1996

Team members			Subject responsibilities	Aspect responsibilities
17151	Daniel Towl	Registered inspector	Design and Technology Information and communication technology	What sort of school is it? The school's results and pupils' achievements. How well pupils are taught? How well is the school led and managed? What should the school do to improve further?
11575	Catherine Fish	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development.
12367	Anthony Green	Team inspector	Mathematics Geography Physical Education Equal Opportunities English as an additional language	How good are curricular opportunities?
23009	Anne Hogbin	Team Inspector	English Foundation Stage curriculum Special educational needs	
20230	Jennifer Clayphan	Team inspector	Science History Music Art & Design	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Patrick's Catholic Primary School is a Voluntary Aided school that is situated in the south west of the London Borough of Waltham Forest. It is in the Diocese of Brentwood. It is a larger than average school with 344 pupils. There is a higher than average ethnic diversity amongst its pupils. About 65 pupils have English as an additional language. The proportion of pupils eligible for free school meals is the same as the national average. There are below average numbers of pupils identified on the school's register of special educational needs. Most pupils enter the school with average levels of attainment.

HOW GOOD THE SCHOOL IS

St Patrick's is a rapidly improving school with a number of strengths. The school has a caring ethos and pupils have good attitudes to school and their work. There are good relationships with parents. These aspects of school have a positive effect on pupils' learning. Staff and governors have made great strides towards improving the effectiveness of the school since September 2000 when the current headteacher took up post. Since her appointment the headteacher has shown very good leadership and has developed a committed staff team and involved governors more in the work of the school. During the period since the last inspection the school was without a substantive headteacher and there was little monitoring or evaluation of the school's work by governors or senior managers. As a result weaknesses in the school remain partly as a legacy of inadequate improvement since the last inspection. There is good and very good teaching in a significant number of lessons throughout the school but there remain weaknesses in teaching in some lessons where pupils do not learn well enough. In tests attainment compares favourably against national expectations in Mathematics and is above average. In English and science attainment is average when compared with other schools. Compared with similar schools attainment is well above average in mathematics and average in English and science. Not enough pupils achieve the higher levels in English and science. The staff work hard and are committed to improvement. The school provides satisfactory value for money.

What the school does well

- The new headteacher provides very good leadership
- Pupils' attitudes to school and their lessons is good and behaviour is good overall
- Consistently good teaching by some teachers in both key stages
- Links and relationships with parents
- Provision for pupils' spiritual, moral social and cultural development

What could be improved

- Assessment and tracking of progress of different groups of pupils within and across year groups
- Use of assessment to guide planning especially for the more able pupils
- Governors' monitoring and evaluation of school improvement
- Achievement of pupils in ICT
- The quality of teaching in some lessons
- Recruitment of permanent well trained staff

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected last in September 1996 the school was judged to provide a satisfactory standard of education but was found to have some weaknesses in the quality of curriculum planning and its assessment procedures, lack of challenge for the more able, and shortcomings in school improvement planning and the quality of teaching at pre Key Stage 1. Since then the school has made progress in some areas but overall improvement is unsatisfactory. The quality of teaching in the Foundation Stage is now satisfactory and a high proportion is good. Curriculum planning has been enhanced by the use of nationally produced schemes of work but assessment remains weak overall and more able pupils are not planned for systematically. A new school improvement plan has recently been produced. Appropriate priorities have been chosen but targets for improvement are not sharp enough and how the school will monitor and evaluate are not sufficiently clear. The school lacks a clear strategic plan for more than one year although governors have begun to consider employment and finance in the longer term.

STANDARDS

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

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

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

Attainment on entry to school is average. Pupils make a confident start with their schooling and make sound progress. In 2000 tests pupils at the end of Key Stage 1 achieved average standards in reading and writing, and above average standards in mathematics. Based on teacher assessment, standards in science were below average. Boys have performed better than girls over the last three years at Key Stage 1. In writing and mathematics there have been steady improvements since 1998 although the overall school trend has been slightly below the national improvement trend. In the current Year 2 standards are average in English and science and above average in mathematics. At the end of Key Stage 2 standards overall are above both the national average and that for similar schools. Since 1998 there has been a steady improvement in mathematics, some improvement in science but a decline in English, a trend that is likely to be continued this year. However results also show that not a high enough proportion of pupils reach the higher levels in English. Standards in the current Year 6 are above average in mathematics and average in science. In English standards in Year 6 are average but there is some underachievement, especially of more able pupils. In the last four years girls have achieved better than boys in English but no significant differences were seen during inspection. Standards in Information and communication technology [ICT] are below average in Key Stages 1 and 2 because pupils do not access an appropriate curriculum and there are gaps in their learning. In physical education [PE], history and art and design standards are average. In music standards are below average and in design and technology they are average in what pupils know about the design process but below average in their construction skills in Key Stage 2. Last year the school exceeded its target in English and mathematics. The targets set for this year are appropriate but will be challenging in English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good. Pupils are enthusiastic to be in school.
Behaviour, in and out of classrooms	Behaviour generally is good. Most pupils behave very well in and out of the classroom. Misbehaviour, when it occurs, is often due to unsatisfactory management by staff.
Personal development and relationships	Very good. The school council is well used by the pupils and the school listens to what pupils say. Relationships are good, based on mutual respect.
Attendance	Satisfactory, with very low levels of unauthorised absences.

TEACHING AND LEARNING

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

The quality of teaching is satisfactory overall. There is a significant amount of good and very good teaching, especially in Key Stage 2 with the youngest and oldest pupils. In Key Stage 1 the strongest teaching is in Year 2. Overall, 91 per cent of teaching is satisfactory with 23 percent very good; nine percent of teaching is unsatisfactory. Teaching is satisfactory overall in the Foundation Stage with three out of seven lessons good. Where the teaching is good and very good, teachers have good subject knowledge; they plan well and ensure that the pace of learning in lessons is brisk. This means that pupils work hard and quickly produce good quality work. Very effective and sometimes excellent behaviour management is a characteristic of the best teaching. In these lessons teachers use good questioning skills not only to identify what pupils know but also to allow them to discuss and develop their ideas. Where teaching is less effective subject knowledge is weak, the pace of learning is slow and poor behaviour means that pupils do not learn as well as they should. In some lessons teachers spend too much time at the start of lessons talking and this means that pupils become disinterested and distracted. Teaching is generally good in mathematics lessons and satisfactory in English lessons. Teaching overall meets the needs of all pupils but more could be done for the more able to ensure they reach the higher levels of attainment. The quality of teaching has improved since the last inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but the statutory requirement for the provision for ICT is not being met.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory. Pupils make sound progress and support by teaching assistants is often good.
Provision for pupils with English as an additional language	The provision for pupils when English is an additional language is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good for moral development; pupils develop clear sense of right and wrong. The headteacher and staff are good role models for pupils. Good for spiritual, which is fostered thorough daily life in school and some lessons. Social and cultural development is good. Pupils are encouraged to relate well to each other from starting school. They have a wide range of visits and visitors.
How well the school cares for its pupils	The school takes very good care of its pupils. Good procedures are in place to ensure their health, safety and welfare. The staff knows its pupils well. Pupils feel valued and respected. Assessment is unsatisfactory overall. Although some teachers do make assessments of pupils there is insufficient monitoring of pupil progress and use of assessment to inform planning.

The school has very good links with parents. They are very supportive of the school through the 'Friends' and by involvement with their children at home. Their wide-ranging involvement has a positive impact on pupils' attitudes and achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher is very good. Management is satisfactory and has improved quickly since the appointment of the headteacher.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is aware of its responsibilities and is now working closely with the headteacher to improve its ability to monitor more closely the work of the school.
The school's evaluation of its performance	Unsatisfactory. The school does not have clear procedures for monitoring and evaluating its work or the progress of pupils.
The strategic use of resources	Unsatisfactory. The governors' strategic view of the school in terms of finance and resources including staff is still under-developed. The school has begun to consider the principles of Best Value.

There is an adequate number of staff but several teachers are unqualified or inexperienced. Accommodation is currently satisfactory and on completion of the new building it will be good. Resources for learning are unsatisfactory overall, especially in ICT where there is insufficient equipment to provide an appropriate curriculum for pupils. Outdoor play-space for the Foundation Stage is unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • children like coming to school • school is well led and approachable • pupils make good progress and behave well • teaching is good and children are expected to work hard • school works closely with parents 	<ul style="list-style-type: none"> • homework provision • provision for extra curricular activities

Inspectors agree with all the positive comments made by the parents, although they do have concerns about the amount of progress made in some subjects. Homework provision is satisfactory and in line with the school's policy. Provision for extra curricular activities is satisfactory. After school activities are currently confined to sport and for 7 -11 year olds, although football will be made available to younger pupils soon.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils who join the reception classes have average attainment. These pupils make a confident start in school. Pupils are making good progress through the new Foundation Curriculum and the vast majority are on course to meet the early learning goals in all areas or to exceed them in their personal and social development. Pupils with special educational needs or English as an additional language are well supported and make similar progress to other pupils. This reflects the improved management and teaching since September 2000.
2. Standards overall are average but there are variations in some groups of pupils and subjects
3. In 2000 results at the end of Key Stage 1 in reading were in line with the national average, and in writing and mathematics results were above average. This pattern was also reflected in the proportion of pupils reaching the higher Level 3. Based on teacher assessments, attainment in science was below the national average. In comparison to similar schools, standards were average in reading and above average in writing and mathematics. Overall in the Key Stage 1 tests boys did better than girls. In writing and mathematics there has been a steady improvement in the last two years from a position that was below average in 1998. There was a slight drop in the proportion of pupils reaching Level 2 in 2000.
4. Results for 11 year olds in the 2000 tests compared well with all schools in English and mathematics for the proportion of pupils achieving the expected Level 4. In science the proportion of pupils achieving Level 4 was average. The proportion of pupils reaching the higher Level 5 was average in mathematics and science but below average in English. Compared with schools that are considered to be similar to St Patrick's, the proportion of pupils reaching Level 4 was well above average in English and mathematics and average in science.
5. When results are compared with other schools that did as well as St Patrick's in the 1996 Year 6 tests it shows that the school was below average in English, above average in mathematics and average in science. This means that improvements in English results have not matched that of other schools that started at the same point in 1996.
6. The proportion of pupils achieving the higher Level 5 last year was well below average in English and average in mathematics and science. In the last three years performance in English and mathematics has just exceeded the national average and has been below average in science.
7. During the inspection standards of work seen in English show that overall they are average although there is some underachievement, most noticeably of more able pupils. Achievement in English in Key Stage 2 is unsatisfactory for more able pupils. Inspection findings confirm the view of the teachers that there is likely to be a drop in the number of pupils achieving Level 4 in this year's tests. The school does not yet monitor or track pupil progress adequately and therefore it has only a very limited view of how well pupils are doing, their progress on a year to year basis and what their targets should be. The school has analysed test results and found writing to be a weakness. Steps are now being taken to improve standards in writing.
8. Inspection findings for mathematics show that achievement of pupils in lessons is good by the end of Key Stages 1 and 2. Pupils make good progress overall through both key stages. The quality of teaching has improved since the last inspection.
9. At the end of Key Stage 1 in science pupils have reached average standards, although more able pupils do not always have tasks that allow them to work at the higher levels. At the end of Key Stage 2 in science most pupils have reached average levels of attainment and a significant minority are working at higher than average levels. Generally in science pupils of all abilities are making good progress, although challenge to different ability groups is not present in all lessons.

10. In ICT standards are below average in both key stages. Pupils make insufficient progress through both key stages because the curriculum followed does not adequately cover the requirements of the National Curriculum, resources are unsatisfactory and curriculum time is not planned sufficiently well. Pupils in both key stages are word processing adequately and beginning to interrogate databases but older pupils are starting from a low base and have large gaps in their experiences, for example using ICT to undertake research and communicate to a wide range of audiences using e-mail and the Internet. This is likely to improve with the building of a new computer suite due to be finished next year.
11. In history and PE, standards are average and all groups of pupils have achieved satisfactorily through both key stages. In design and technology pupils have reached average standards in their understanding of the design process in Key Stage 1 and Key Stage 2. Pupils' construction skills by the middle of Key Stage 2 are below average. The curriculum is not well enough embedded yet to ensure adequate progression in all areas.
12. In music standards are below average but good teaching by a specialist ensures that pupils now achieve well in lessons although starting from a low level. In art standards are average in both key stages and pupils' achievements are satisfactory overall.
13. There is some variation between boys' and girls' standards in tests over the last three years, especially in English. In the seven-year-old tests for English at the end of Key Stage 1 boys have invariably done better than girls, however at Key Stage 2 this is reversed. In mathematics although the difference is less marked the same pattern emerges. This means that boys' achievement overall is not as good as girls through Key Stage 2. Evidence during inspection, however, did not highlight any significant difference in achievement in lessons between boys and girls but there is insufficient monitoring by the school of different groups of pupils to measure progress over time.
14. Pupils on the school's register of special educational needs, including those who have a formal statement of need, achieve satisfactorily in relation to their prior attainment and the targets set for them. This is similar to the findings of the previous report. This is because teachers modify work to a suitable level. Where well-trained adult helpers are available to assist teachers in small group work, pupils achieve well often making good progress. It was not possible during the inspection to evaluate the progress made during the weekly withdrawal sessions for individual pupils.
15. Last year the school exceeded its targets in English and mathematics. This was significant in mathematics where the target was exceeded by 15 percentage points. The targets set for this year are appropriate but will be challenging in English on evidence seen in inspection.

