

INSPECTION REPORT

William Davies Primary School
Forest Gate

LEA area: Newham

Unique Reference Number: 102745

Headteacher: Ms G Gordon

Reporting inspector: Mr Phil Mann
23219

Dates of inspection: 11-14 October 1999

Under OFSTED contract number: 706745

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
Type of control:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Stafford Road Forest Gate London E7 8NL
Telephone number:	0181 472 3864
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr E Williamson
Date of previous inspection:	30 th April – 2 nd May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Phil Mann, Rgl	Children under five Science History Music Religious education	Attainment and progress Teaching Special educational needs
Candy Kalms, Lay inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Efficiency of the school
Kuldip Rai	Mathematics Design and technology Information technology	Equal opportunities Curriculum and assessment Spiritual, moral, social and cultural development Provision for pupils with English as an additional language
Cliff Farthing	English Art Geography Physical education	Leadership and management

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What the school does well

- Pupils make good progress overall, and especially in speaking and listening, science and information and communication technology in Key Stage 2.
- Provision for children under five is good overall and these children make good progress.
- Support for pupils with special educational needs is good and they make good progress.
- Pupils' attitudes to learning are good throughout the school. Their relationships and behaviour are particularly positive at Key Stage 2.
- Teaching is good for children under five and for pupils at Key Stage 2.
- The school makes good use of the local environment and visits to places of interest to enhance the curriculum.

Where the school has weaknesses

- I. Attainment in reading and writing is currently below national expectations at the end of both key stages. Standards in religious education are below local expectations at the end of both key stages.
- II. A significant amount of teaching is unsatisfactory in Key Stage 1. Pupils make insufficient progress in science and information and communication technology in Key Stage 1.
- III. School development planning only caters for the current year and long term planning is unclear. The governing body's procedures for reviewing the success of development planning are underdeveloped.
- IV. The systems for financial administration and control are unsatisfactory.

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be addressed. The plan will be sent to all parents and guardians in the school.

How the school has improved since the last inspection

Since the last inspection in May 1996, an action plan was prepared which set out targets for future development. The headteacher, staff and governors have made good progress in managing the key issues identified for action with the following results.

- The quality of teaching has been improved and the vast majority of lessons now have clear learning objectives. Generally, teachers make appropriate demands on all pupils and provide sufficient challenge in most lessons.
- There is greater involvement of governors and staff in working together; however, long term planning still remains an area for development.
- The good relationships and caring ethos of the school have been maintained. There are often very good relationships between staff and pupils and also between pupils of different ethnic and faith groups.
- Procedures for health and safety have been improved and fire exits are clearly marked and fully functional during the inspection.

The school's capacity for further improvement is satisfactory.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E
English	E	C	
Mathematics	C	A	
Science	D	B	

The results of the 1998 National Curriculum tests at the end of Key Stage 2 reflect the inspection findings in English where overall attainment at eleven and seven is still below national expectations. Standards of attainment are in line with that expected for eleven year olds in mathematics, science and information and communication technology. Attainment is also in line for seven year olds in mathematics but below national expectations in science and information and communication technology. Standards are below local expectations in religious education at the end of both key stages. Children under five develop their language skills well and begin to display a growing competence in speaking and listening. This effectively supports their early reading and writing development. However, their attainment is below that expected for five year olds in language and literacy and mathematics, but satisfactory in their knowledge and understanding of the world, creative, physical and personal development. Progress is good overall across the school. It is particularly good in Key Stage 2 and especially so in speaking and listening, science and information and communication technology, where good and very good teaching is having a considerable impact on raising standards. Progress in religious education is unsatisfactory due to the insufficient allocation of teaching time but progress is satisfactory in all other subjects in Key Stage 2. Progress is, however, unsatisfactory overall in Key Stage 1 and particularly in science, information and communication technology and religious education. This unsatisfactory progress is primarily due to the inexperience of some staff at this key stage and a significant proportion of unsatisfactory teaching.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory	Good
Science		No judgement	Good
Information technology	Satisfactory	Satisfactory	Good
Religious education		Unsatisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

Teaching is good overall across the school. In 94 per cent of teaching, it is satisfactory or better with six per cent being very good. The quality of teaching for children under five is consistently good in both the nursery and reception classes. Teachers have a secure knowledge of the curriculum for children under five and planning is thorough. Support staff engage effectively in whole class and group teaching to provide a good range of learning experiences for these children. Staff use a wide range of methods to organise their rooms, and make effective use of the outdoor area. The quality of teaching in Key Stage 1 is unsatisfactory overall. It is unsatisfactory in 20 per cent of lessons and this is still a weakness of the school. Only 10 per cent of teaching observed is good or better. Improvements have been made on the previous

inspection, however, where much of the teaching was unsatisfactory or poor. Where teaching is unsatisfactory, teachers use inappropriate methods to organise pupils' learning and their strategies for managing pupil behaviour are applied inconsistently. Teaching is consistently good or better at Key Stage 2 in over 60 per cent of lessons and is a strength of the school. Teachers overall, have a secure command of the subjects they teach in this key stage. Lessons are planned effectively and teachers' expectations of what pupils can achieve are high. This is a significant improvement on the previous inspection and its impact on pupil progress is now considerable.

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

Other aspects of the school

Aspect	Comment
Behaviour	It is very good in lessons and around the school.
Attendance	It is currently satisfactory but pupil lateness continues to be a concern.
Ethos*	The school's positive ethos promotes very good relationships and behaviour, resulting in pupils' good attitudes to learning.
Leadership and management	The headteacher offers sound guidance for the work of the school. The school development plan is satisfactory overall but is not sufficiently precise.
Curriculum	The curriculum is broad and balanced, except in art and religious education. More attention needs to be given to the use of assessment information in curriculum planning.
Pupils with special educational needs	Provision for these pupils is good and staff work effectively to support pupils' learning.
Spiritual, moral, social & cultural development	There is good provision for pupils' moral development. Arrangements to promote, spiritual, social and cultural development are satisfactory.
Staffing, resources and accommodation	Satisfactory overall but some staff lack experience and expertise across the breadth of the curriculum.
Value for money	Satisfactory.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

What most parents like about the school

- Parents are generally happy about the information they receive. They are especially positive about the curriculum meetings.
- Behaviour has improved and parents are happy about it.
- Pupils want to come to school and learn.

What some parents are not happy about

- The amount of homework set is
- The quality of information about what is

Overall, parents give satisfactory support to the school. The school recognises the value of parental support and tries hard to canvass their involvement. The response to the parents' questionnaire was very low. Some parents claimed they were not satisfied about homework. Inspection findings indicate that pupils are encouraged to take reading books home regularly, but not all parents share reading with their children at home. The school has not yet introduced a homework policy with the result that the setting of homework is inconsistent, unstructured and an area for improvement. The quality of information about what is taught in school is satisfactory.

Key issues for action

To further develop the effectiveness of the school and continue to raise standards, the headteacher, staff and governors should:

- continue to raise the attainment of pupils in reading and writing in both key stages by:
 - .further developing pupils' use of vocabulary;
 - .providing more opportunities for extended writing;
 - .targeting support more effectively to pupils' needs;*Paragraphs: 11, 12, 129, 131, 133, 135*

- improve standards in religious education at both key stages by:
 - .reviewing and increasing the allocation of teaching time;
 - .fully implementing a scheme of work;
 - .providing more opportunities for pupils to reflect and respond to a range of religious issues;
 - .improving links with local community faith groups;*Paragraphs: 16, 25, 57, 81, 171, 172, 173*

- ensure progress in science and information and communication technology at Key Stage 1 is satisfactory by:
 - .raising teachers' expectations of what pupils can achieve;
 - .improving levels of teacher expertise;*Paragraphs: 14, 24, 163, 166*

- improve the quality of teaching at Key Stage 1 by:
 - .providing the necessary support and training;
 - .implementing a rigorous system of monitoring by the headteacher;*Paragraphs: 31, 32, 37, 39, 41, 81*

- improve development planning overall by:
- publishing a school development plan that is clearly costed and caters for the medium and long term;
- implementing effective procedures for monitoring and reviewing the success of the school development plan by the governing body;
- Paragraph: 87*

- ensure financial administration and control are satisfactory by:
- effectively delegating routine financial tasks to the school administrator;
- fully implementing the recommendations of the last auditors' report;
- forming a finance committee with clear terms of reference;
- Paragraphs: 85, 99, 101, 103*

§ ensure all statutory requirements regarding information for parents and the health and safety are fully met.