Pupils' attitudes, values and personal development

16. Pupils' attitudes and personal development to school are very good; their behaviour, and relationships with their classmates and adults are good. These aspects are all well fostered by the caring and positive ethos within school. The standards identified in the previous report have been maintained. This is a strength of the school.
17. Pupils are enthusiastic about school and this is reflected in the positive approach they take to all the school has to offer. They enjoy coming to school. Their enthusiasm is recognised by parents; almost all responding to the questionnaire said their children like coming to school.
18. Attitudes generally around school and in assemblies are very good. In lessons they are good overall. Pupils are eager to learn. They are very keen to answer in class and to work on their own when required to. For example, in a Year 2 mathematics lesson, pupils worked very quietly on their own because the teacher has developed with them a very good work ethic in the class and sets very high expectations of them. In a Year 6 mathematics lesson, pupils worked very well independently on their tasks and displayed a great enthusiasm for learning.
19. There are a few occasions where some pupils' attitudes are unsatisfactory. This is sometimes due to the teacher allowing pupils to call out answers, and not insisting they listen carefully to what is being said. However, in most lessons pupils listen well to each other and can work

together in pairs or groups. For instance, in a Year 3 science lesson pupils worked well in groups to connect wires, batteries and a bulb together to create a circuit.

20. Pupils are polite both to adults and to each other. They generally show good levels of respect for equipment, such as musical instruments and computers, although the very youngest can become rough when not supervised. Pupils are willing to talk about their work, giving clear details of what they are doing. They seek help as required. They talk enthusiastically about activities outside the classroom, for example extra curricular activities such as sports clubs and the choir. Around school, pupils are trustworthy and responsible, taking good care of their own and other's property. There is no graffiti or vandalism that is attributable to pupils in school.
21. The behaviour in class and around the school observed during the inspection was good overall. In most classes the behaviour is good, but there are incidents when the behaviour of a minority, sometimes quite large, interferes with the learning of other pupils. This is usually related to poor management of pupils by the teacher and inconsistent use of the school's behaviour policy. Where this policy is used correctly it is effective. Pupils in a Year 4 history class behaved very well after being warned that they would be put on the first stage of the sanctions ladder. Pupils are very aware of the school rules and most of them strive very hard to meet the expectations. Most parents feel that the behaviour in school is generally good, and this is borne out by inspection findings. Pupils' views on the new positive behaviour policy were sought through the school council and incorporated into it. School rules are discussed in assemblies, in the classroom and during circle time. Pupils appreciate the system of rewards and work hard to gain a leaf to put on the tree in the hall, or to receive the merit badge. Pupils also like circle time and see it as an important way in which they can express their concerns about any problems.
22. Behaviour outside the classroom, around school and outdoors is generally good, although there were isolated cases of play fighting in lunch queues and in the corridors. These usually stop spontaneously or are quickly dealt with by staff. Pupils who misbehave are expected to reflect on their actions and the effects it has on other pupils. Good support is provided for pupils experiencing difficulties in this area and this support is effective in improving behaviour. Many pupils are able to ignore the inappropriate behaviour in others. Outside pupils play well together, they encourage others to join in their games and enjoy their playtimes. No bullying was observed during the inspection. Pupils know what they should do if it occurs and say that it is well handled. There have been two fixed term and one permanent exclusion during the last year. These matters were dealt with according to the correct procedures.
23. Pupils show very good personal development. They enjoy being involved in the day-to-day running of the school, such as returning the register to the school office and acting as classroom helpers. There are several ways in which the school promotes personal development. There is a good system of helpers who ensure that only those pupils who should be are in school at playtime. An important lesson learnt by the helpers is that they must be fair in their dealings with all pupils, including their friends. There is a school council that has two representatives from each class. This is well used to bring matters to the attention of the school as well as a forum for discussion, such as the behaviour policy. One important success is that girls are now allowed to wear trousers. Pupils show good independence skills whilst organising themselves in such lessons as design and technology and science. Opportunities to develop research skills are currently limited by the lack of a library and limited access to computers and appropriate software.
24. Relationships across the whole school community are good. Pupils relate well to one another and to the adults in school. They work well with their peers and are trustworthy. They were polite and pleasant to inspectors, offering help and assistance. Pupils enjoy celebrating their own and each other's success; the last assembly of the week is used to celebrate success in work, behaviour and general attitude.
25. Attendance at school is satisfactory; it is in line with national expectations. However, there are no unauthorised absences and this is much better than the average primary school. There are a number of parents who expect to take their children on holiday during the school term. The school is working hard to create an atmosphere in which this is not regarded as a right, and where education is so highly valued that pupils are absent only when they are ill. The school involves the educational welfare officer in attendance matters when necessary.

HOW WELL ARE PUPILS TAUGHT?

26. The quality of teaching overall is satisfactory; there are some good features. Just over 90 per cent of lessons are satisfactory or better. This is an improvement since the last inspection when 20 percent of lessons were found to be unsatisfactory. Over half of the lessons are good and 1 in 4 lessons are very good but there remains a significant amount of unsatisfactory teaching. Some teachers in both key stages teach consistently good and very good lessons. This is a strength since they provide good role models for the whole school. In the lessons observed the quality of learning was satisfactory overall but good in Key Stage 2, which reflected a higher proportion of good teaching in the school.
27. In the Foundation Stage teaching is satisfactory overall. Three lessons were good and three were satisfactory. There was one unsatisfactory lesson. This was largely due to pupils not remaining calm enough to carry out the planned activities at the end of an afternoon following a rainy playtime when pupils had no chance to run around. Teachers work very effectively with nursery assistants to provide a good mix of whole class and small group teaching that is well planned and based on learning through practical experiences. The quality of learning especially in the area of personal and social development and communication, language and literacy is good and this has a positive impact on learning overall.
28. The good teaching seen in many classes contributes to good learning in lessons although this is not yet having a sufficient impact on progress of all groups of pupils especially at Key Stage 2, where pupils perform better in mathematics than in English and science. Improvements in teaching are resulting from better management of pupils. The enhanced role of the senior management team in monitoring the implementation of the National Literacy and Numeracy Strategies is helping to ensure that there is a consistency in approach and is also identifying where further support is required.
29. Lack of teacher subject knowledge is a feature of the unsatisfactory lessons seen. This shows itself in some lessons by teachers not using specific enough vocabulary or giving pupils inappropriate tasks. In a design and technology lesson at Key Stage 1, for example, insufficient attention was paid to helping children look in a detailed way at different fruits and this led to poor quality drawings and insufficient development of vocabulary being used by the children. In a Key Stage 2 mathematics lesson about multiplying by 100 and 1000 incorrect approaches were reinforced rather than put right.
30. In some lessons in both key stages behaviour management is not good enough to ensure that all pupils do enough or make sufficient progress in lessons. Sometimes the poor behaviour of a few pupils interferes with the learning of others.
31. Overall teachers manage pupils well and this enhances their learning. In the best lessons pupils are managed in an un-confrontational way by quietly but firmly making clear what the expectations of behaviour are and making sure that the pace of the lesson is quick and maintained. This helps to ensure that pupils are engaged with their tasks and working purposefully all the time.
32. Good questioning is a key feature of the best lessons. In these lessons teachers use questions to check what pupils have learned previously so that they can ensure that the work is well matched to them. For example, in mathematics in a mixed Year 2/3 class the teacher recapped the previous day's work and discussed the objectives for the current lesson. The good questioning also gives pupils chances to express their views and ideas; for example in Year 3 when pupils discussed and answered questions about the design of torches, and Year 2 pupils who talk and made comments about the way in which different hand puppets had been made. This good questioning not only happens in whole class lessons but also occurs on a one to one basis when pupils are involved in their independent or group activities.
33. The quality of teaching at Key Stage 1 is mostly satisfactory or better. Approximately one third is good and nearly one quarter is very good. The best teaching is seen in Year 2. In some lessons in

Key Stage 1 the younger pupils are too noisy and easily distracted and this is not sufficiently well dealt with by teachers.

34. There is a higher proportion of good and very good teaching at Key Stage 2, especially with the youngest and oldest children. In the best lessons work is well matched to pupils and they work at a productive pace both in whole class activities and individual and group activities. Teachers sometimes talk too long at the beginning of lessons and this slows the pace of learning and pupils then become distracted and disinterested.
35. A common feature throughout the school is a lack of planning to ensure that all groups of pupils are well catered for, especially the more able. This means that there is not consistent challenge to pupils of all abilities within lessons. Teachers do however plan together, especially where there are split age groups. This helps to ensure that pupils have similar experiences.
36. Some teachers do not pay sufficient attention to the presentation of pupils' work that is often scruffy, as are the covers of some exercise books. Teachers do not always model appropriate handwriting, which follows school policy, for example when writing on the board. Marking of work is variable and irregular. Not enough is made of supporting pupils to the next stage of learning or progress towards targets.
37. The teaching of pupils with special educational needs is satisfactory. Teachers are aware of their special needs pupils and plan appropriately. Teachers, together with the co-ordinator and classroom assistants, have started to make individual educational plans [IEP] for pupils on the special needs register, but although these contain precise targets there is insufficient content in the medium term. There is insufficient correlation between IEP targets and pupils' personal literacy and numeracy targets. This is a new area and staff are having training in how to write and improve IEPs. Consequently, there is a tendency for planning for pupils on the lower stages of the register to lack cohesion, be generalised and not tailored to pupils' exact needs and so they make less progress than they might. In classes where trained special needs staff support pupils they have good liaison procedures with teachers, which ensures that teaching is much more closely tuned to pupils' needs. Assistants keep very precise observational notes, which they discuss with the class teacher, and these form the basis for future teaching. Sometimes teaching assistants do too much for pupils and this prevents them learning as well as they could.
38. Advice from outside specialists is used well to modify teaching methods for individual pupils. For example a pupil with poor vision has work sheets enlarged and placed on a frame on the desk in front of him. Occasionally the advice needed cannot be obtained locally, such as the provision of access to a teacher qualified in behaviour management, and therefore the school has to manage as best it can. This is unsatisfactory where this is part of the entitlement for pupils with a statement of need. However, generally the quality of teaching and support for pupils with a statement of need is good.
39. No withdrawal lessons for pupils with special educational needs were seen. The use of computer programs is not yet a significant part of special needs teaching because of a lack of computers in the school. The arrangements for teaching special needs pupils will be revised and improved in the near future when the building currently being constructed provides a spacious special needs room with computers.
40. The teaching in English is satisfactory. There is satisfactory teaching of literacy and numeracy across the school. Most teachers have embraced the Literacy and Numeracy strategies satisfactorily. This has helped to develop some uniformity of approach across the school. This is important considering the changes in staffing in recent times. However some less experienced teachers still have some way to go before they are fully confident in all areas of the Literacy Strategy. The teaching of mathematics is overall good across the school and this has led to higher standards.
41. Teaching of science overall is good and is best where the subject knowledge is strongest. In these lessons teachers communicate the key scientific points carefully and there are good opportunities to for pupils to be involved and develop their thinking. Where teaching is satisfactory there are more limited opportunities for pupils to do this.

42. There is limited teaching of ICT as a class lesson. Only one was observed during the inspection and this was satisfactory. Most teachers give advice and support to pupils as they work in pairs on the class based computers. The quality of this support is satisfactory. Most teachers employ a system of pupil instructors where pupils teach each other how to operate the equipment and use software. The ICT co-ordinator has opportunities to work in other classes and support pupils. Where this happens the impact is good and pupils make good progress. An example of this occurred when the co-ordinator taught a group of the youngest pupils how to use a floor turtle.
43. The use of the nationally produced schemes of work for all other subjects since the beginning of the academic year has ensured that there is some overall structure to what and how subjects are taught across the school. This has helped to ensure that basic subject knowledge is generally adequate if not embedded for all teachers.
44. Insufficient teaching was seen during the inspection to make overall judgements about some subjects. In music, which is taught by a specialist, teaching is good and pupils are making good progress from a low starting point. In geography only two lessons were seen. However the teaching was good and pupils are making good progress. In history teaching is satisfactory and in the best lessons it is very good. Where the teaching is good teachers plan well and maintain a good pace for children so that learning is brisk. In other lessons, however, sometimes pupils are not sufficiently challenged throughout the lesson. Where the teaching of art was seen it was satisfactory.
45. Only a small number of lessons of PE was seen. Teaching ranged from unsatisfactory to very good. Where teaching was at its best the teacher's subject knowledge was good and pupils were well managed.
46. Many teachers evaluate the success of some of their lessons, but there is limited evidence about the extent to which they use the information to adapt their future teaching. Teachers increasingly involve pupils in identifying targets to achieve in literacy and numeracy. Individual teachers keep records of their pupils' achievements in literacy and numeracy and sometimes other subjects but the records are not standard, nor do they all measure results against the criteria set out in the National Curriculum. This means, for instance, that they cannot identify with certainty how able their more able pupils are, or track clearly their pupils' progress through each year.
47. There is no standard assessment of pupils' achievement in other subjects to show their development of appropriate skills. Marking is not standard through the school, and while they write positive comments, teachers do not inspire pupils to improve future work by giving them short term targets to aim towards.
48. Teachers are using homework in line with the school's policy. Most of the homework is related to developing skills in literacy and numeracy. This has a beneficial impact on pupils' learning throughout the school and appropriately supports learning in lessons.