§ *Paragraphs: 80, 82, 90*

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. *These are indicated in paragraphs 51, 81, 84, 108.*

- Fully implement the homework policy.
- Review the coordination and leadership responsibilities for children under five and Key Stage 1 pupils.

• **Introduction**

• **Characteristics of the school**

1. William Davies Primary School has 247 pupils on roll, aged 3 to 11, and there is an equal number of boys to girls. The school serves housing in the area of Forest Gate in the London Borough of Newham. The school was built in 1970 and is surrounded by playgrounds and small grassed areas. The average class size is around 30 pupils. The vast majority of pupils live close to the school and the socio-economic circumstances of the families in the area are below the national average. The percentage of pupils eligible for free school meals is above the national average.
2. At the time of the inspection, there were 50 part-time and nine full-time children under five in the school. Children are admitted part-time into the nursery either at the beginning of the autumn or spring term in the year in which they have their fourth birthday. They are subsequently admitted into the reception class in a similar pattern the following year. The attainment of pupils on entry to the school at five is below average.
3. The number of pupils from homes where English is not the first language is around 84 per cent of the school population, which is very high. Pupils represent the wide range of ethnicity within the local community. Nearly 60 per cent of them receive additional support on a rotational basis from one full-time English language support teacher funded by the local education authority's Single Regeneration Budget Project.
4. Twenty-two per cent of pupils have been identified as having special educational needs. There are 29 pupils at the early, school-based stages of assessment and provision, and 15 pupils whose needs involve the support of outside agencies. Currently, there are four pupils with a statement of special educational need. The proportion of pupils having special educational needs is about average.
5. The school's current aims and priorities are to:
 - continue to improve the overall quality of teaching;
 - continue to develop pupils' literacy and numeracy skills;
 - improve the school environment;
 - further develop links with parents and the community.
1. The key issues from previous inspection are as follows:

- improve the quality of teaching and especially in design and technology;
 - recognise and build upon children's current achievement in order to raise attainment;
 - improve planning so that all lessons have clear learning objectives and address issues of differentiation;
 - using assessment and record keeping consistently to measure pupils' attainment;
 - governors and staff working together to develop strategic plans which aim at raising standards;
 - to ensure that all fire exits are properly marked.
1. The school has already achieved its priorities and targets for eleven year olds in English, mathematics and science for the year 2000.

7. **Key indicators**
Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	15	18	33

7. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12	13	15
	Girls	16	16	18
	Total	28	29	33
Percentage at NC Level 2 or above	School	85(67)	88(78)	100(87)
	National	80(80)	81(80)	84(84)

7. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	14	15
	Girls	14	16	17
	Total	27	30	32
Percentage at NC Level 2 or above	School	82(80)	91(82)	97(84)
	National	81(80)	85(84)	86(85)

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	18	14	32

7. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	13	12
	Girls	4	6	5
	Total	14	19	17
Percentage at NC Level 4 or above	School	47(67)	63(36)	57(76)
	National	65(63)	59(62)	69(69)

7. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	6	9
	Girls	0	0	3
	Total	4	6	12
Percentage at NC Level 4 or above	School	13(75)	20(47)	40(75)
	National	65(63)	65(64)	72(69)

7. **Attendance**

Percentage of half days (sessions) missed %

¹ Percentages in parentheses refer to the year before the latest reporting year

through absence for the latest complete reporting year:	Authorised	School	4.2
	Absence	National comparative data	5.7
	Unauthorised	School	0.8
	Absence	National comparative data	0.5

7.

7.

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

7. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	6
	Satisfactory or better	94
	Less than satisfactory	6

7. **PART A: ASPECTS OF THE SCHOOL**

7. **Educational standards achieved by pupils at the school**

7. **Attainment and progress**

2. Results of the National Curriculum Tests for 1998 show that attainment at age eleven was well below the national averages in English and science. The results for mathematics were close to the average when compared with all schools nationally. When compared with similar schools, the standards for English were average, well above average in mathematics and above average in science. The 1998 results for pupils at age seven follow a similar pattern, with attainment in reading being below average, that for writing being above average and for mathematics being average when compared with other schools nationally. Teacher assessments in science indicated that standards were well above the national average. When compared with data with other similar schools, attainment was above average in reading and well above average for writing and mathematics.
3. When statistics for the previous two years are compared, the trend is of steadily improving performance at both key stages. There are, however, variations in mathematics performance, due to the changes in the overall attainment of each year group and variations in the numbers of pupils with special educational needs. The 1999 test results indicate further improvements at eleven with the school exceeding its targets for the year 2000 a year early. At the time of inspection there was no national data with which to make an objective comparison. There are no significant differences in the 1999 Key Stage 2 test results between girls and boys.
4. The results of the National Curriculum assessments at the end of Key Stage 2 are similar to the inspection findings in English, where overall attainment at eleven and seven is still below national expectations. It is in line with that expected for eleven year olds in mathematics, science and information and communication technology. Attainment is also in line for seven year olds in mathematics but below national expectations in science and information and communication technology. Standards are below the expectations of the locally agreed syllabus for religious education at both key stages. Since the last inspection there has been a steady improvement in attainment in some subjects overall. For instance, in science and information and communication technology at Key Stage 2. Standards have generally remained similar in comparison with the national averages in English and mathematics but progress is noticeably better at Key Stage 2.
5. Attainment in speaking and listening, however, is above average and a strength of the school. Teachers provide many opportunities for pupils to talk in pairs and small groups. Most pupils are, therefore, developing their ideas thoughtfully, usually with an appropriate use of standard English. The majority of pupils, however, have a limited vocabulary but many are confident speakers. For example, when nearly all pupils confidently take part in a class debate in Year 6
6. By the age of eleven and seven, attainment in reading is below the national expectations. Few pupils read a wide range of texts accurately and fluently. More able pupils use phonics well to understand their reading. However, most have a limited understanding of the strategies needed to read their books well. Pupils in Year 2 retell

their stories simply and in Year 6 a few can talk in detail about what they have read and refer to the text when discussing their views. Pupils' attainment in writing is below the national average at the end of both key stages. Fewer pupils than expected in Year 2 write in simple sentences using capital letters and full stops correctly. A few pupils in Year 6 are able to write in a sustained, interesting style. For example, some pupils wrote letters on their views of smoking in a lively, thoughtful way. Very few pupils use vocabulary in a lively and exciting way but spelling and grammar are largely accurate and at the expected levels.