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

49. The school provides its pupils with a satisfactory range of learning opportunities. However, statutory requirements are not met in information and communication technology (ICT). This means that pupils do not achieve high enough standards in ICT in Key Stages 1 and 2 because they do not cover enough of the required curriculum.
50. This represents a decline in provision since the previous inspection, when the curriculum was judged to meet all requirements. The weekly allocation of time to the curriculum is in line with national averages at both key stages. Due to the impact of the present building work, there is no library to support the curriculum and the teaching of physical education has been limited by the use of the hall as a storage area. The curriculum is enriched by good use of the local area and visitors to the school.

51. Appropriate emphasis is placed on the teaching of the basic skills of literacy and numeracy. Sound use is made of the National Literacy Strategy and the National Numeracy Strategy. The implementation of the numeracy strategy is having a good impact on the raising of standards. The school has a policy for English and a generic curriculum policy for all other subjects. Policies still need to be developed for all subjects. In addition to the schemes for the Numeracy and Literacy Strategies, schemes of work, based on a range of nationally produced guidance, have been put into place for all subjects. However, they have not had time to be fully embedded and have not been adapted to ensure that work is always relevant to the pupils. For example, in a geography lesson observed, the pupils studied an imaginary river, rather than the local river, The Lea, or the River Thames. The scheme for Religious Education is in accordance with the nationally recommended scheme for Roman Catholic schools, 'Here I am'.
52. The headteacher, senior management team and subject co-ordinators regularly monitor planning. Planning for subjects other than numeracy and literacy do not always specify how activities will meet the needs of different ability groups, pupils with special educational needs and pupils for whom English is an additional language. The use of homework at both key stages is satisfactory and includes reading, spelling and number work. However, the homework policy does not clearly set out the weekly time allocation for each year group.
53. The provision for equality of opportunities is generally sound. The curriculum is accessible to all pupils regardless of their ability, gender, race, or background. All pupils with special educational needs and English as an additional language are well integrated. The majority of pupils have equal access to the curriculum. The school's mission statement, equal opportunities statement and curriculum policy makes clear that all pupils will receive a curriculum tailored to their individual needs and that harassment and stereotyping of individuals is unacceptable.
54. The provision for personal, social and health education, sex education and attention to drug misuse are satisfactory and are taught in accordance with the requirements of the governing body. There is no written policy for personal, social and health education.
55. The provision of extra-curricular activities is satisfactory. Sports activities include football, netball and seasonal cross-country running. Other activities include choir, Italian and French.
56. Provision for pupils with special educational needs is satisfactory and all statutory requirements are met, except for providing access to a qualified behaviour management teacher for one statemented pupil because the local authority cannot provide the expertise. Pupils with special needs overall have full access to the curriculum and extra curricular activities. There is a clearly written policy, which reflects the school's commitment to inclusion, although some details are out of date. The curriculum is suitably modified for pupils with special educational needs to enable them to make satisfactory progress and take a full part in all the school has to offer. Where provision involves outside agencies the paperwork is satisfactory and there are clear plans and suggestions for teachers and assistants to follow. Work within the literacy and numeracy lessons is at an appropriate level for pupils and often assistants provide small group support at these sessions. Pupils who are withdrawn to work on individual programs with a specialist teacher miss half an hour a week from class, which is unsatisfactory as they miss learning in other curriculum areas. The school is aware of this and plans to change the provision in the near future when a new special needs room is built which will accommodate groups of pupils.
57. The provision for spiritual, social and cultural development is good and has been maintained since the previous inspection. The provision for moral development is very good and has improved since the last inspection.
58. The provision for pupils' spiritual development is good. This is effectively fostered in the daily life of the school, religious education and the daily assemblies, which meet statutory requirements for an act of collective worship. For example, a school topic on 'Special People' celebrates the work of others. In Key Stage 1 the pupils celebrate parents, friends and people who help in and around the school. By the end of Key Stage 2, pupils celebrate the work of those who have made a significant contribution to the wider world. For example, Mother Teresa, Sir Bob Geldolf, Denise Lewis and Abba. However, there is little planned provision in subjects other than religious education. Opportunities for pupils to feel awe and wonder do arise in lessons and when these

occur the teachers use them effectively. In a geography lesson observed, pupils were asked to close their eyes and imagine a Scottish Island but in a dance lesson observed the mood of the music was not used to set the tone of the planned lesson.

59. There is very good provision for pupils' moral development. The headteacher and staff are good role models for pupils and emphasise the differences between right and wrong and the values of fairness, respect and honesty. A clearly articulated set of aims and values are well known by both pupils and staff. There is a clear code of behaviour. All classes display the 'Golden rules' and they are used consistently throughout the school. Very good use is made of positive rewards to celebrate good behaviour. Assemblies celebrate good work, good behaviour and develop a sense of pride and self-esteem. From an early age pupils learn the difference between right and wrong. By Year 6, pupils are thinking about moral dilemmas in the world. For example, they study the positive and negative effects of tourism on a community. Classrooms are organised and managed in a way that encourages pupils to be independent and responsible from the time they start school. They are given frequent opportunities to work together in pairs and small groups, where they help and support each other. As a result pupils show good levels of maturity, tolerance and respect. The school has raised substantial amounts of money for charities. Pupils raise funds for many national organisations such as Marie Curie, the Catholic Children's Society, the Children's Society, the NSPCC and the Indian Earthquake appeal.
60. The school's provision for social education is good. From starting school, pupils are encouraged to relate well to each other, to take turns and to share willingly. Pupils become good citizens as well as good learners. Frequent collaborative work in pairs and small groups, for example when taking part in literacy, mathematics, team sports, musical activities, group work in history and geography, helps foster good relationships. Older pupils are given a good range of responsibilities. For example, they prepare the hall for assemblies, control the tape recorder and CD player in assemblies and support and care for younger pupils at break and lunch times.
61. The school makes good provision for cultural development. The wide range of visits and visitors increases pupils' knowledge of their own culture. Religious education provides opportunities to learn about their own Christian heritage and about the traditions and beliefs of others. Visitors to the school have included African drummers, Asian musicians and the English Shakespeare Company. At the time of the inspection, the school was organising a visit to the British Museum to see an exhibition of Filipino culture. However, there are few multicultural images and resources around the school to reflect the wide cultural diversity of the pupils' neighbouring locality.
62. The local community makes a good contribution to pupils' learning. Members of the public services and other local interest groups visit the school. For example, the police, the fire brigade, speakers on road safety and representatives of Leyton Orient Football Club. Out of school visits include Kentwell Tudor Experience, the British Museum, Chessington Zoo, Legoland and Waltham Forest College, for swimming lessons. A local Guild has donated money for an artist in residence.
63. The school has good links with the local playgroups, nurseries and partner secondary schools. Induction and transfer procedures are used well to ease pupils into school and to move them on to the next stage of their education. As well as Year 6 pupils, Year 5 pupils are also invited to visit the main secondary feeder school. Good links have been established with teacher training institutions and secondary school pupils taking part in the Trident work experience scheme.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

64. Staff work hard to create an atmosphere in which pupils feel safe and valued and where their concerns are listened to and taken seriously and in this they are successful. Pupils know that they can discuss problems with a number of adults in school and they do this. However arrangements for monitoring and assessing progress of pupils over time are unsatisfactory.
65. In most ways the school takes good care of its pupils. Overall, it has good procedures for ensuring the health, safety and welfare of its pupils. Risk assessment on buildings, in subjects areas such as physical education, and for trips is all undertaken. The school has good procedures for looking after pupils who become ill or have an accident whilst at school. Those with

on-going health problems are well supported; asthma inhalers are stored in school for pupils to use when necessary. All accidents are well recorded as is the routine use of inhalers. Fire drills are carried out each half term; alarms, appliances, equipment and apparatus are regularly checked.

66. The school's procedures for child protection are very good. The head is the designated officer and, whilst she is familiar with procedures in this area, is planning to attend a course to familiarise herself with the local procedures. All staff are made aware of child protection procedures and know that if they have concerns they must not only notify the head, but also keep detailed, dated notes, a procedure which is used well.
67. The school provides good support and guidance for pupils' personal development. It places strong emphasis on the personal, social and moral development of pupils and this promotes their independence and confidence. Parents comment on the caring ethos within school with all staff knowing pupils by name; this view was supported by inspection findings. The atmosphere in school is both warm and friendly with all members of staff providing good, caring support for pupils because they have a good knowledge of individual needs. Although there are no formal procedures for recording personal development, there are a number of ways in which it can be tracked. This includes merit awards, the gaining of leaves, house points and parent interviews. These measures all have a positive impact on standards and on pupils' attitudes, behaviour and personal development. The head develops good relationships and personal knowledge of the pupils by having a few as guests for lunch each day.
68. Measures to promote good behaviour and discipline are good. There are high levels of expectation of behaviour and pupils strive to meet them. Through the school council their views were taken into account when the positive behaviour policy was drawn up; because pupils have been involved, they feel that they are part of it. Appropriate strategies are in place to support pupils experiencing difficulties with their behaviour and staff apply these effectively. The behaviour of these pupils is well recorded, with good evidence of the involvement of parents. Problems with behaviour generally occur where the clear and fair sanctions are not used. Pupils' positive behaviour, attitudes and actions are regularly rewarded and celebrated in the school assembly on Friday. Good measures are also in place to monitor and eliminate oppressive behaviour. The openness with which bullying and behaviour is talked about, often through circle time, does much to ensure that if any incidents should occur they are dealt with swiftly and effectively.
69. Procedures for monitoring and promoting good attendance are good. The school is trying to discourage parents from taking their children on holiday during the term. Registers are monitored frequently and letters are sent out if reasons for absences are not received. This also applies to persistent lateness. Should concerns persist, the school makes use of the educational welfare service, but this is not often necessary.
70. Overall the assessment and monitoring of the attainment and progress of pupils is unsatisfactory. The school has insufficient information about how well pupils are doing and how quickly they are learning.
71. On a day-to-day basis where assistants work within groups of special needs pupils or are assigned to individual pupils, very careful observational notes are made to help teachers plan their future lessons appropriately. The provision based on statements of need is regularly monitored and reviewed in line with the national Code of Practice. There are satisfactory annual reviews, which show sound progress and outline the way forward for pupils. In the previous report this area was judged to be good and is now satisfactory and therefore overall improvement is unsatisfactory but turbulence within staffing, management and procedures within the last two years have had a significant negative impact.
72. The last inspection found that insufficient use was made of the results of testing to identify and help higher attaining pupils. Assessment and record keeping lacked cohesion. Since then there has been considerable instability among staff and senior management and little progress has been made, although some individual teachers do keep records.

73. The school has appointed an assessment co-ordinator but he has not yet had sufficient time in post to have any significant impact. Areas for development are highlighted on the school improvement plan. Since September the school has started to use the results of the national tests to analyse where there are weaknesses in learning but there is currently inadequate information to determine how well different groups of pupils have performed as they move through the school. Scrutiny of the results of the 2000 national tests found that boys at the end of Key Stage 2 need to improve the quality of their written work and measures are now being taken to enhance their standard in Year 6. Although children are assessed when they enter the reception classes, at present the school has no methods to identify, judge the attainment or track the progress of different groups of pupils, for example those with special educational needs and the more able. Routine testing through the school, analysis of results with regard to different criteria and concerted action to improve standards is now beginning to be planned.
74. The reception classes receive very little information about pupil's previous learning when they start school as few records are received from the pre-school providers. Teachers carry out the statutory tests for pupils starting school and have designed new assessment procedures to monitor how well pupils are learning during lessons. These are used effectively to plan for the next stages of pupils learning, but not to monitor what standards are achieved in comparison with the stepping-stones in the Early Learning Goals. Therefore it is difficult for the school to ascertain the rate of pupils' progress or what they should do next to move towards the goals. A system to monitor what standards children are achieving in relation to the Early Learning Goals within the six areas of learning as they move through Reception is recognised as being needed but has not yet been devised.
75. Support for pupils' personal development has a positive impact on the attitudes they have to school and the way most pupils approach their lessons and the standards they achieve. However the lack of assessment and tracking of pupils progress means that some pupils, especially the more able, do not achieve as well as they should, especially in English.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

76. The school works hard to establish and maintain good contact with parents from before their child starts school. There are good admission and induction procedures that lay good foundations on which to build a very good working partnership. The success of this is shown by the good return of the inspection questionnaire and the attendance at the meeting with the registered inspector prior to the inspection.
77. There is close contact with the parents of children in the Foundation Stage. They are invited to school before their children start, to learn about school routines and receive good information through the reading diary and daily contact with teachers about how to help their child at home and this contributes positively to children settling in happily. They attend open evenings in parallel with the rest of the school.
78. The overall views expressed by the parents through the questionnaire returns and at the meeting are very positive. This is a similar picture to the previous inspection. Parents are very happy about a number of areas. Children are seen to like coming to school, to behave well and to make good progress. Parents like the high expectations set for their children, the teaching and the welcome that they receive in school. They feel that the school is well led and managed and that the school works closely with them. They express concern about the range of activities outside the classroom, especially for younger pupils and an inconsistent approach to homework. In addition, written comments by individual parents were taken into account; most reflected opinions expressed through either the main body of the questionnaire or the meeting. Inspectors agree with all the positive views, (although there are some concerns about the progress pupils make.) The provision for homework and activities outside the classroom are satisfactory. The amount of homework is generally in line with the school's policy. The range of after school clubs is somewhat limited; it is not unusual for there to be no clubs offered to pupils in Key Stage 1.
79. The quality of information received is satisfactory overall. The prospectus and governors' annual report to parents both have omissions of statutory information. The school sends home regular interesting newsletters and these give parents a good idea of some of the school's activities and

events. Letters about trips and activities are sent out as needed. The information provided for parents through annual reports is just satisfactory. Reports are generally brief. In English and mathematics some details are given of what pupils can do, what they know and what they have understood, sometimes with suggestions on how improvement can be made. However, the reporting of all other subjects is often too general, relating more to what has been covered and the pupils' attitude to what has been taught rather than to what has been learnt. Targets are not routinely set in any subject. The comments on pupils' personal development show that teachers have a good knowledge of their pupils. There is no space for pupils to make any comment although there is for parental comments. Sufficient curriculum information is provided for parents in the form of a topic overview and this is seen by parents to be very helpful. Further, more detailed, information of what is being covered that term is available by each classroom. This good information gives parents the opportunity to be involved with their children's work.