7. The inspection evidence indicates that the current Year 6 and Year 2 pupils are on course to achieve standards in mathematics which are in line with national averages by the end of Key Stages 1 and 2. At eleven, pupils' numeracy skills, together with mental calculation and rapid recall, are generally developing well. Most pupils have a sound understanding of place value which they use to multiply, divide, add and subtract numbers. Their knowledge of shape and space and data handling is appropriate. Pupils' skills in applying mathematics to practical situations, particularly involving money and measures, are satisfactory. At seven, pupils' numeracy skills are satisfactory. Most pupils can recognise and count numbers up to 100, and they mentally recall a range of two one-digit numbers which add up to 10. The higher attainers give a number which when added to another number gives 20. Pupils show a growing understanding of place value. They gather information and communicate their findings in block graphs. Pupils are beginning to make appropriate use of mathematical language when discussing their work.
8. By the end of Key Stage 2, most pupils have developed good investigative skills in science and attainment is in line with national expectations. For example, pupils in Year 6 can accurately recall their observations made in previous investigations to predict the likely position of plants and small creatures in the ecosystem. Their ability to investigate is satisfactory and they have a good understanding of what makes a fair test. Pupils have a satisfactory understanding of materials and their various properties and physical processes. The overall attainment of pupils at the end of Key Stage 1 is, however, below that expected of seven year olds. Currently, insufficient numbers of pupils will achieve the expected levels of attainment by the end of the key stage. Pupils in Year 2 have only limited knowledge of the various elements of the subject. Some identify the basic parts of a plant but their ability to investigate is below what is expected of seven year olds. They are gaining an understanding of the properties of various materials but their knowledge of physical processes, such as a simple electrical circuit, is limited.
9. By the end of Key Stage 2, pupils' attainment in information and communication technology is in line with age-related expectations, but it is below age-related expectations at the end of Key Stage 1. Currently, attainment is best in communicating information at both key stages and in Key Stage 2 in handling information. The school is aware that the other aspects of information and communication technology are underdeveloped. Pupils in Year 6 use a range of software to support learning across the curriculum. For example, in Year 6, pupils selected appropriate graphics from publishing software to design a flow chart of an ecosystem. Pupils draw bar and pie charts to organise and present ideas. They use the Internet to retrieve information to carry out research work. Pupils in Year 2 have had limited opportunities to consolidate and extend previous learning and, consequently, their skills are underdeveloped. They know the function of a number of common keys and how to use them. They select and move items on the screen. However, their keyboard skills are very limited.

10. At the end of both key stages, attainment is below the expectations of the locally agreed syllabus for religious education. Pupils in Year 6, however, display a satisfactory understanding of the faiths of others. Their knowledge of the relevant signs and symbols associated with the faiths represented in the locally agreed syllabus is satisfactory. Their ability to record and reflect on their learning is, however, below expectations because insufficient time is allocated for this purpose and very little written work is undertaken during the year. Pupils in Year 2 talk about some religious festivals and their own experiences. For example, they talk confidently about the Hindu festival of Diwali. Their ability to record and reflect on their learning is also below the expectations of the locally agreed syllabus because insufficient time is allocated for this purpose.
11. Children under five develop their language skills well and begin to display a growing competence in speaking and listening. This effectively supports their early reading and writing development. Baseline assessments are carried out during the first half term following entry to the reception class. Attainment on entry to the school is below national expectations in literacy and mathematics and in line with the average in personal social development. At five years of age, about half the children have achieved the desirable outcomes for language and literacy and mathematical development. Most children, however, have achieved the desirable learning outcomes in all other areas of learning. Children under five make good progress in language and literacy, their mathematical development and knowledge and understanding of the world and particularly in the use of computers to support their learning. Progress in all other areas of learning is satisfactory.
12. Progress is good overall across the school. It is particularly good in Key Stage 2 and especially so in speaking and listening, science and information and communication technology, where good and very good teaching is having a considerable impact on raising standards. Progress in religious education is unsatisfactory due to the insufficient allocation of teaching time but is satisfactory in all other subjects at this key stage. Progress is, however, unsatisfactory overall at Key Stage 1 and particularly in science, information and communication technology and religious education. This unsatisfactory progress is primarily due to the inexperience of some staff at this key stage and a significant proportion of unsatisfactory teaching.
13. Progress in speaking and listening is sound at Key Stage 1 and good at Key Stage 2. Pupils in Years 1 and 2 mostly listen well to their teachers and follow instructions carefully, although they sometimes interrupt when the teacher is speaking. As they move through the key stage, the numbers of pupils who can articulate their ideas in detail increases appropriately. Progress is better at Key Stage 2 and pupils are given frequent opportunities to work in small groups; for example, in physical education lessons to plan dance activities. In a history lesson in Year 5 pupils investigated different aspects of the Tudor period in small groups and then related their findings to the rest of the class. Across the school, listening skills are largely good. Nearly all pupils listen well to their teachers and each other.
14. Progress in reading is satisfactory across both key stages. In Year 1, pupils are beginning to use a sound range of strategies in their reading. They talk in a simple way about their favourite books, but this does not include non-fiction. Pupils' confidence in their reading skills grows steadily as they move through Key Stage 2. They talk about

their favourite characters and plots in the stories they have read at the beginning of the key stage. By Year 5 pupils begin to show understanding of the main points of non-fiction text. Very few pupils across both key stages read poetry with imaginative language. Library skills are developing well as pupils move through the school, and standards are at expected levels by the end of both key stages.

15. Progress in writing across both key stages is sound. In Year 1, some pupils are still using early writing skills and a few are beginning to use simple words and phrases. By Year 3 pupils are developing simple sequences of sentences to tell their stories. In Year 4 pupils write detailed accounts of their visits and, by Year 5, some are able to write descriptive pieces, but not with consistently accurate use of punctuation. Spelling is nearly always accurate. Most pupils use a limited range of vocabulary in their writing. There are few opportunities for pupils to write poetry.
16. Progress in mathematics is satisfactory in Key Stage 1. Pupils make good progress overall in lessons in Key Stage 2 but their progress over time is satisfactory. In Year 1, pupils make a sound start at numeracy skills. Most pupils can count to 10, many to 20, and a small number of them to 100. Pupils know the names of common two-dimensional shapes and describe their properties. Skills are appropriately developed in Key Stage 2 and pupils in Year 3 mentally calculate answers to a range of simple problems with the higher attainers being able to explain reasons for their calculations. Many pupils are developing a range of strategies to assist them with their problem solving. Numeracy skills are further consolidated at Key Stage 2. For example, pupils in Year 4 can count on and back in steps of 10 and 100 from numbers with two or three digits. Those in Year 5 continue to extend their skills in mental calculation and rapid recall. As part of their work on data handling, they improve their understanding of the need to provide sufficient information in graphs to help them solve problems.
17. There are variations in progress in science. It is unsatisfactory at Key Stage 1 but good at Key Stage 2. Progress is good in lessons observed at Key Stage 2 and pupils make good progress over time. Pupils in Year 1 know that plants need light to grow and classify objects into living and non-living things. They are beginning to make simple judgements to classify various common materials according to a range of simple properties. Pupils in Key Stage 2 make better progress due to consistently good teaching and especially in Years 5 and 6. Pupils in Year 3 are making good progress in developing their understanding of a wide range of scientific phenomena. Those in Year 4 continue to make good progress in a wide range of activities and are developing a good working knowledge of forces through their practical study on pulleys and their effect on lifting objects. Many pupils in Year 5 have a good knowledge of bones and fractures through their study of the human body. Their understanding of the Earth's place within the solar system is satisfactory.
18. Progress also varies in information and communication technology where it is good at Key Stage 2 and unsatisfactory at Key Stage 1. Although pupils make a satisfactory start in Year 1, there is little evidence of progress as pupils move from Year 1 to Year 2. In Year 3, however, pupils make good use of the mouse and software to locate information. For example, they were able to find 'speech marks' to support their work in literacy. In Year 4, pupils are learning how to use the 'World-Wide Web' and they have good knowledge of using 'windows' programs. In Year 5, pupils know the names of various programs and what they are used for. Their previous work on displays shows that they have used an art package successfully. Pupils know how to search for

information on a database and their technical skills are developing well.