80. Translation of information is not undertaken routinely. However, the school is usually able to find a parent who is able to act as a translator if necessary. The school is working hard at the moment to find ways of supporting better the number of parents of Filipino origin.
81. Many parents have regular daily contact with the school and are always welcome at the Friday celebration assembly and other special acts of worship. Those spoken to talk of teachers being very approachable, helpful and always willing to talk about concerns and problems. Parents have the formal opportunity each term to attend a meeting with teachers. These meetings are very well attended. The school has also held evenings at which curriculum matters have been discussed. There was a good attendance at the recent one dealing with numeracy. Concerts and productions involving their children are very well attended. The school consults with parents through parents' and curriculum evenings, as well as informally on a day-to-day basis. There is a good take up by parents of the home school contract. The school appreciated the suggestions that parents make; parents feel that their suggestions are taken seriously.
82. Links with parents are very good. Very good use is made of home school contact books where this is necessary. Parents are kept very well informed about any concerns; this may be by letter or telephone. Older pupils spoken to say that parents help them with homework, if necessary. Generally, younger pupils are very well supported at home with their reading; the reading record is particularly well used with these pupils. A number of parents and other adults come in to school to help on a voluntary basis and this has a positive impact on pupils' learning. Most parents have signed a home school agreement
83. Parents of pupils with special educational needs are informed as soon as their child is placed on the school's register of special educational need and thereafter kept fully informed about their progress. Parents whose children have a statement of need are involved in reviewing the targets set for their children in accordance with the Code of Practice. Parents are very supportive and work closely with the school.
84. The school has an active 'Friends' Association that has raised very considerable sums of money to help further the work of the school. They arrange a number of both social and fund raising events that are generally very well supported. These include running the after school tuck shop on a daily basis, a lottery bonus ball competition, together with the annual Christmas Bazaar. The main focus currently for fund raising is to help furnish and resource the new building, as well as supporting other work within school directly relating to the pupils. Previously money has been used to purchase outside play equipment and support for trip and excursions.

HOW WELL IS THE SCHOOL LED AND MANAGED?

85. At the time of inspection the headteacher had been in post for one and a half terms. Prior to that and virtually since the last inspection the school did not have a substantive headteacher. There has been a significant change in staffing and governors since the last inspection.
86. The headteacher has made a significant positive impact since her appointment. She provides very good leadership and has rapidly focused the school community on what needs to be done to improve standards. She is aware of the strengths and weaknesses of the school. The headteacher inherited a legacy of little or no monitoring and hence insufficient had been achieved on the previous action plan before September 2000.
87. The headteacher has shown clear educational direction by establishing a new Senior Management Team with increased responsibilities, has made effective permanent appointments to the teaching staff and with senior staff has implemented a schedule of the monitoring of teaching. She has also with staff improved behaviour management and created a respectful school. New responsibilities given to Key Stage co-ordinators to monitor teaching are very appropriate and all teachers have been seen teaching literacy and numeracy in addition to other observations undertaken by the headteacher herself. Written records are made and targets for improvement are shared with class teachers. The headteacher is successfully developing a strong team ethos involving all staff and governors in school improvement. The headteacher has undergone performance management and governors have set targets for her. Performance management for teachers is planned to take place shortly. There is a commitment amongst all staff to improvement and to succeed.
88. Overall management is now satisfactory. New practices are appropriate but have not yet had time to impact on standards in all areas. The main impact of the current new management processes has been to quickly establish consistency between teachers and classes and been of particular help to the less experienced staff in enabling them to implement the national strategies in English and mathematics effectively. This and an emphasis on behaviour and developing positive pupil attitudes to learning have a very good impact on achievement.
89. The school has explicit aims that have been shared with the school community and parents. However it is not in a position to know whether or not it is meeting them since it does not have sufficient information to know how well pupils are progressing as they move through the school.
90. The school improvement plan identifies appropriate priorities but is not yet strategic enough in terms of how standards will be raised to meet targets medium and long term and how the work of the school will be evaluated and monitored systematically. Problems with financial management, recognised by the local authority, prior to the headteacher's appointment have meant that financial planning is not yet as good as it should be. Financial management systems have improved recently with additional support being bought in from the local authority. The school improvement plan is not completely costed. Funds to deal with more strategic issues such as recruitment and retention of permanent staff and resourcing of the new building have been broadly allocated but detailed costings have yet to take place. However grants such as the Standards Fund have been used appropriately to support priorities identified by the school but detailed analysis of the effectiveness of spending of grants has yet to take place. The governing body and headteacher are aware of this. The school is beginning to consider the principles of Best Value and has outlined how it intends to develop this area.
91. The governing body is committed to the school and rapidly becoming more knowledgeable about what needs to be done. There has however been a significant change in governors since the last inspection and overall they are now in a better position to have greater positive impact on the school. The governor responsible for curriculum and special educational needs for example has made visits to school and reported back to the governing body. Governors' committees have appropriate terms of reference and fulfil their business efficiently. Individual governors have been linked to literacy, numeracy, special educational needs and ICT and more links are planned. Statutory responsibilities are taken seriously and broadly covered. Governors are fully aware that more needs to be done but insufficient improvement has been achieved since the last inspection because there was a lack of monitoring and evaluation of the previous post inspection action plan.

92. The teaching staff is hard working and committed. Experience and expertise of senior members of staff is good and sufficient to deal with the issues the school faces. However nearly half of the staff is inexperienced or temporary and not all are suitably qualified to lead subject areas in order to raise standards. Many teachers have attended training related to numeracy and all have attended some literacy training. Training related to other areas of the curriculum is very limited. The school has satisfactory arrangements for induction of new staff and the mentoring of teachers who are yet to qualify. This includes opportunities for teachers to observe experienced members of staff. There is a strong team of support staff who are valued members of the school community. However the school needs to ensure a programme of recruitment of a full complement of permanent staff.
93. The leadership and management of the Foundation Stage are good. The co-ordinator is working well with the other adults in the reception team developing and implementing the new Foundation Stage curriculum. There is a constant reflection and evaluation of what is being tried out and achieved to provide the best curriculum and methods possible. The school improvement plan outlines the areas for development for the Foundation Stage including the provision of an outdoor teaching area and associated resources. Staff have attended training sessions about the requirements of the new stage, visited schools where there is good practice and taken advice from the local authority.
94. There is satisfactory leadership and management of special educational needs provision. After a period of staff instability where several special needs co-ordinators came and went, the new co-ordinator [SENCO] has set in place a system and paperwork to underpin provision and is aware of the need to improve and refine it to make it more effective in supporting pupils needs. There is a good ongoing dialogue and training for teachers and assistants about special needs issues and the co-ordinator supports staff well. Strategic planning is satisfactory at school level. Knowledgeable special needs support assistants are well deployed during lessons to work with groups within the class under the class teachers' direction. They take a full part in the planning and reviewing process for pupils with SEN. Governors have a firm commitment to the best provision possible and are aware of special needs issues through their committee structure. However they do not monitor how much they spend on special needs for value for money, but know they spend more than is allocated by the local authority for this area. They ensure all statutory provision is provided except where this is beyond their means. Special educational needs has its own section within the school development plan although this is not prioritised in terms of raising standards nor backed by financial estimates. There is little use of ICT to address special needs although this is planned along with a new special needs room.
95. Accommodation in the main is satisfactory for curriculum needs except ICT. Recently built classrooms give good spacious accommodation. The current building programme means that accommodation will eventually be good overall. At present while building work is in progress there is no library facility and storage of resources takes up valuable hall space. The school building is well cared for and provides a pleasant environment in which to work and learn. Facility for out door play for the Foundation Stage is unsatisfactory.
96. Learning resources are unsatisfactory for ICT and this has a significant negative impact on standards achieved by pupils. The ratio of computers to pupils is now worse than at the last inspection. In English, mathematics, geography and PE resources are satisfactory. There are some weaknesses in resources in science, art and design, music, history and design and technology however recent orders have been placed to improve the current situation.
97. At the last inspection, management was found to have a clear vision and supportive governors as strengths, and identified support for more able, monitoring and evaluating progress of the school's plan to be weaknesses. Similar weaknesses exist now but these have been compounded by the lack of a substantive headteacher since the last inspection. The rapid improvements and direction already introduced by the new headteacher and committed response from staff and governors show that the school has the capacity to continue the improvements already made. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

98. In order to build on the school's current strengths, to improve the quality of education provided and raise standards further, the headteacher, staff and governors body should:

1. create procedures to measure pupil progress by:

- Establishing a robust system of on-going assessment with due regard to National Curriculum level descriptors that is consistently used by all teachers
- Ensuring that assessment informs the next stage of learning for pupils
- Establishing a coherent system to track and monitor the progress of all groups of pupils as they move through the school
[paragraphs 6,132,137,71-75,113,129,130,137,151]

2. ensure that more able pupils are well catered for in lessons by planning more carefully for them to achieve the National Curriculum higher levels

paragraphs 6,14,36]

3. improve the governors' role in monitoring and evaluating the work of the school by:

- Establishing a strategic plan for longer than a year that relates to targets set for pupil performance
- Ensuring that the school improvement plan has sharper targets
- Ensuring that in the plan there are clear procedures identified to monitor and evaluate the impact of actions taken
[paragraph 95]

4. raise pupil attainment in information and communication technology by:

- Improving resources and facilities
- Ensuring that all pupils receive their entitlement to the National Curriculum
- Ensuring that all pupils have appropriate curriculum time
- Ensuring that staff knowledge is adequate
[paragraphs 10,95,96,122,170-176]

5. improve the quality of teaching where it is unsatisfactory by:

- Disseminating good practice by using the good role models that already exist
- Improving subject knowledge where it is weak
- Ensuring that all teachers consistently use the behaviour policy
[paragraphs 20,22,27,31,34,134,158,186,]

6. governors should take all steps possible to ensure that there is a full complement of permanent well trained staff

[paragraphs 41,92,86,91]

MINOR ISSUES

Improve presentation of pupils' work [paragraphs 37,121]

Ensure that there is more consistency in marking by teachers across the school [paragraph 37]

Ensure that resources are sufficient in all subjects [paragraph 90]

Improve outdoor play provision for reception children [paragraph 108]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	35	35	9	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)		344
Number of full-time pupils known to be eligible for free school meals		42

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		50

English as an additional language

	No of pupils
Number of pupils with English as an additional language	66

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	19	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	25	27
	Girls	16	18	18
	Total	40	43	45
Percentage of pupils at NC level 2 or above	School	87 (84)	93 (82)	98 (90)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	12	15	15
	Total	39	40	40
Percentage of pupils at NC level 2 or above	School	85 (82)	87 (94)	87 (90)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	14	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	27	27
	Girls	14	14	14
	Total	41	41	41
Percentage of pupils at NC level 4 or above	School	89 (85)	91 (85)	89 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	26	19
	Girls	11	13	11
	Total	29	39	30
Percentage of pupils at NC level 4 or above	School	63 (66)	85 (81)	65 (83)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	50
Black – African heritage	31
Black – other	12
Indian	12
Pakistani	0
Bangladeshi	0
Chinese	0
White	185
Any other minority ethnic group	54

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	34.6
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	189

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	4	1
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000
	£
Total income	717490
Total expenditure	798979
Expenditure per pupil	2378
Balance brought forward from previous year	89136
Balance carried forward to next year	-10410

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	344
Number of questionnaires returned	164

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	1	0	0
My child is making good progress in school.	52	43	2	1	0.5
Behaviour in the school is good.	49	46	2	0.5	2
My child gets the right amount of work to do at home.	35	46	14	4	0
The teaching is good.	54	40	3	0	2
I am kept well informed about how my child is getting on.	41	51	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	60	37	1	0.5	0
The school expects my child to work hard and achieve his or her best.	62	32	4	0.5	2
The school works closely with parents.	49	45	9	0	3
The school is well led and managed.	49	38	7	0.5	4
The school is helping my child become mature and responsible.	51	40	5	0.5	1
The school provides an interesting range of activities outside lessons.	22	35	18	8	12

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

99. Good-sized rooms and good quality resources for pupils to use in their learning enhances the indoors provision. However because there is no outside area or equipment recommended as good practice for Foundation Stage pupils are constrained to whatever physical development can take place in an allocated hall time.
100. Pupils follow the Reception Year curriculum for the national frameworks of Language and Literacy and Numeracy. In addition pupils are encouraged to take books home to share with parents from the school reading scheme. Provision for pupils with special educational needs is satisfactory. The pupil who has a statement of need is fully included in all activities and is making good progress towards his targets. There is satisfactory provision for pupils who have English as an additional language.
101. There is close contact with the parents of children in the Foundation Stage. They are invited to school before their children start, to learn about school routines and receive good information through the reading diary and daily contact with teachers about how to help their child at home and this contributes positively to children settling in happily. They attend open evenings in parallel with the rest of the school.
102. The leadership and management of the Foundation Stage are good. The co-ordinator is working well with the other adults in the reception team developing and implementing the new Foundation Stage curriculum. There is a constant reflection and evaluation of what is being tried out and achieved to provide the best curriculum and methods possible. The school improvement plan outlines the areas for development for the Foundation Stage including the provision of an outdoor teaching area and associated resources. Staff have attended training sessions about the requirements of the new stage, visited schools where there is good practice and taken advice from the local authority.