19. Progress is unsatisfactory overall in religious education. It is satisfactory in pupils' knowledge and understanding of beliefs and values. Many pupils, including those with special educational needs, are developing an ability to interpret questions about relationships and the natural world. Progress is, however, unsatisfactory in the pupils' ability to reflect, respond and express themselves in thoughtful and constructive ways because too little time is allocated to teaching and learning across the school. The subject is appropriately supported, however, through a well planned assembly programme where many features of the nominated faiths are covered. This provides a useful stimulus for the subject, but pupils have little opportunity to follow up the key issues raised back in class and the level of the work is not matched effectively to the age and ability of the pupils.
20. Pupils make satisfactory progress in all other subjects at both key stages and skills are developed appropriately in the expressive arts.
21. The attainment of children with special educational needs is well below average on entry to the school and well below levels achieved by other children in the same year group. By the end of Key Stage 2 they have made good gains from prior attainment and are mostly below average when compared with children of the same age nationally. Progress for pupils with special educational needs is good in English. They are well supported by teachers and classroom assistants, who use pupils' individual educational plans carefully to ensure they achieve their targets in reading, writing and mathematics. Those pupils with severe learning difficulties make good progress relative to prior attainment in literacy and numeracy skills. These pupils also make very good progress in personal and social development and a range of life skills, enabling them to be fully integrated into secondary school. Higher attaining pupils make good progress in most subjects and especially in Key Stage 2 where teachers effectively plan challenging activities and ensure opportunities are provided for pupils to extend themselves through the use of information technology.
22. The provision for pupils with English as an additional language and for those targeted for additional support is of sound quality and these pupils make satisfactory progress. There are no significant variations in their progress compared to that of other pupils in the school.
28. **Attitudes, behaviour and personal development**
23. The attitudes to learning of children under five are good. The nursery and the reception class are calm and purposeful and children are well behaved, showing respect for each other. In both the nursery and reception class children under five benefit from an organisation which encourages initiative and responsibility. They are eager to explore new learning and some show independence in selecting an activity. Reception children concentrate well and persevere in their lessons. They develop good relationships and work happily with their friends. The first session of the day in both classes helps to settle the children into a good working atmosphere with teachers providing an appropriate range of activities as the children arrive.
24. Pupils' attitudes to learning are also good across the school. Behaviour and relationships between pupils and between pupils and staff are very good. These are

significant strengths of the school and make important contributions towards the standards that pupils attain and the quality of life in the school community.

25. Pupils' attitudes to learning continue to be positive, as in the previous inspection report. At both key stages, pupils show a good level of interest in their lessons. They are well motivated, listen attentively to their teachers and are keen to participate in lessons. However, in some lessons, in Key Stage 1, there were examples of pupils being less attentive. This was a direct response to unsatisfactory teaching and activities not sustaining pupils' interest. Pupils in the school respond well to questions and contribute answers enthusiastically. They concentrate well and frequently sustain concentration on individual activities for a good length of time. For example, in Year 6 they respond well to collaborative activity and make good progress in developing independent learning and research skills when researching information to debate issues around the habitat of wild animals.
26. Pupils' behaviour in lessons and around the school is very good. This is an improvement on the findings of the previous report where behaviour was judged to be good. The majority of pupils are clear about the standard of behaviour expected and this is reinforced when school and class rules are discussed each term. A few examples of lost concentration, bored and restless behaviour were noticed in some Key Stage 1 lessons, where teaching was less challenging and the teacher had insufficient strategies for managing pupils. Pupils behave well in the dining hall and in the playground. They are courteous to staff and visitors and are considerate to each other. They show respect for school equipment and property and are trustworthy. There is no vandalism or graffiti evident in the school. The majority of parents who responded to the questionnaire and attended the parents' meeting expressed satisfaction with the standards of behaviour in the school. No pupils have been excluded in the last year.
27. The quality of relationships in the school is very good. Relationships are based on a mutual respect that underpins the school's ethos and enables pupils to work with increasing confidence. Constructive relationships are formed between pupils and between pupils and staff. Pupils of all ethnic, cultural and religious groups work and play very well together. Pupils respect each other's views and opinions and listen well to views that are different from their own. A good example was the class debate in Year 6, when pupils listened and responded well to the views of others.
28. Pupils' personal development is satisfactory. As they move through the school, most pupils listen carefully to each other during lessons and are aware of other people's feelings and values. They settle to group work quickly and work unsupervised both independently, in pairs and in small groups. A particularly positive feature of the school was the examples of good collaborative learning observed as seen, for example, in a Year 6 design and technology lesson. A number of pupils participate in those extra-curricular activities available. Although pupils are not actively involved in the daily routines of the school, most teachers give classroom responsibilities, for example, in reception where two pupils are selected each day. Activity days and the whole school trip to Clacton include mixed year groups enabling older pupils to support the younger ones. A positive feature is the competent manner Year 6 pupils share reading with pupils in reception. Pupils make some contribution to the wider community. They participate in sponsored events and are currently collecting money for recent earthquake victims. Many pupils in the school enjoy a residential visit each year and trips to local places of interest.

29. Pupils with special educational needs respond well to the support of teachers and adults. They greatly value the help they receive in lessons and show a developing self-confidence in a number of tasks and skills. Pupils learning English as an additional language have very positive attitudes towards learning. They are well integrated into the school and their relationships with other pupils and their teachers are very good. They listen to their teachers with attention and concentrate well in lessons.

35. **Attendance**

30. Levels of attendance are satisfactory and have improved since the previous inspection. Patterns of attendance vary considerably between year groups with levels of attendance in Year 4, Year 5 and Year 6 being above the national average. There are, however, a considerable number of pupils whose attendance is below 90 per cent. A few pupils take extended holidays during term time but this has only a limited effect on the overall attendance figures. Although there has been some improvement in the rate of unauthorised absence, it remains above the national average. This is partly due to the difficulty that the school has in obtaining reasons for absence from parents and partly due to staff not correctly recording reasons for absence. Punctuality continues to be a problem in the school. A number of pupils arrive late, some frequently.

36. **Quality of education provided**

36. **Teaching**

31. Teaching is good overall across the school. In 94 per cent of teaching, it is satisfactory or better with six per cent being very good. Only six per cent of teaching is unsatisfactory but this is concentrated in Key Stage 1 where 20 per cent of teaching is unsatisfactory. These overall findings, however, are a significant improvement on the previous inspection where only half the teaching was judged to be satisfactory.

32. The quality of teaching of children under five is consistently good in both the nursery and reception class. No unsatisfactory teaching was observed. Teachers have a secure knowledge of the curriculum for children under five and planning is thorough. Support staff engage effectively in whole class and group teaching to provide a good range of learning experiences for the children. Teachers have satisfactory expectations of what the children can achieve and questioning is used well to challenge children's thinking and stimulate language acquisition and development. Staff use a wide range of methods to organise their rooms and make effective use of the outdoor area.

33. The quality of teaching at Key Stage 1 is unsatisfactory overall. It is unsatisfactory in 20 per cent of lessons and this is a weakness of the school. Only 10 per cent of teaching observed is good or better. Improvements have been made on the previous inspection, however, where much of the teaching was unsatisfactory or poor. Where teaching is unsatisfactory, teachers use inappropriate methods to organise pupils' learning and their strategies for managing pupil behaviour are applied inconsistently.

34. Teaching is consistently good or better at Key Stage 2 in over 60 per cent of lessons and is a strength of the school. This is a significant improvement on the previous inspection and its impact on pupil progress is now considerable. Most teachers have a secure command of the subjects they teach and particularly so in Key Stage 2. These

teachers fully understand the requirements of the National Curriculum programmes of study and their lessons reflect the school's schemes of work consistently. The exception is for religious education, where the scheme of work is in draft form and consequently medium term planning and lesson plans are insufficiently matched to the requirements of the locally agreed syllabus. Subject knowledge is good in English, art and science at Key Stage 2 and in information and communication technology across the school. Some teachers, however, lack expertise in physical education, music and religious education. Subject knowledge is secure in all other subjects.

35. Teachers' day-to-day planning is good. Improvement of planning was a key issue in the last inspection and this has been effectively addressed. Teachers plan interesting activities, which motivate and stimulate their pupils. Teachers' expectations of pupils' achievements are especially high at Key Stage 2. Where teaching is very good, teachers set out very clearly in their lesson plans what is to be taught and what pupils are to learn. The pace of these lessons is brisk, as seen in a science lesson for Year 6 pupils. However, not all teachers plan sufficiently to take account of the individual needs of pupils and this is particularly so at the end of Key Stage 1. Appropriate challenges are provided for pupils with special educational needs. Support is targeted effectively for these groups of pupils and they are developing their language skills well. A good feature is the way the majority of teachers provide structure and progression in the planning of topics and make good use of information and communication technology to support pupils' learning.
36. The quality of teaching provided by the English language support teacher is good. He supports classes mainly in Key Stage 2 on a half-termly basis, and is currently based in the Year 5 class. Although the English support teacher is based in one class at any one time, he spends some of his time screening and supporting pupils, particularly the new arrivals, across the school. Support is well integrated into the mainstream classroom, with pupils learning English as an additional language having full access to the curriculum. There are good opportunities for the support and class teachers to plan together and teach collaboratively. Pupils are generally well catered for in the classroom when specialist support is not available.
37. Most teachers make effective links with what pupils have done and make progressive demands on them. This is best seen in Years 5 and 6, where teachers make specific expectations that identify pupils' application, accuracy, presentation and quality of thinking.
38. Teaching methods and the organisation of lessons at Key Stage 2 are good overall. Teachers use an appropriate range of strategies to organise pupils and maintain interest and enthusiasm. Groups are chosen carefully to match the task to the ability of the pupils in literacy and mathematics lessons. They are less successful at Key Stage 1, as seen in a mathematics lesson on two-dimensional shapes in Year 1, where the lesson was over directed by the teacher and pupils were given little opportunity to consolidate learning at their own pace.
39. In many lessons, teachers use appropriate questions to challenge pupils' thinking and probe their understanding. Explanations are often interesting and demonstrations are matched well to the age and interests of the pupils. For example, in a Year 4 history lesson, pupils sat attentively while the teacher led an activity to develop their understanding of the Roman gods. In this lesson, the pupils were clearly motivated, the

work was challenging, the pace brisk and activities and resources were used well to give interest to the lesson. Teachers support pupils appropriately at their work areas and encourage pupils to explain what they are doing and why. The allocation of time at the end of lessons for pupils to evaluate what they have learned is inconsistent between classes, but is best in literacy lessons and mathematics lessons. Consequently, teachers are not always able to check effectively what pupils have learnt.

40. Pupils are managed well to promote high standards and personal responsibility in the majority of classes except in Key Stage 1, where teachers sometimes lack skill in managing pupil behaviour. Pupils work productively in Key Stage 2 and teachers effectively contribute to a positive classroom ethos by using a range of strategies that develop pupils' cooperative and collaborative skills. This is best illustrated in Years 5 and 6, where teachers actively encourage pupils to make good progress and achieve higher standards.
41. Teachers provide appropriate opportunities for pupils with special educational needs and support is good. Proper attention is paid to the organisation of special educational needs groups through effective support in class and withdrawal in small groups. In one literacy lesson, observed in Year 6, effective support was provided by a part-time special educational needs teacher. Planning was detailed and good use was made of time to brief the learning support assistant for follow up activities. The use of the learning support assistant in the whole class teaching sections of literacy and numeracy is, however, underdeveloped and opportunities to actively support learning are sometimes missed. The special educational needs coordinator provides good support to staff and the learning support assistants are briefed appropriately.
42. The relationships between pupils and teachers, support staff and volunteers are very good. Many lessons have a calm atmosphere and teachers use praise well to motivate and encourage pupils to do their best. However, sometimes teachers in Key Stage 1 allow pupils to call out the answers to their questions to the detriment of others in their class.
43. Teachers' use of time and resources is good overall. Most lessons have a clear focus and time is used well. Resources are organised effectively for lessons and used to good effect in supporting teaching. Particularly good use is made of visiting speakers, as seen in Year 5 when a doctor gave an interesting and informative talk to the pupils about bones and fractures. Classroom displays are attractive and effectively support and reinforce the pupils' learning in many classes. Teaching assistants and volunteers all contribute positively to the overall quality of teaching. They are effectively briefed by teachers and have a clear understanding of their roles.
44. The quality of day-to-day assessment is satisfactory overall. When marking is good, teachers clearly indicate ways for pupils to improve their work. However, there is little evidence to suggest that pupils always respond to the teachers' comments and correct their mistakes.
45. The use of homework is satisfactory overall throughout the school. Most pupils take home reading books, and reading diaries provide useful dialogue between home and school. Appropriate activities are set in other subjects but the regularity and quantity of work is inconsistent between classes.

51. The curriculum and assessment

46. In the previous inspection, a number of significant weaknesses were identified in relation to the curriculum. The school has worked hard to address many of the issues and good progress has now been made to establish an appropriate curriculum for pupils. Provision is now satisfactory overall. It is particularly good in science, but still unsatisfactory in religious education.
47. The curriculum meets the statutory requirements of the National Curriculum and religious education. All National Curriculum subjects and religious education are taught and health education is taught within the science curriculum. The governors meet their statutory obligation in relation to sex education, drugs education and the curriculum overall. An appropriate policy for sex education is in place and sex education is taught as part of 'healthy living' in science. Parents are satisfactorily informed of their right to withdraw their children from this provision. The school promotes pupils' moral development well, and the provision for spiritual, social and cultural development is satisfactory. However, the provision for personal, social and health education is underdeveloped. The school does not provide enough opportunities for pupils to build upon the richness of cultural traditions present in the school. There is, however, a sound balance between intellectual, social and physical development.
48. The curriculum for children under five is satisfactory. Children in the nursery follow a broad and balanced curriculum and planning is related to the six areas of learning. Opportunities for the children to progress through these areas of learning, to the early levels of the National Curriculum in the nursery and reception class, are appropriately planned. There is currently no overall planning document for all children under five but nursery and reception teachers plan together to ensure that a wide range of experiences are developed progressively.
49. All pupils, including pupils with special educational needs and those learning English as an additional language, have equal access to the curriculum. There is a detailed policy for equal opportunities which affirms the school's commitment to equality of opportunity and provides sound advice on supporting pupils in relation to equality of opportunity.
50. The curriculum for pupils with special educational needs is good. This is an improvement on the previous inspection. All pupils are included in classroom activities and levels of support are planned effectively to ensure these pupils follow an appropriate curriculum that matches their individual needs. Planning is effectively coordinated between the special needs coordinator, part-time support teachers, class teachers and learning support assistants. Individual education plans are clearly focused on the needs of pupils and termly reviews are closely monitored by the coordinator.
51. The school has carried out an audit of time allocated to each subject on a weekly and yearly basis. It is satisfactory in all subjects except religious education where there is insufficient time to teach Newham's locally agreed syllabus in both key stages to an appropriate depth. Consequently this impacts adversely on standards in this subject. The school is in the third year of implementing the National Literacy Strategy and in the second year of the National Numeracy Strategy. This clear focus on literacy and numeracy is effectively helping to raise standards.
52. The school has now agreed policies and schemes of work for most areas of the

curriculum. For religious education, physical education and music, they are currently being developed. The school is also using the frameworks for the National Literacy Strategy and the National Numeracy Strategy. Together with planning which is better in Key Stage 2 than in Key Stage 1, they provide for curriculum continuity and progression.