Personal, social and emotional development

103. The social, personal and emotional development of children in the Foundation Stage is good and nearly all pupils are on course to exceed the defined learning goals for this area by the end of the Reception year. Teaching of it is good. The strong Catholic ethos and prayers to support pupils growing in the image of God underpins the whole curriculum, meeting the school's aim. As part of their religious education curriculum pupils think why they and the different people in their families are special. All adults working in the Foundation Stage know each child very well and discipline is firm but fair. Adults consistently use positive behaviour strategies well, with a strong emphasis on recognising goodness and rewarding with praise. Adults teach pupils the school rules in an imaginative way. For example, in circle time, which is dedicated to developing this area of pupils' learning, teachers produced a treasure chest containing gold wrapped treasures which when unwrapped were the golden school rules that are precious and must be carefully kept. Pupils conform well to school routines. They take responsibility eagerly such as carrying the register to the office and are very polite, helpful, and willing to do as they are told and listen carefully to instructions. Pupils dress and undress themselves with minimum help for playtime and physical education lessons. They work independently, confidently trying out new activities, initiating ideas and working well in a group such as when engaged in role-play the three bears' house. They are keen to learn and have very good relationships with their teachers and other adults who work with them. This enables them to make the most of the learning opportunities.

Communication, language and literacy

104. Pupils meet the national goals set for this area by the time they leave the Foundation Stage, and many exceed them in speaking and listening and reading because of good, well planned teaching and the support from home. Children look at books such as 'The Three Bears' with their teacher to distinguish the difference between text and illustrations, notice detail in the pictures and retell

stories in their own words. They follow the national literacy strategy programme of study for reception classes and learn their sounds well by following the school's multi-sensory phonic programme. Good attention is paid to learning the shape of words pupils will find in their reading books. For example looking at the poem 'Little Ted's Picnic' and searching for the words 'went' and 'to' to colour in felt tip pens. These methods combine well to provide a good basis for starting to read independently which is further enhanced by taking home reading books from the graded reading scheme to share with parents. Handwriting skills develop soundly. When some pupils arrive at school they clench a crayon in their fists to make marks whilst others already have reasonable pencil control. Teachers encourage pupils to have a go at writing, such as taking down telephone messages, making menus and collecting food orders. They are then led, when ready, through the recognised stages of copying over adults writing to writing their own sentences and, forming letters correctly and of a consistent size. An example of this range is seen in the individual books they make connected with the texture of different materials. Most pupils achieve the expected standard in writing by the end of the year. Children's listening skills are good and speaking skills are satisfactory. They have daily practice through the many class activities such as sitting on the carpet in whole group sessions discussing the taste of different types of bread and answering the questions put to them. There is limited use of ICT due to a lack of school resources, but all pupils can word process their names and use headphones to listen to tape stories. One child with a statement of special educational needs makes good progress towards his targets because the adults working with him carry out the programme of study devised by the speech therapist.

Mathematical development

105. Pupils reach the nationally expected standards for mathematical development at the end of the Foundation Stage. Teaching and learning are good in this area. Pupils follow the national numeracy programme of study for reception classes and teaching is carried out through practical experiences such as fishing for numbers made of foam in the water tray to teach number recognition and ordering. Teaching meaningfully makes links mathematics with different curriculum areas. For example in literacy pupils read the story of the three bears and then apply the vocabulary to practical number work about comparative sizes. Most children know the names of the common shapes, and cut different types and colours of paper to the correct shape to make Robert the Rectangular Robot and sing number songs such as 'Five little speckled frogs', understanding the concepts they contain. By the end of the Foundation Stage most children understand how to add and subtract practically to ten and write their numbers correctly and the more able pupils are confident with numbers to twenty. Teachers make good use of classroom assistants to work with small groups and keep detailed observations of pupils' understanding in order to plan the next stages of their development. The one computer program available in the reception classes supports the matching/not-matching concept of mathematics well and pupils use elementary logo with adult help to programme robotic toys. One slight weakness in teaching in both reception classes occurs during the group-work session that follows the whole class start to numeracy sessions. Teachers set up a good range of activities to support mathematical learning for pupils who do not form part of the focus groups working with adults. However many pupils use these in a different way than was intended and therefore are not consolidating or improving their mathematical knowledge.

Knowledge and understanding of the world

106. By the time they are six most children reach the standards that are found nationally. The quality of teaching in this area is satisfactory. Teaching is well planned to ensure pupils gain a rounded development in knowing about and understanding the world through practical activities. One very good lesson was seen where the class held a sharing picnic, tasting many different types of bread from around the world. This also made a very good impact on pupils' cultural and social development as it led to a discussion of families living in other countries such as Ireland whilst tasting soda bread and in Jamaica whilst eating the sweet Jamaican bread as well as reminding pupils of their holiday experiences. Pupils know they have five senses and use these to describe different materials such as sandpaper or wool. They use tools and techniques appropriately to make things such as clay teddy bears, recognising the scientific principle that clay hardens on exposure to air as well as developing their design and making skills. Pupils develop a sense of past and present through talking about the age of their toys and those their parents had as

children, having researched this as a homework task. They use the computer to play matching games, confidently using the keyboard and mouse to make items move on the screen. Pupils develop a sense of their environment and how it changes through watching the building work in progress on the school site.

Physical development

107. Teaching and learning in this area are satisfactory and by the end of the Foundation Stage pupils reach standards suitable for their age. This is the one area where little has changed since pupils were considered part of Key stage 1, with the weekly physical education [PE] allocation in the hall similar to the rest of the school. The Foundation Stage does not have its own outdoor provision and equipment considered good practice for the age group, although this is planned for within the current building development and outlined in the school development plan. However a change in the reception classes' playtimes does result in pupils having a larger space to move around unrestricted. Due to a wet week it was not possible to ascertain physical development in a freer environment outside. Pupils use the space in the hall well and move safely in a variety of ways. They work collaboratively in pairs passing balls, aiming beanbags into a box and bowling balls to knock down skittles. One unsatisfactory lesson was seen where pupils made few gains in their skills. Although it had been well planned the lesson failed because pupils had been unable to go outside due to poor weather and were not receptive to moving and developing skills in a controlled manner when they wanted to run around and use up their energy. This was unfortunate and is not the usual result of a hall physical education lesson. In the classroom pupils handle tools, objects, construction and malleable materials safely and with increasing control, developing their smaller muscles and hand/eye co-ordination. For example they use scissors to cut different types of paper to make a class picture of Sammy Square and roll and shape dough using pastry cutters and plastic implements.

Creative development

108. At the end of the Foundation Stage the pupils' standards are average. Teaching and learning are satisfactory. This is an improvement from the previous inspection report where much teaching was unsatisfactory. Pupils develop their imagination and imaginative vocabulary well during role-play activities such as enacting the story of the three bears in the home corner. The classroom assistant working with pupils uses good open-ended questions and makes suggestions to develop roles further. In dance times in the school hall, pupils use imagination to move in the different ways suggested by the Three Bears story. Creative play to develop children's imagination and social skills is available daily such as using the sand or construction toys or boxes of cars to use with a floor map of a town. Much creative development is teacher directed, but allows pupils to make choices within it. For example pupils make teddy bears out of clay, but choose different techniques for making arms and legs and decorating the bodies. There were no opportunities to see creativity in painting and music, although these are planned satisfactorily. Pupils have weekly music lessons with a specialist teacher, have free access to percussion instruments in the classroom and sing hymns during assembly and number rhymes during mathematical activities. Whilst there are opportunities to paint these are restricted due to lack of resources, which is being addressed.
109. Overall, the quality of teaching is satisfactory in the Foundation Stage and a high proportion is good. Teachers work very effectively with nursery assistants to provide a good mix of whole class and small group teaching that is well planned and based on learning through practical experiences. The development of children's personal social and emotional skills is good, underpins all Foundation Stage teaching, and meets the aims of the school. As a result children have a very positive attitudes to school, are keen to learn and make good progress. They are interested in what they are doing and so they behave well. The Reception staff has a very clear picture of what pupils know and can do and plan their teaching well to move them forward appropriately within the six areas of learning. The weakness in lesson planning is insufficiently focused on what pupils need to do next in terms of working towards the Early Learning Goals due to a lack of structure in the curriculum which is still evolving through the first year of its implementation.

ENGLISH

110. At the end of Key Stage 1, standards in work seen are average. In the 2000 national tests at the end of Key Stage 1, pupils scored in line with schools nationally and those in similar contexts in terms of the average points score gained. In the last four years boys have consistently achieved higher levels than girls in both reading and writing. In the reading tests in 2000 a similar percentage of pupils reached higher levels of attainment than did so nationally, and in writing the percentage of higher attaining pupils exceeded that found nationally. This is a significant improvement in writing from the time of the last inspection. Teachers are consistently accurate in assessing the National Curriculum levels their pupils are achieving.
111. At the end of Key Stage 2 pupils' standards in work seen are average, which is similar to the time of the last inspection. However there is underachievement, most noticeably of the higher attaining pupils. This is similar to the previous report. In the last four years girls have consistently had much higher scores than boys but boys score consistently and quite significantly better than girls at the age of seven years. In the 2000 national tests pupils' attainment was average compared with schools nationally and when compared with similar schools when considering average points scores. However compared with schools that reached similar results at Key Stage 1 in the 1996 tests the progress of pupils at the school was below average. At Key Stage 1 following a significant dip in results in 1998 the trend has been upward in writing and mathematics but more variable in reading when there was a decline in last year's results. At Key Stage 2 the trend in results in mathematics and science, despite a dip in 1998, has been upward. In English there has been a less significant upward trend and in 2000 there was a slight dip.
112. Whilst the average points scores in the tests at the ends of both key stages are in line with national figures, this masks differences between pupils of different abilities. Results show the percentage of pupils gaining the expected level of attainment was well above that achieved nationally and by similar schools. This enabled the school to exceed its agreed target by eight per cent and shows it teaches its lower ability pupils well.
113. In contrast, the percentage of pupils achieving the higher levels is below that found nationally and well below that found in similar schools. Teachers' predictions of pupils' test results in the last two years have been 20 per cent less than achieved, which shows the effect of an unsatisfactory system for assessing, monitoring and tracking performance. The standard attained by Year 6 in 2000 was a drop from previous years. Teachers predict a further fall this year. Inspection findings show that teachers' predictions are accurate based upon current work.

Speaking and Listening

114. Standards of speaking and listening are average for the age of the pupils. This is an area identified on the school improvement plan. Whilst there is no specific curriculum to develop speaking and listening or assessment of standards achieved, teachers provide many opportunities for pupils to practice and improve their skills. For example lower juniors listen to the song 'Bridge over Troubled Waters' as a starting point for a discussion about the meaning of friendship. Year six pupils confidently debate issues such as whether school uniforms should be enforced, presenting sensible arguments and counter arguments coherently to enable listeners to make a rational decision. They listen carefully to instructions, and to the religious teachings. In literacy lessons pupils listen to poems being read by teachers, and explained their ideas of the meanings of the nonsense words. At the end of Key Stage 1 pupils have a good range of vocabulary, shown in their description of exotic fruits, with the more able pupils using comparative phrases and similes to give vivid descriptions. Most pupils adapt their speech well for different audiences and speak Standard English confidently. Throughout the school pupils use their listening and speaking skills well as effective team members. The good levels of pupils' communication skills are a factor in the good relationships that exist in the school. The standards of pupils speaking and listening ensure that they make the most of the teaching and learning opportunities they are given.