53. The links between the governing body and the staff in relation to the curriculum are satisfactory. For the implementation of National Literacy and Numeracy Strategies, there are two nominated governors. They have undertaken appropriate training on the implementation of the frameworks for the National Literacy Strategy and the National Numeracy Strategy, and have also observed teaching in these areas.
54. Preparation for the next phase of education is sound for Year 6 pupils before they start attending secondary schools. Year 5 pupils have the opportunity to attend 'taster days' in secondary schools before deciding the school they would wish to choose. The staff from these schools also visit Year 5 pupils to talk to them.
55. There is satisfactory provision for extra-curricular activities, which are all well attended. These activities include the netball club, the board game evenings and the library club. The school also makes good use of the local community and the environment and visits to various places, particularly in Key Stage 2. For example, pupils visit the Natural History Museum, the Science Museum, the British Museum and the local shops and parks. Pupils also go to the seaside in Clacton. Older pupils have the opportunity to take part every year in a residential visit. During the inspection week, a number of visitors including the local vicar, the local education authority's adviser for information and communication technology and a doctor visited the school to enrich pupils' learning.
56. In the previous inspection, assessment was a key issue. The key issue was: 'Staff should use assessment more consistently to measure pupils' attainment and help them plan their lessons'. Other weaknesses in assessment related to marking, record keeping, annual reports to parents, and the insufficient use of assessment data to identify pupils with special educational needs or when reviewing individual education plans. Since the previous inspection, the school has made satisfactory progress in addressing these weaknesses and assessment is now overall satisfactory.
57. Assessment of pupils' attainment is satisfactory for the under-fives. In Key Stages 1 and 2, it is satisfactory with the exception of geography and religious education, where it is unsatisfactory. There is a school policy on assessment which provides sound advice to teachers on different aspects of assessment. Teachers make good use of questions in lessons to assess pupils' understanding and knowledge. Pupils' work is regularly marked, but there are variations in the quality of marking. Where it is good, detailed comments are given on pupils' work to help them to improve it. However, marking mostly informs pupils whether they have carried out a piece of work correctly or not through a tick or cross, and there is insufficient marking of a diagnostic nature. Samples of individual pupils' work, assessed in relation to National Curriculum levels, are kept in the 'Assessment Book' on a half-termly basis. They provide useful information on pupils' progress over time. However, since the samples of work for the 'Assessment Book' contain work produced by pupils in a particular week, subjects which are not being taught in that week are omitted. Teachers also keep comments on pupils' progress in their individual profiles in English, mathematics and science on a termly basis, and twice a year on progress in other subjects. They also maintain detailed background information on pupils. Assessment information on pupils' performance is transferred as

they move through the school and to the next school. It also forms the basis of annual reports to parents. Assessment information, however, is not always used for establishing individual targets for pupils.

58. The provision for assessment to inform curriculum planning is overall satisfactory. The school fulfils the requirement of statutory tests and assessments at the end of Key Stages 1 and 2. In addition, the school uses tests prepared by the Qualifications and Curriculum Authority for pupils in Years 3, 4 and 5. Teachers generally assess pupils' attainments against objectives identified in daily planning. Where this is carried out effectively, it informs teaching during lessons as well as planning for future work. However, insufficient attention is given to the analysis and use of assessment information.
59. There are good procedures for assessing the progress of children under five. Staff assess the children when they enter the nursery and use comprehensive profiles to carefully monitor their progress and this is maintained throughout the reception class. Teachers record what individual children know and can do in order to build on what they have learnt in lessons and between classes.
60. The arrangements for the assessment of pupils learning English as an additional language are sound. Their progress and attainment are monitored regularly. The English language support teacher maintains a range of records on individual pupils, which include background information, stages of English and progress made by pupils.
61. Staff assess the progress of pupils with special educational needs effectively. Information is used well to plan for their next stages of learning and provide useful information for termly reviews.
67. **Pupils' spiritual, moral, social and cultural development**
62. Provision for pupils' moral development is good and satisfactory for their spiritual, social and cultural development. It is satisfactory overall. In the previous inspection, spiritual development was unsatisfactory. The school has made sound progress in this area, with the provision for pupils' spiritual development being satisfactory now.
63. The school's vision statement clearly indicates that the school aims to provide an education where each child is enabled to reach their full potential which encompasses all aspects of their development. In lessons, teachers value pupils' ideas across the curriculum, and give them positive feedback on their contributions. Everyday values such as fairness, thoughtfulness and regard for others are regularly emphasised. There are opportunities in the curriculum for spiritual growth, for example in religious education, English, physical education and information and communication technology. There is provision for pupils to attend daily whole school or key stage assemblies. Assemblies offer them sound opportunities to learn about and develop respect for each other's religions. They are also used as an occasion for celebrating pupils' achievements. The school meets the legal requirements of a daily act of collective worship and appropriate opportunities are provided for individual reflection in assemblies.
64. The provision for moral development is good, with the school providing good teaching on right and wrong. The code of behaviour is fully understood by pupils. There are clear expectations of behaviour which promote very good standards of conduct in the lessons,

particularly in Key Stage 2, and around the school. Pupils understand the concept of fairness and show respect for others. Adults in the school provide good role models of behaviour by their courtesy and respect for pupils. Relationships between staff and pupils, and between pupils themselves, are particularly good in Key Stage 2. The relationships between girls and boys and pupils from different ethnic groups are very good.

65. There are sound opportunities for pupils to develop their social skills. The school helps pupils to work cooperatively in class and to develop positive attitudes to good social behaviour and self-discipline. There are opportunities for pupils in Year 6 to read to children in the reception year, and older pupils also help the younger ones on trips and outings. However, there is no school council and the opportunities for an understanding of citizenship and democracy are limited.

66. The school makes satisfactory provision to support pupils' cultural development. It pays particular attention to linguistic diversity through notices and captions on displays in different languages. The school's religious education programme, and to some extent its geography and history curriculum, make satisfactory contributions to help pupils to appreciate their own cultural and religious traditions and those of others. However, opportunities for pupils to build upon the richness of cultural traditions present in the school, for example through music and art, are limited. There is, however, good provision for visits to the locality. For example, regular visits are made to several national museums and art galleries to enhance pupils' cultural development. The school has established good links with a national charity to support a wide range of after-school and weekend trips to broaden the experiences of pupils.

72. **Support, guidance and pupils' welfare**

67. The school provides satisfactory support and guidance for all pupils. It provides a caring environment where staff and the headteacher demonstrate a high degree of care and concern for pupils' welfare. There are some appropriate policies and procedures in place which promote pupil well being and provide a secure learning environment, enabling pupils to take full advantage of the educational opportunities. Parents at the meeting expressed satisfaction with the level of support provided for their children and were pleased that any incidents of bullying are dealt with promptly.

68. Procedures for pupils entering the nursery are satisfactory and they provide adequate opportunities for children to become familiar with their new surroundings. Procedures for pupils transferring to the secondary school are appropriate and include some staff contact and familiarisation visits for pupils.

69. Procedures for monitoring academic progress and personal development of pupils are satisfactory. Class teachers evaluate pupils' work each half term to show individual progression. These records then effectively contribute to pupil profiles. Pupils' personal development is well supported through the ethos of the school and assemblies. However, the school has no policy or planned programme to promote personal development and no standardised procedures to monitor pupils' personal development and keep track of their needs. The Wednesday 'Well Done' assembly contributes towards promoting personal development by recognising pupils' good work and effort.

70. The procedures for monitoring and promoting discipline and good behaviour are

satisfactory. The behaviour policy outlines expectations for movements and procedures around the school and identifies some limits of unacceptable behaviour, particularly in the playground. There is a brief framework on procedures for staff to follow, but there is no consistent whole school guidance on suitable rewards and sanctions or guidance on when to apply them. There is a clear expectation for behaviour, class rules are clearly displayed in most classes and school rules displayed around the school. Most teachers have effective classroom management skills and these are a positive influence on the high standards of behaviour in the classroom and around the school. Any concerns staff have about pupils' behaviour are discussed with the headteacher, but there is no standardised formal method for class teachers to record or monitor incidents of inappropriate behaviour or track individual pupils causing concern. The headteacher's book to record serious playground incidents and bullying has very few entries. There is no evidence of bullying or racism having taken place in the school. Current guidelines indicate that good procedures are in place to deal with any issues that may arise.