Reading

115. The standards pupils reach in reading are average. The vast majority are fluent and expressive readers by the end of year 6 and are forming definite preferences for different genres and authors. More able pupils are beginning to read widely for pleasure and information. However, there is no focused strategy or assessment of reading levels in place to move pupils from being average to above average readers. Insufficient pupils achieve highly. However, the school successfully helps an increasing number of pupils to reach the required standard and become fluent and interested readers. A strong programme of learning letter sounds, which starts in Key Stage 1, gives pupils the building blocks for reading. The system of taking books home daily whilst progressing through the graded school scheme is also a positive factor. At school pupils regularly read individually to adults until fluency is attained and in many classes time is set aside during the day for personal silent reading. This supplements group guided reading during the literacy hour well.
116. Many pupils on the register of special educational needs make good progress due to effective small group teaching and individual support. By the end of Year 6 most pupils respond to a range of texts as diverse as modern poetry and Shakespeare's plays. They show an understanding of the most significant ideas, themes, events and characters, and are beginning to extract both literal and inferred meanings from the text. Pupils use non-fiction texts well and employ skills of skimming and scanning for information to support their work in other curriculum areas. However they have very limited library skills as there is no school library to support their learning. Consequently, in Year 5 pupils of average ability have difficulty using the index and contents pages of non fiction books. Pupils are not yet sufficiently proficient at using computers and CD-ROMs to find and read non-fiction text, as they do not have the opportunities to do so.

Writing

117. Standards in writing are average. There has been a recent emphasis on improving standards, in particular that of the boys in Key Stage 2, and this is starting to raise standards. Teachers use writing frames to help pupils construct stories and give opportunities to write for different purposes and in different styles. For example lower juniors write good fantasy stories. Pupils plan the setting and characters and think of interesting descriptive vocabulary using their knowledge of adjectives, similes and adverbs to compose a first draft. They then act as buddies to each other to suggest improvements in order to edit before completing the final draft.
118. Year 6 pupils achieve very good standards of writing an argued case whilst practising the use of connectives. The highest attaining group work above the expected level for their age, writing well crafted sentences fluently and at length with a pleasing style of handwriting and presentation to suggest reasons for and against having PE every day. In other group's work however many pupils are not fully joining their script although they write sensible arguments and achieve the expected level for their age. Those in the lowest group and those who have specific educational needs have below average attainment but achieve well and are supported effectively by the class teacher.
119. As in the other areas of English there is insufficient assessment of levels achieved and so teachers do not know whether pupils are working at correct levels or which pupils are capable of achieving more.
120. Despite some good practice, the level of presentation in books throughout the school is often unsatisfactory, with handwriting not joined, spellings and grammar sloppy and inconsistency in using pen. Teachers' expectations are not high enough in this area and even in specific handwriting lessons in Key Stage 2 poorly formed letters are often not corrected. In Key Stage 1 insufficient practice is given in forming correctly sized letters and developing a consistent and fluent style of handwriting. The co-ordinator plans to improve this area through new policies and guidelines as shown in the school improvement plan.
121. All pupils learn spellings each week. However, because there is no whole school policy in this area there is no consistency and continuity of learning guaranteed between classes or from year to year. Despite this throughout the school the majority of pupils have most of the writing skills they need in all lessons but a minority of pupils does not and rely on their teacher or classroom

assistant for personal support or simplified writing tasks. All pupils are starting to use word processing effectively to extend their writing skills.

122. Teaching is satisfactory overall but this masks a wide variety of quality. In the lessons seen during the inspection there was a small amount unsatisfactory teaching. This was as a result of a lack of discipline and challenge leading to slow paced teaching and insufficient progress being made by pupils. This is also characteristic, but to a lesser degree, in some satisfactory teaching. There was no unsatisfactory teaching in Key Stage 1. A quarter of all teaching throughout the school is very good. In Key Stage 1 this is found where very good knowledge of the structure of language and an understanding of how text can be used to maximum effect leads to high calibre teaching of the basic skills of reading.
123. In Key Stage 2 where the teaching is very good teachers know the prior attainment of their pupils very well, have high expectations for them and plan challenging activities using methods to stimulate and interest. Careful thought is given to including pupils with special educational needs and how to use classroom assistants to greatest advantage. Throughout the school in lessons where there is very good teaching, teachers ask penetrating questions to challenge pupils to think deeply and maintain a brisk pace ensuring pupils work hard and, because they find the lesson stimulating and interesting, pupils behave very well and make very good progress. Of the remaining teaching the vast majority is satisfactory and a small percentage is good.
124. Teachers ensure lessons learnt during literacy sessions are practised in other curriculum areas. All teachers use homework well to reinforce learning, particularly in reading and spellings. The teaching of literacy across the curriculum is satisfactory.
125. There is a great variety of practice in marking books, which is unsatisfactory. Some books are unmarked for several days; others have minimal ticks and crosses and teachers comments written using the style of handwriting they would not accept from their pupils. The very good teachers mark books regularly and write helpful comments in exemplary handwriting that shows pupils how to improve.
126. In all classes the good relationships teachers forge with pupils enables a climate of purposeful learning to take place. Teachers set individual literacy targets with pupils to raise their standards.
127. Management of English is satisfactory and the co-ordinator has a firm grasp of the areas that need to be addressed to raise standards and eliminate underachievement as outlined in the school development plan. A start has been made, but many of the initiatives are too new to have had any impact yet, especially in the use of data to make objective assessments of standards and progress. This is a major weakness as there is no system to assess pupil's achievements, judge their potential and track their progress towards goals set for them at the end of key stages. The changes in staffing and management in the last two years have resulted in a lack of record keeping leading to lack of continuity of learning. In Key Stage 2 there is insufficient knowledge of National Curriculum levels and there is no whole school system of regularly assessing what levels pupils are achieving in each area of English. Consequently when end of Key Stage 2 teacher assessment is needed for national testing it is considerably adrift from the results achieved.
128. There is no monitoring of how different groups of pupils, such as those with English as an additional language or with special educational needs perform and consequently whether English teaching is effective for them. It is particularly unsatisfactory that no check is made of the achievements of pupils across whole year groups, especially when they are in mixed age classes to ascertain whether they receive the same quality of education and opportunities. However data from newly introduced annual tests showed that boys' writing needed to be improved and the school has taken effective action to remedy this.
129. There is a programme to monitor the teaching of English, which is bringing cohesion of approach to literacy teaching. Pupils are not systematically taught library skills, however a new library is being built which will enable individual research and improve literacy. Pupils' interest and appreciation of English is enhanced by visits to the theatre and by actors such as the English Shakespeare Company visiting school.

130. Overall English shows a similar picture to the last inspection but there has been unsatisfactory improvement in the area of attainment of more able pupils.

MATHEMATICS

131. Results of the national tests in the year 2000 showed pupils' attainment at the end of Key Stage 1 to be above average. The number of pupils exceeding the expected level was also above the national average. Results for the three years from 1998 to 2000 were below the national averages because of a severe dip in 1998. However, there was a significant improvement in 1999 and 2000. At Key Stage 2, results of the national tests in 2000 showed pupils' attainment to be above average. The number of pupils gaining higher levels was also above the national average. Results for the three years from 1998 to 2000 were above the national average. The proportion of pupils achieving the higher levels at Key Stage 2 has also improved since the previous inspection. Compared with pupils in similar schools results in 2000 were above the national average at both key stages.
132. This represents an improvement on the Key Stage 1 judgements of the previous inspection report, when standards were found to be slightly better than the national average but not as good at the higher levels. Key Stage 1 results for 2000 show that boys perform better than girls do. Key Stage 2 test results for 2000 show that girls perform better than boys do. However, no evidence was seen of any gender differences during the inspection week. Inspection evidence shows that standards of work by the end of both key stages are good. Teacher assessment in 2000 did not match test results and was below the national average, indicating a need for teachers to analyse data from assessment opportunities and to moderate levels of pupils' work.
133. There are several reasons for the improvement in standards. The quality of teaching has generally improved since the previous inspection because of the implementation of the National Numeracy Strategy. There is now less reliance on published schemes. The senior management team and the subject co-ordinator are beginning to monitor teaching and they help teachers to improve. As a result, teachers' subject knowledge has increased.
134. Standards of work seen were above average in Key Stages 1 and 2. There is no difference in standards between the different areas of mathematics. By the end of Key Stage 1 the majority of pupils can understand place value of hundreds, tens and units, identify odd and even numbers and number patterns, add and subtract tens and units, tell the time on the hour and half hour and identify halves and quarters. The more able pupils can add and subtract three digit numbers. By the end of Key Stage 2 pupils have a good recall of number bonds and the strategies for addition, subtraction, multiplication and division of number. When given the opportunity, they can describe their mental strategies for recalling number facts. They can add and subtract three and four digit numbers and multiply and divide by 10, 100 and 1000 whole numbers and numbers with decimals to two places. Numeracy is used soundly across the curriculum but its use is not specifically planned for.
135. In their work on shape, space and measurement Key Stage 1 pupils can describe common two-dimensional shapes, tell the time on the hour and half-hour and draw simple symmetrical patterns. By the end of Key Stage 2, pupils can tell the time on a digital and analogue clock and the higher attainers can tell the time using the 24 hour system. They can use appropriate language when describing two and three-dimensional shapes, can measure acute and obtuse angles with accuracy, and measure in centimetres and millimetres to calculate the area of irregular shapes. A good example was observed of Year 6 pupils calculating the area of irregular shapes using a variety of strategies. The work was well matched to the different ability groups and so all were able to succeed. The lower attainers were finding the area of irregular shapes made up of two or three rectangles whilst the higher attainers used shapes made up of five or six rectangles. All the pupils felt challenged by the task and succeeded in meeting the lesson objectives.
136. Due to the structure of the National Numeracy Strategy, few year groups had covered in detail the data handling programmes by the time of the inspection. Therefore, evidence was limited. However, cross-curricular use was evident in Key Stage 2. For example, in science Year 3 pupils

produce graphs of litter in the environment. In History, Year 4 pupils construct graphs based on information from the 1841 local census.

137. At Key Stage 1 the quality of teaching is satisfactory overall. In Year 2 teaching is very good. At Key Stage 2 the quality of teaching is good overall. In a third of lessons teaching is very good. In one lesson observed teaching was unsatisfactory. The implementation of the National Numeracy Strategy is having a positive impact on teaching. The school has suffered from a high turnover of staff. Teachers' subject knowledge is generally good though in a minority of lessons observed it was insecure. For example, one teacher incorrectly described multiplication and dividing by 100 and 1000 as a method of "moving the decimal point". The majority of teachers share the objectives for the lessons with the pupils and they are shown on the planning sheets for each ability group. However, this does not happen in all classes and so the pupils are not certain of what they are learning, or why, and at the end of the lesson they are unable to evaluate their own learning against the objectives.
138. A very good example of teaching was observed in a mixed Year 2/3 class. The teacher began by recapping the previous day's work and then discussed the objectives for the lesson. At the end of the lesson, the pupils were brought together to talk about their work and to self-assess against the objectives. In a very good lesson in a Year 5/6 class the teacher not only shared with the pupils what they would be learning but also shared how she was going to assess each group of pupils. This led to a clear understanding by the pupils of the tasks set.
139. Throughout the school the majority of teachers use questions well to assess understanding. However, not all teachers use pupils' errors and misconceptions as further teaching point or ask pupils to explain their personal mental strategies.
140. Assessment opportunities are not clearly defined on planning sheets and so few teachers assess and record their assessments against the learning objectives. Marking of work rarely identifies pupils' strengths and areas for development. The unsatisfactory use of assessment makes it difficult to track pupils' progress and to carefully plan for the different ability and age groups in each class. The lack of long-term data results in the school not being able to analyse progress by ability, gender and ethnicity. The higher attaining pupils are not always given work appropriate to their ability.
141. In Key Stage 1, the pace of most lessons is satisfactory. In a Year 2 lesson observed the pace was very good. The teacher used questions very well to assess pupils and to move them on to their next stage of learning. She varied the tone and volume of her voice to gain attention and to make everything seem special and to set high expectations for the pupils. The pupils responded with eagerness to answer questions and to complete their individual tasks.
142. At Key Stage 2, the pace of lessons is generally good. However, in a Year 5 lesson observed, the introduction took 30 minutes and severely impacted on the work time of the pupils. The pace of some mental sessions at both key stages are slow because teachers ask pupils to write down their answers one by one rather than getting pupils to use number fans, white boards or number digit cards to instantly show their answers. At both key stages pupils have good attitudes towards the subject. They apply themselves to their work and behave well. In a third of lessons observed at Key Stage 1 and almost a half of lessons observed at Key Stage 2 pupils' attitudes were very good.
143. Pupils with special educational needs and English as an additional language make satisfactory progress. Overall, the support they receive is satisfactory. Sometimes classroom assistants do too much of the work for the pupils, from rubbing out incorrect answers to writing answers on the worksheet. This limits the progress and understanding of the pupils. In a Year 3 lesson, the classroom assistant provided very good support for the lower attainers and for those for whom English is an additional language. She used questions well to assess and develop pupils' understanding, encouraged independence and ensured that all achieved the tasks set.
144. Overall improvement since the last inspection is good. The subject is well led by an enthusiastic co-ordinator. She has had opportunities to monitor teaching and planning. She has a clear understanding of the strengths of the subjects and areas to develop, which have been identified in

the school's development plan. There is no portfolio of moderated work to help support teacher assessment and there is no monitoring of progress by gender and ethnicity. The majority of classes display large number squares for pupils to refer to but number lines are not always evident and where they are in a class they are too small or inconveniently placed for pupils to use. The use of information and communication technology for mathematics is unsatisfactory. The subject makes a good contribution to the spiritual and social development of the pupils but opportunities are not always planned for or moments of spirituality developed. For example, in a very good Year 2 lesson on multiples of 2, 5, 10, 50 and 100 a pupil suddenly called out with pleasure "I've got it". However, the teacher did not seize on the moment to share the pupils' pleasure and understanding with the class.

145. Numeracy used across the curriculum is satisfactory. Good examples were seen in the inspection where Year 6 pupil used numeric methods to record and make judgements about the different characteristics of bread.

SCIENCE

146. Although the last inspection judged standards to be average at the end of both key stages, pupils' results at the end of Key Stage 2 in the 1997 national tests were below the national average. During the last two years, pupils' standards have improved at the end of Key Stage 2 and in 2000 were similar to those found nationally. They are also average when compared to similar schools. By contrast standards at the end of Key Stage 1 have not been maintained. According to teacher assessment, the 2000 results for Key Stage 1 are below the national average. The school attributes the difference in attainment to a lack of confidence among a rapidly changing staff both to teach all aspects of the subject and to assess accurately at the end of Key Stage 1.
147. From work seen during the inspection standards of at the end of Key Stage 1 are broadly average although the most able pupils do not have specially designed tasks to enable them to work at a higher level than the rest of the year group. Lower attaining pupils and those with special educational needs sometimes have easier tasks and they attain as expected for their abilities. By the end of Key Stage 1, pupils understand some of the elements essential to life and can undertake simple classification. They demonstrate basic knowledge relating to the forces of push and pull. They are aware of some of the changes that occur to materials such as those relating to melting ice. Some pupils start to predict and begin to understand the need for fair testing.
148. The standards at the end of Key Stage 2 are average and a significant minority of pupils work within a higher level and show sound understanding. For example, in one lesson pupils set up a series of tests to prove a hypothesis about evaporation, and checked the tests carefully for fairness. Pupils with highest ability had a more challenging task while pupils with special educational needs worked in mixed ability groups and they made good progress for their abilities. All are using their skills well in all aspects of science. Pupils in both the mixed age and single age classes generally make good progress, although there is limited evidence that all work is designed to challenge different age or ability groups within a class. Progress in learning is steady in Key Stage 2 but accelerates in Year 5/6 and Year 6 classes. Pupils in the majority of classes throughout the school present their work poorly.
149. Overall in all strands, investigation, life and physical processes, materials and properties, standards are average and pupils make satisfactory progress.
150. Teaching in Key Stage 1 is satisfactory and good in Key Stage 2. Lessons are carefully prepared and relate to the requirements of the National Curriculum. Teachers often plan together across an age group to ensure that their pupils have similar experiences. There is limited evidence that they plan systematically to challenge pupils of differing abilities appropriately, although on occasion easier tasks are provided for the lower attaining pupils. The use of resources varies. For example in Key Stage 1, pupils in one class had the opportunity to supplement their knowledge by referring to books that were not available in the other class. The good teaching in Key Stage 2 is founded on sound scientific knowledge with teaching points communicated effectively. Pupils are encouraged to reflect, for example, on why an experiment should be repeated and are quick to volunteer the correct reason. The brisk pace of lessons keeps pupils interested and carries them forward, so that learning proceeds well. In the lessons observed, the relationships between

teachers and pupils are good, and class control is secure which enables pupils to concentrate well on their tasks.

151. Lessons are well structured and organised. During the introduction good teachers ensure that their pupils are aware of the focus of the lesson. They ask searching questions to assess what pupils already understand and to make them reflect on new learning. Pupils are interested, involved and extend their thinking well. Investigations or written tasks are used well to clarify pupils' understanding and extend them further. A short plenary session towards the end of the lesson enables teachers to check how much progress has been made in pupils' learning. Good teachers take the opportunity to give pupils an idea of what they will do next lesson which keeps levels of interest and enthusiasm high. Good teachers also promote their pupils' speaking skills well. Some pupils speak logically and clearly, but others still have difficulty in explaining lucidly. Where teaching is satisfactory, planning and lesson content are limited which in turn limit the extent to which the average and most able pupils can extend their thinking and knowledge.
152. Throughout the school, the analysis of pupils' work reveals that teachers include tasks to develop pupils' skills in all the required areas of learning. For example, all pupils have experience in investigating and discovering simple scientific facts. There is limited evidence that teachers plan to challenge appropriately all the main different groups of pupils in their classes. Often a simpler task is devised for pupils with special educational needs while the rest of the class works at another single task. Very few teachers take full advantage of opportunities to promote their pupils' literacy skills by encouraging written work and setting rigorous standards for its presentation. Pupils develop their numeracy skills in science by chance rather than by regular planned opportunities. The lack of computers makes it hard for teachers to plan appropriately but, towards the end of Key Stage 2, pupils use their skills in information and communications technology to work on past science test papers and they start to explore spread sheets.
153. The subject is managed satisfactorily. A careful school wide plan ensures that pupils cover the required curriculum but does not indicate how skills are taught progressively. Teachers plan following the Qualifications and Curriculum Authority's scheme of work. At present these guidelines have not been fully adapted to suit the school's special circumstances in order to ensure that pupils study units at their appropriate level and develop their skills steadily. There is no subject policy in place to help teachers with their planning. The staff have not all received recent training partly because there have been large changes of staff. The school monitors half-term plans but does not yet monitor science teaching. There are no standard arrangements to assess pupils' understanding or to track the progress of different groups of pupils through the school. Resources are unsatisfactory at present but supplementary supplies have been ordered and are on their way. Overall, improvement since the last inspection has been satisfactory.

ART AND DESIGN

154. Standards in art are broadly average in both key stages, although there are few examples of three-dimensional work on display. The previous report mentions the same weakness. It also cites a wider range of work than was seen this time.
155. By the end of Key Stage 1, pupils have worked in a variety of media and achieved a range of two-dimensional effects. They explore the effect of using rubbings from the surfaces of different materials to make large fish scales for an under-water collage. Pupils in Year 1 become of colour by weaving different coloured papers on a black background and they make individual collage pictures by using paper in a variety of ways. Pupils in Year 1 / 2 paint portraits of people special to them such as Mikeala's grandma. Pupils start to mix colours for effect in Year 2 / 3 when they paint portraits of the Queen Mother. The two remaining mobile classrooms are still restricted by a lack of water in the rooms.
156. By the end of Key Stage 2, pupils have further developed their drawing and painting skills, and they understand the principle of perspective. Year 4/5 pupils mix paints well to produce seascapes, some of which have a misty quality and give a good impression of distance. Pupils in Year 5/6 make sketches of indoor plants that are of high quality. They blend charcoal and a limited range of pastels effectively when making simple impressions of Leeds Town Hall. Year 5/6 and Year 6 produce detailed, careful work using coloured pencils, but generally the range of

materials used is limited and the size of paper used is nearly always small. The only examples of three-dimensional work in the school were small, salt dough models of equipment for the proposed quiet area in the new playground in Year 3 / 4.

157. Only three lessons were observed which is not enough to make an overall judgement on the quality of teaching. Two were satisfactory and one was very good. Displays round the school indicate that teachers miss opportunities to encourage their pupils to work in an exciting range of media. The work on display is neat and colourful but perhaps due to inadequate supplies of paper, pictures in the classrooms tend to be small. There is limited evidence that in order to make improvements, pupils are routinely encouraged to discuss the quality of their own and others' work. Neither is there evidence in Key Stage 2 that they have opportunities to mix and arrange visual and tactile materials when they are creating pictures. There was no evidence that pupils study the works of great artists, although Year 6 pupils knew the name of Van Gogh.
158. Management of the subject that is being developed at present, is satisfactory. The co-ordinator has written a display policy but there is no policy for art at present. Teachers use the Qualifications and Curriculum Authority's guidelines when planning, but this has not been developed into a school scheme of work to ensure that pupils have experience of a wide range of media and build progressively on their knowledge of specific skills. There is no system for assessing pupils' work and progress. Resources are inadequate, but new supplies have been ordered. There has been unsatisfactory progress since the last inspection reflected particularly in the area of three dimensional work. Overall, improvement since the last inspection has been unsatisfactory.

DESIGN AND TECHNOLOGY

159. There was insufficient evidence to make an overall judgement about the standards being reached by the pupils. By the end of Key Stage 1 pupils are able to draw and label sketches accurately and discuss what makes a good product for example they are able to identify key features of a hand puppet and make suggestions as to why they would appeal to others. This is in line with what is expected nationally. At the end of Key Stage 2 pupils can undertake a product analysis using pre-determined criteria and record their views carefully. For example pupils could make judgements about a range of bread products and evaluate them grading on a number of criteria such as texture, taste, look and value for money. Skills of construction are less well developed. Pupils by the middle of Key Stage 2 are able to make simple products for example slippers but their construction skills are not as well developed as they should be. Pupils with English as an Additional Language and those with Special Educational Needs make the same progress as their peers.
160. The quality of teaching overall is satisfactory. There is good teaching in both key stages. Some teaching in Key Stage 1 is unsatisfactory. Where teaching is unsatisfactory there is insufficient subject knowledge that leads to low quality demands being made of the pupils for example children not paying enough attention to detail when drawing fruits. Unsatisfactory behaviour management too sometimes leads to pupils not being sufficiently focused and therefore not making enough progress in a lesson. Good teaching in Key Stage 1 is characterised by careful questioning which allows pupils to express and develop their opinions. Further discussions in independent tasks enables pupils to focus more closely on why a product, for example hand puppets, have been made in a certain way. Such discussions enable pupils with Special Educational Needs to make good progress in lessons.
161. In Key Stage 2 most teaching is good. Although sometimes teachers spend too long in their initial discussions good questioning skills enable focused discussions to take place and give pupils plenty of opportunity to put forward views. Pupils respond well in these situations. Good pupil management ensures that transition between tasks is quick and the momentum of the lesson is maintained. As a result all pupils achieve appropriate amounts of work to a satisfactory standard. For example younger pupils quickly sketch torches and label them and older pupils devise systems to record their judgements about bread. Teachers give good support to the less able by using less complicated instructions, work sheets and vocabulary and through talking individually with pupils while engaged on their tasks. However more able pupils are not always specifically catered for with extension tasks.

162. The introduction of nationally produced schemes of work have meant that there is some structure to the curriculum throughout the school and medium term planning is helping to ensure that different age groups have appropriate learning objectives. However mixed age groups have meant that much of Key Stage 2 is following the same topic and the school as yet has no clearly developed assessment procedures to ensure that pupils are making sufficient progress through the Key Stage.
163. The co-ordinator is knowledgeable and knows clearly the strengths and weaknesses of the subject. As yet there has not been any monitoring of lessons or assessment of pupils' work and therefore there is no clear view about the progress different groups of pupils are making and quality of teaching overall in this subject. There is limited range of resources available and equipment for more adventurous construction is currently not easily accessible for staff. The School Improvement Plan identifies areas for development related to resource development and appropriately methods to monitor pupil progress. Changes being made have yet to have any significant impact on standards overall and as such there is unsatisfactory improvement since the last inspection.

GEOGRAPHY

164. During the inspection week, it was only possible to observe one lesson at the end of Key Stage 1 and one lesson at the end of Key Stage 2. Therefore, judgements are based on the limited number of lessons observed, the scrutiny of pupils' books, teachers' planning, displays around the school and discussion with teachers and pupils and the newly appointed co-ordinator. The scrutiny of work showed limited recording by pupils. As with the last inspection, it is not possible to make an overall judgement about standards or teaching. However, in the lessons observed, standards are average. Teaching was very good in the Key Stage 1 lesson and good in the Key Stage 2 lesson. This resulted in pupils being very interested in their work and making good or very good progress within the lesson.
165. At Key Stage 1, pupils compare weather patterns in countries and cities in different parts of the world, for example, Paris. They can identify similarities and differences between different environments. For example, in the very good lesson observed in Year 2, pupils were able to describe the differences between their local environment and a Scottish island. By the end of Key Stage 2, pupils know the major seas and mountain ranges of the world, are familiar with the common symbols used on weather charts, know how climate influences tourism and the positive and negative effects of tourism on an area and can use simple grid references. There was no evidence of pupils regularly using large scale, ordinance survey maps and 6 figure grid references or studying in depth a contrasting and developing country. In the Year 5/6 lesson observed pupils were able to describe the features of a river from its source to the mouth. They could explain such terms as confluence, tributary, meander, erosion, current, upstream and downstream. In both lessons observed, a weakness was the lack of relevance to the pupils. The Key Stage 1 island was fictional and so was the river being studied at Key Stage 2.
166. The co-ordinator has only been at the school for half and term. In the short time she has been in post she has monitored planning and audited resources. She has addressed the immediate need to purchase new and up to date resources. All classes have a wall map of the world or a globe. She has a very clear awareness of the strengths of the subject and the areas for development. There are no school systems in place for tracking pupils' attainment and progress. There is no policy for the subject and no portfolio of work to support assessment. Marking of work is unsatisfactory. The recently introduced nationally produced scheme is providing a sound basis for planning but not all topics are specifically relevant to the pupils and need to be adapted. Short term planning by many teachers does not specifically identify clear objectives and work for the able pupils, pupils with special educational needs and pupils for whom English is an additional language. The use of information and communication technology is unsatisfactory. The subject makes a good contribution to the spiritual development of the pupils but this is not specifically planned for. A good example of spirituality was observed in the Year 2 lesson. Pupils were asked to close their eyes and imagine their Scottish island as the teacher recapped the key words of the lesson and quietly described what the island could be like. Good use is made in Year 6 of a residential visit to the 'Suntrap Environmental Centre'.