71. The support for pupils with special educational needs is good. Staff work effectively as a team to provide a wide range of activities and levels of support for all pupils with learning difficulties and disabilities. This level of care is greatly valued by the parents of these children. Pupils learning English as an additional language are well catered for in relation to provision for their support, guidance and pupils' welfare. When the school receives new pupils, the English language support teacher usually interviews their parents and explains to them the support available both in and outside the school.
72. Procedures for monitoring and promoting good attendance are satisfactory overall. Since the previous inspection, the school has introduced appropriate systems to monitor attendance and punctuality. Although registers are checked by the headteacher, the systems in place to follow up absence are not sufficiently systematic and lack the rigour to be fully effective. Registers are not all accurately marked and staff do not clearly distinguish between authorised and unauthorised absence.
73. The procedures for child protection are satisfactory. The school policy provides staff with proper guidance on procedures to be followed. Staff have received training, are aware of the designated person and procedures to follow in the event of any concerns. However, the headteacher as the designated point of contact has not received recent training.
74. Procedures to promote the health and safety of pupils have some shortcomings. The school has no health and safety policy and is not fully complying with the local authority policy. Day-to-day welfare is satisfactory but not all playground accidents are recorded. Regular safety checks of equipment, the site and premises are made, although formal risk assessments are not fully in place. A recent full electrical check identified some areas in need of urgent attention that have not yet been fully implemented. The school now has sufficient fire exits clearly marked, a key issue in the previous inspection.
80. **Partnership with parents and the community**
75. The school has satisfactory links with parents and the community. Since the previous inspection, the school has strengthened links with parents, encouraging them to play a more active role in school life and the education of their children. Many parents valued this level of communication. Parents are also invited to weekly assemblies and activity days in the school, although these are not always well attended. A recent initiative

trained six parents to help with the Literacy Hour and now three of these parents regularly help in the classroom. The school has no parent teacher association but parents do run stalls at the annual fair. Pupils are encouraged to take reading books home regularly, but not all parents share reading with their children at home. The school has not yet introduced a homework policy in line with recent government guidelines with the result that the setting of homework is inconsistent and unstructured, a point of concern shared by some parents. An appropriate home-school agreement has been circulated to all parents.

76. The quality of information provided by the school for parents, although sound overall, does have some shortcomings. A brief prospectus contains some useful information on school routines but, like the governors' annual report to parents, it lacks some important information. Newsletters are infrequent. Only two are sent each year but together with the few additional letters from the headteacher they do provide some information on school matters and forthcoming events. Formal meetings each term provide good opportunities for parents to discuss progress and concerns with staff. In response to parental concerns, staff are now available for informal discussions each Friday afternoon. Although there is no consistent whole school approach providing parents with information on topic work and the curriculum, they do receive brief information through class letters. Meetings have been held to explain the Literacy and Numeracy Strategies, but curriculum focus meetings are not a regular feature in the school. Annual pupil reports are satisfactory. They provide information on what pupils can do and include brief targets for individual development but do not always provide clear information on strengths and weaknesses. Parents of pupils with special educational needs are kept fully informed about their child's progress through good communication and regular reviews.
77. The school has satisfactory links with the community; for example, the building is used frequently by the local community for weddings and functions. Teachers make good use of local resources to support pupils' learning. They visit local parks, the local nature reserve and local shops. Visits to places of interest support topic work, enhance the curriculum and make a positive contribution to pupils' learning. There is some involvement of all parents in the celebration of festivals such as Diwali and Eid. There are very few links with local businesses and the school recognises the need for further involvement of all parents and the local community.

83.

83. The management and efficiency of the school

83. Leadership and management

78. Leadership and management are sound. The headteacher provides satisfactory educational direction for the work of the school. There is a positive ethos and a vision to raise standards. However, the school is not always clear how this will be achieved. There are coordinators for all subject areas, but there is little leadership for the work of the early years and Key Stage 1 to provide clear direction. Job descriptions are out of date but the school has recognised this area for development and these are currently under review. Currently they do not include the monitoring of the curriculum and teaching and precisely how this will raise standards. However, this monitoring is satisfactory in practice and the headteacher, deputy head and coordinators regularly monitor the quality of teaching and learning in the classroom. Strengths and weaknesses are explained to staff but the outcomes are not always used systematically to have an impact on what is taught. The monitoring of the curriculum has led to good levels of improvement since the last inspection. However, there are still inconsistencies. For example, insufficient time is given to allow pupils to record their work at Key Stage 2 in religious education and geography.
79. The governing body is supportive and a few governors visit the school to support on a day-to-day basis. There are no formal systems in place for individual governors to report back to the full governing body so that governors have a good base to ask pertinent questions and hold the school to account for the standards it achieves. There is no formal sub-committee structure, for example, there is no separate committee for finance but issues are discussed by appropriate working groups and reported to the main governing body at its meetings.
80. Following the last inspection in May 1996, an action plan was prepared which set out targets for future development. The headteacher, staff and governors have made good progress in managing the key issues for action identified below. The school's capacity for further improvement is satisfactory.

Key Issue 1: The headteacher and staff need to improve the quality of teaching in order to raise standards and improve progress, especially in design and technology. Teachers should improve their planning so that all lessons have clear learning targets and work builds systematically on pupils' skills, knowledge and understanding. Teachers should set their sights higher, make greater demands on pupils of all abilities, increase the pace of learning and provide a wider range of learning opportunities. Staff should use assessment more consistently to measure pupils' attainment and help them plan their lessons.

- The vast majority of lessons now have clear learning objectives. However, in some lessons, notably physical education, learning objectives are still vague. Generally, teachers make appropriate demands on all pupils and provide sufficient challenge. Lessons largely have a good pace. Staff still use assessment inconsistently to inform future planning in order to plan further lessons.

Key Issue 2: The governors, headteacher and staff should work together to develop strategic plans which further aim at raising standards and improving the quality of education.

- There is greater involvement of governors and staff in working together; however, strategic

planning, with clear success criteria remains a weakness.

Key Issue 3: The headteacher and the staff should maintain the good relationships and caring ethos of the school.

- The good relationships and caring ethos of the school have been maintained. There are often very good relationships between staff and pupils and also between pupils of different ethnic and faith groups.

Key Issue 4: The governing body should ensure that all fire exits are clearly marked and fully functional.

- All fire exits are clearly marked and were fully functional during the inspection.
1. Development planning, monitoring and evaluation are unsatisfactory overall. The current school development plan is generally sound for the short-term future development of the school. The targets are largely appropriate, with key personnel and timings identified. However, they are not prioritised and accurately costed, nor are success criteria specific enough to allow the school to measure its own performance precisely. There is no long-term plan that shows a clear programme of action for the future development of the school. The governing body's procedures for monitoring and evaluating the school's development plan lack rigour and consequently they are not able to effectively measure the plan's impact on school improvement.
 2. The special educational needs coordinator provides effective leadership. Procedures comply with the Code of Practice² and the work of staff is monitored appropriately. With the English language support being devolved to the school, the headteacher has the responsibility for the coordination of the work of the English language support teacher. The headteacher has a sound understanding of the needs of pupils learning English as an additional language, and carries out the responsibility for supporting and monitoring English language support satisfactorily.
 3. The school's ethos is good and purposeful. This is reflected in pupils' positive attitudes to work and the very good behaviour. There is a sense of respect and care for others everywhere. Relationships between staff and pupils are nearly always positive. The school's aims and policies are appropriate and strongly supported by parents. They cover a wide range of issues and are constantly being renewed and updated.
 4. The governors do not meet their statutory obligations fully. There are a number of omissions from the annual report to parents and the school prospectus. The appraisal of teachers is not up to date.

90. **Staffing, accommodation and learning resources**

5. The school has a sufficient range of staffing, accommodation and learning resources and this has a beneficial effect on the quality of education provided.
6. Overall, the school has a sufficient range of staff with the experience and qualifications

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

to meet the needs of all pupils, including those with English as an additional language, the requirements of the National Curriculum and religious education. However, there are some weaknesses. Although there is a wide range of experience amongst staff, ranging from newly qualified teachers to a third of staff with over 20 years experience, there is a limited range of subject expertise across the curriculum.