167. This is a similar picture to the last inspection; progress since then has been satisfactory.

HISTORY

168. The last inspection found that there was insufficient evidence to make a judgement about standards in history. Standards now are broadly average at the end of both key stages, and all groups of pupils, including those with special educational needs and those for whom English is an additional language, are making satisfactory progress.

169. Pupils in Key Stage 1 start to have a clear understanding that they grow and change over time. They recognise differences between old and new household objects and place old objects in their correct settings while deciding whether they have something similar at home. Pupils learn about events in the past such as the Fire of London and begin to understand that people in the past lived very different lives to theirs' today. Opportunities for pupils to develop their literacy skills differ between classes in the same year groups and standards of presentation are low. There is no recorded evidence that pupils practise their numeracy or information and communications technology skills through history.

170. By the end of Key Stage 2, pupils have developed their range of skills to include the ability to make deductions from features of the local 1841 census and compare them with the census of 1891 and with conditions today. They select appropriate information and use correct dates and terms, for example "urban, industry". Year 3 pupils increase their understanding of chronology by placing events during the Second World War on a time line. They discuss facts about the main leaders and start to consider that events can be reported from different points of view. They show good incidental knowledge of where countries are on a map and start to appreciate the wide number of nationalities involved in the war, including soldiers from their own countries of origin such as the West Indies. In Years 4 and 5 pupils develop a growing awareness of change. They investigate jobs and discuss why some exist now and not in the past and vice versa. Pupils with special educational needs sometimes have tasks adapted to their needs and they make generally satisfactory progress for their abilities. Due to the present lack of a wide range of information books there is limited evidence that pupils carry out much independent research, or have the opportunity to develop further their understanding of how the past is represented in different ways. With the exception of one class, written work is poorly presented across the key stage. Pupils develop their awareness of numbers through the use of time lines, but there is no evidence that they use computers for individual research.

171. Teaching overall is satisfactory and on occasion it was good or very good. Teachers plan across year groups so that all pupils have similar experiences. In good lessons teachers plan enough new information and activities to ensure that lessons move briskly and pupils are interested and extend their understanding well. In satisfactory lessons either there is not enough input from the teacher to challenge pupils consistently throughout the lesson, or there is insufficient emphasis on developing pupils' skills. There are good relations between teachers and their pupils, and teachers have good class control that enables pupils to concentrate on their work. Good teachers encourage their pupils' listening and speaking skills, and pupils respond well. They listen attentively and many speak clearly and thoughtfully. Teachers' plans and analysis of pupils' work indicate that not enough attention is paid to devising tasks to challenge different groups of pupils nor to ensuring that lessons give pupils opportunities to practise their literacy skills. Teachers do not set high enough standards for neat, careful written tasks and much work is careless and untidy.

172. The co-ordinator has only been in post since January and the subject is being developed at present. She is clear about the direction in which the subject should move. The school is adopting the Qualifications and Curriculum Authority's [QCA] guidelines and there is a curriculum map but progressive development of skills still needs to be established. There is no subject policy at present to help teachers with their planning. The co-ordinator sees teachers' medium term plans. There is no standard assessment for the subject at present. Resources are not adequate, but more have been ordered to make them satisfactory. The use of QCA guidelines and monitoring of planning means that improvement is satisfactory since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY [ICT]

173. At the time of the last inspection ICT was at an early stage of development. Since then there has been little improvement and the pupil computer ratio has become increasingly unfavourable at 34 pupils to each computer.
174. Standards in ICT are below national expectations in both key stages. Lack of curriculum coverage and resources mean that pupils are not taught the full curriculum as required by the National Curriculum.
175. At Key Stage 1 pupils are given some opportunities to develop skills using the mouse and keyboard but links between ICT and subjects across the curriculum is weak. Pupils are able to do simple word processing of their writing and change fonts and are beginning to learn how to use a programmable floor turtle. Pupils' achievements are unsatisfactory overall.
176. In the early part of Key Stage 2 pupils continue their word processing and with help have created graphs about different types of litter using a data handling program. The older pupils are beginning to use a program that allows them to interrogate a database. Pupils in Key Stage 2 have used a mathematics program to test and develop their number skills but such programs do little to improve specific ICT skills. Discussions with pupils show that they have only very limited opportunities to research and use CD-ROM. Discussions with pupils show that they have very limited views about how ICT can help them in their work and narrow views about its use outside school commenting mostly on office use of ICT systems. Overall pupils' experiences are too limited for them to achieve a satisfactory standard. Standards are higher in the strand developing ideas and making things happen than in finding things out and exchanging and sharing information.
177. Only one lesson was seen during the week and it is not possible too make a judgement on the quality of teaching overall. Some teachers use whole class lessons to teach basic skills for example how to save and retrieve information from a floppy disk. Most teachers give support to pupils as they are working in their pairs and successfully use a system of peer instruction at other times during the week. But systematic teaching of ICT throughout the school and appropriate time allocation in all classes is not yet satisfactory.
178. Lack of resources including such items as colour printers and equipment failures have a significant negative impact on pupils learning in ICT. The school is due to have a new ICT suite as part of a new building programme which will address some issues and teachers are to attend training as part of the national New Opportunities Fund initiative in September. There is not an effective assessment process within the school to show how well pupils are doing although one teacher has started to keep a useful assessment record of the skills pupils have achieved. The QCA scheme of work has been adopted across the school.
179. The ICT development plan highlights appropriate priorities mostly related to resourcing of the subject. As yet this plan has had little impact on standards. The co-ordinator has good subject knowledge and is well aware of strengths and weaknesses in the school. Good use is made of non-contact time to support other teachers for example showing the youngest children how to use the floor turtle.
180. There has been unsatisfactory progress since the last inspection.

MUSIC

181. Not enough lessons were observed during the last inspection for a judgement to be made about standards of music throughout the school. This time, three lessons, a choir practice and music during the assemblies and Ash Wednesday Mass were observed. Music is not a strength of the school at present, but a specialist teacher was appointed in January who is already having a positive impact on standards.
182. In lessons seen standards of attainment are close to but below average. The pupils mimic household sounds with their voices and arrange them to make a musical story, starting to maintain their rhythm of long or short sounds against others. Most pupils sing in tune and show great enjoyment. Pupils know the names of many percussion instruments and start to play following a simple score.
183. By the end of Key Stage 2 pupils have made good progress in a short time due to regular teaching this term although because of the low starting point their attainment in activities seen is below average. Pupils show high levels of enjoyment and concentration, and make good progress. Year 3 pupils develop their ability to hear a repeated rhythm in a piece of music. Their singing improves noticeably when the teacher asks them to mirror her voice, and becomes clear and confident. Pupils in Year 5 try very hard to achieve well when they clap a series of cross rhythms, but find it hard to maintain their own part. They read simple symbolic notation with increasing confidence and accuracy, and start to arrange rhythms in their choice of pattern.
184. The quality of teaching is good. The teacher plans with clear objectives for each lesson. She explains and demonstrates clearly so that pupils understand and are confident to experiment with sound and rhythm. She uses simple resources well and this keeps levels of enthusiasm high. She maintains a brisk pace to lessons with a good variety of activities so that pupils concentrate and perform with increasing accuracy and enjoyment. The teacher is greatly aided by class teachers during her sessions whose presence lends importance of the subject. They give good background support.
185. The choir is drawn from pupils in Key Stage 2, boys and girls but more of the latter. The quality of tone and ability to read music confidently is improving quickly. The teacher keeps a good pace, starting with a few simple voice exercises and extending to two contrasting passages which really challenge pupils. They concentrate hard, make good progress and achieve clear diction and tuneful singing in two very different moods by the end of the session. Again, the presence of two other teachers adds an extra dimension to the session. At present the choir does not play a focal part in assemblies and the general standard of singing during assemblies, while sweet is not whole-hearted. The choice of music at the beginning does not inspire spiritual uplift and reflection, but the importance of music was well emphasised during the Mass by a small orchestra composed of teachers.
186. Management of the subject is satisfactory. The co-ordinator has been in post since January. She sees the specialist teacher's plans regularly, and is aware of progress in the subject. There are no plans for her to monitor standards yet, nor is there any assessment of pupils' attainment. Resources are not adequate, but more instruments and CDs are on order and when they arrive, resources will be more satisfactory with a range of multi-cultural instruments and examples of multi-cultural music. Progress since the last inspection has been unsatisfactory.

PHYSICAL EDUCATION

187. During the inspection week only games and dance lessons were observed, mainly at Key Stage 1. No gymnastics or swimming lessons was seen. Therefore, judgements are based on limited observation of all areas of the physical education curriculum, teacher's planning and discussion with teachers and pupils and discussion with the co-ordinator.
188. By the end of both key stages, standards are average. This represents a decline in since the previous inspection when standards were judged to above average in half the lessons observed. However, the decline in higher standards can be attributed to the impact of the recent, and ongoing, building work in the school, which has limited the use of the hall and playground for

physical education. There have also been problems with resources as small equipment has not been easy to access because of building work and large equipment in the hall has been blocked by cupboards and chairs stored from other parts of the school.

189. By the end of Key Stage 1, pupils are able to perform with suppleness, control and with safety, a range of basic tasks such as balancing and travelling in a variety of ways and directions. They demonstrate sound control when linking actions together. Year 2 pupils show appropriate skills and control when developing a sequence in dance, though smoothness of movement and their use of imagination, when interpreting the mood of a music stimulus, is not well developed. By the end of Key Stage 2, pupils can throw and catch a ball with increased accuracy and can interpret the rules and tactics of invasion games. The majority of pupils are able to swim 25 metres.
190. The quality of teaching at Key Stage 1 is satisfactory overall and leads to sound progress by the pupils. In a Year 2 games lesson observed the quality of teaching was good but in a Year 1 dance lesson teaching was unsatisfactory. It is not possible to make a judgement on teaching at Key Stage 2 because only one lesson was observed in a Year 5/6 class. However, the teaching was very good. The majority of teachers set a good example to pupils by dressing appropriately but this is not consistent. A minority of teachers and learning support staff do not wear appropriate dress for lessons. All pupils who take part in lessons dress appropriately. At both key stages teachers and learning support teachers lead by example. For example, in a Year 1/2 class the teacher and learning support assistant demonstrated how to stretch and balance with a partner. In the Key Stage 2 lesson the teacher demonstrated how to throw and catch a small ball with accuracy. All lessons include the essential elements of warming up at the start and a structured cooling down period at the end. Pupils are made aware of the effect of exercise on the body. In no lessons observed were pupils given the opportunity to discuss and refine their work with each other and with the class teacher. Pupils are generally enthusiastic about physical education. Their attitudes and behaviour are good. In a Year 2 lesson observed, behaviour and attitudes were very good and in the Year 5/6 lesson observed behaviour and attitudes were excellent. This was as a direct result of the well planned and well paced lessons and the enthusiasm and good subject knowledge of the teachers. However, where there is a weakness by the teacher in subject knowledge or behaviour management, pupils' behaviour is unsatisfactory and lessons are noisy. For example, in a dance lesson observed at Key Stage 1, the music selected was not appropriate for the theme of the dance. This made it difficult for pupils to interpret the mood of the music and so resulted in poor behaviour. Also, eight pupils were not involved in the lesson. They sat at the side of the hall without any constructive work to occupy themselves and so were a distraction to themselves, those taking part in the lesson and the class teacher.
191. The scheme of work is new and is taken from a nationally published scheme. There is no policy for the subject. Assessment of pupils' attainment and progress is unsatisfactory. Short term planning does not always contain clear objectives against which pupils can be assessed. This is similar to the judgements of the previous inspection. The use of information and communication technology in the subject is underdeveloped. There is a satisfactorily sized hard play area and hall. However, the hall is cluttered with chairs, cupboards and a computer, which are safety hazards and are making access to the larger apparatus difficult. The building of the new classrooms has severely disrupted pupils learning. The school makes good use of an adjacent community area for outdoor games. The co-ordinator is well qualified in the subject. She is knowledgeable and enthusiastic. She monitors all planning. However, she does not have opportunities to work alongside colleagues or to observe lessons. She gives good support to staff; especially to overcome the disruption caused by the building work. There is a satisfactory range of extra curricular activities, which include football, netball and seasonal cross-country running. The school takes part in locally organised competitions and makes good use of the local community. For example, good links have been established with Leyton Orient Football Club, 'A' level pupils from La Sainte Union secondary school coach pupils, swimming lessons take place at the Waltham Forest College, the River Lea Community Centre is used for cycling and canoeing activities for upper Key Stage 2 pupils, the Suntrap Environmental Centre is used for orienteering activities and a large hard area in the adjacent park is used for outdoor games. The subject makes a good contribution to the spiritual, social and moral development of pupils. For example, in a good year 2 lesson observed, pupils were given a class award for supporting and helping each other in the lesson. However, such examples are not always specifically planned for.

192. Overall there is satisfactory improvement since the last inspection.