7. In addition to class teachers, the school benefits from a high number of additional classroom assistants, some of whom are well qualified. They work effectively in cooperation with teachers. The school has made satisfactory progress in addressing some of the weaknesses identified in the previous inspection. The qualifications and experience of teachers and support staff for pupils with special educational needs match the needs of pupils well. The part-time support teachers provide good levels of support to learning support assistants attached to individual pupils with statements of special educational needs.
8. The arrangements for the professional development of teachers and support staff are satisfactory. The school provides some useful in-service training, most of which is currently being focused on the National Literacy and Numeracy Strategies. The coordinators for literacy and numeracy have attended training in these areas. They give verbal feedback to their colleagues at staff meetings. On occasions, staff provide training sessions to share their expertise. The mathematics coordinator has been designated a 'leading mathematics teacher' in Newham and is sometimes observed working by teachers from other schools. There is some correlation between targets in the development plan and those of individual staff and in-service training is appropriately targeted to ensure it contributes to the quality of teaching. Although appraisal is not up to date, staff development interviews take place annually with the headteacher or deputy headteacher. These provide opportunities for staff to identify personal targets which are considered in conjunction with the needs of the school. The headteacher has not undergone a formal appraisal for three years but meets regularly with her monitoring adviser. The school has not made any improvements in this area since the previous inspection. Training for non-teaching staff has taken place and this has been used effectively to support pupils' learning. One classroom assistant has undertaken advanced training to support literacy.
9. There are currently two newly qualified teachers on the staff. The arrangements for induction and support for these teachers are satisfactory. Procedures are linked to local authority guidelines, are well structured and offer effective support. All recent new appointments have been newly qualified. The school has no formal induction procedures for qualified staff.
10. At the time of the previous inspection, there were insufficient dual language materials. Improvements have now been made and there are now adequate resources to meet the needs of pupils learning English as an additional language.
11. Accommodation overall is satisfactory and allows for the effective delivery of the curriculum. However, two classes are housed in mobile classrooms without running water, with the result that the accommodation for these two classes is unsatisfactory. The school occupies a single storey building with adequate outside space. There are two playgrounds and although there is no grassed area, the recently established quiet area with a seat and planted bowls is a positive feature. The large library area is not easily accessible for all pupils. Internally the building is pleasant, enhanced by a variety

of displays and benefits from two halls that are effectively used for physical education. The building is adequately maintained with much of the building having been recently decorated. The caretaker and cleaning staff make a positive contribution to the maintenance and care of the building.

12. Overall, the quality and quantity of learning resources are sufficient to support the curriculum. There are satisfactory resources in most subjects, including special educational needs. In science and information technology, resources are good, but in music resources are unsatisfactory due to a lack of multi-cultural instruments. In science, each class has a box of relevant equipment, including 'portable laboratories' which are in good condition. Computer hardware is good and includes palm top computers on loan and a scanner. Resources in the school are well stored, well maintained and most are readily accessible. The range and number of books in the library is limited. This is a change from the previous inspection which judged the school to have a good range of reading material. However, the selection of history books in the library has improved and is now good. Satisfactory use is made of resources beyond the school, such as residential courses and visits to the Science Museum, the Tate Gallery, the Bethnal Green Toy Museum as well as the local parks.

98. **The efficiency of the school**

13. Although there have been some improvements in financial planning since the previous inspection, financial planning in the school is unsatisfactory. The school development plan provides an annual overview of the school's needs and includes a wide range of targets. Expenditure on different subject areas over the next financial year is planned but has not been prioritised or accurately costed. The plan still has no measurable or quantifiable criteria to evaluate its success in achieving each target, an area identified in the previous inspection. This makes it difficult to assess the cost effectiveness of decisions taken.
14. The process for allocating funding to the school's targets are considered by the headteacher and take account of the overall budget allocation, but are insufficiently precise to improve the quality of education. Initiatives are identified but targets, success criteria, timescales, persons responsible and financial and other resource implications are unclear. There is insufficient emphasis on strategic financial management. The school has no long-term plans for expenditure which would allow the school to systematically target sustained development in staffing, accommodation and the curriculum
15. The school has a committed governing body. Although there is no financial committee, governors have a growing awareness of their role in the school. They are beginning to have an understanding of the school priorities for future development, but the process of evaluating cost effectiveness is not yet established. Governors do not yet have a fully active role in financial matters. Although they play little role in setting the budget, they are given the opportunity to discuss spending decisions made by the headteacher. Governors do take a more active role in monitoring the school's financial position by receiving management accounts each term.
16. The school makes satisfactory use of its teaching and support staff, accommodation and resources. Teaching and support staff are well deployed and used effectively. The use of teaching and support staff is satisfactory in terms of their classroom roles, although

the experience and skills of teachers are not always used to best advantage in their management responsibilities. Although expenditure on support staff is high, this is an appropriate use of funds to meet the needs of the pupils. The school effectively uses the allocated English as an additional language teacher. Additional funding for pupils with special educational needs is effectively used. The school makes satisfactory use of its learning resources and accommodation. Resources are used appropriately to support teaching and learning.

17. Financial control and administration in the school are unsatisfactory. The headteacher continues to devote much of her time to administration of the budget and this limits the time available for monitoring the quality of teaching and learning. The most recent auditors' report was published in 1996 but not all recommendations have yet been fully implemented. There are some administrative systems in place and these give support to the daily school routines. Records are kept of expenditure and the governing body receives termly information for monitoring spending.
18. Taking account of the context of the school, the quality of teaching, the attitudes and behaviour of pupils, their attainment and the level of income received, the school provides satisfactory value for money.

104. **PART B: CURRICULUM AREAS AND SUBJECTS**

104. **Areas of learning for children under five**

19. Children enter the nursery following their third birthday and attend either a morning or afternoon session. At the time of the inspection there were 46 part-time children in the nursery and nine in the reception class. Children transfer to the reception class at the beginning of the autumn or spring terms in the year they are five and attend school on a full-time basis. Home visits are not undertaken prior to entry to the nursery but a weekly mother and toddler session provides opportunities for children to experience the school prior to their admission date.
20. Children's attainment on entry to the nursery is well below that expected for children of this age. By the age of five children have made good progress and attainment is below national expectations in language and literacy and mathematical development. It is in line with expectations in creative and physical development, knowledge and understanding of the world and in personal and social development. Overall, children make good progress in their personal and social development, mathematics and language and literacy, with sound progress made in knowledge and understanding of the world and their creative and physical development. Children who have been identified as having special educational needs and English as an additional language make good progress.
21. Children in the nursery follow a broad and balanced curriculum and planning is related to the six areas of learning. Opportunities for the children to progress through these areas of learning, to the early levels of the National Curriculum in the nursery and reception [R1]class are appropriately planned. There is no overall planning document for all children under five but nursery and reception teachers plan together to ensure that a wide range of experiences are developed progressively.
22. Provision for literacy and numeracy is good in reception. For example, children are taught in groups according to their abilities in literacy and mathematics, and good use is made of initial assessments to inform planning. Staff assess the children when they enter the nursery and use comprehensive profiles to carefully monitor their progress. This is maintained throughout the reception class. Teachers record what individual children know and can do in order to build on what they have learnt between lessons and in between classes. There is no overall leadership for this key stage to oversee joint planning and monitor the overall provision.

Personal and social development

23. Children's personal and social development is satisfactory and children make good progress. The nursery and reception classes are calm and purposeful. The children are well behaved and show respect for each other. In both the nursery and reception class, children under five benefit from an organisation which encourages initiative and responsibility. They are eager to explore new learning and some show independence in selecting an activity. Reception children concentrate well and persevere in their lessons. They develop good relationships and work happily with their friends. The first session of the day in both classes helps to settle the children into a good working atmosphere, with teachers providing an appropriate range of activities as the children arrive.

24. Reception children undress and dress themselves competently for their physical education lessons, folding their clothes with care. Reception children take part in all school assemblies, although nursery children only attend on special occasions.
25. The teaching of personal and social development is good overall. Teaching is based upon an effective discipline policy, which emphasises that children should know right from wrong. Good opportunities are provided for personal and social development. When the nursery children move to reception, their nursery nurse goes with them giving the children confidence and helping them to feel secure.

111.

Language and Literacy

26. At the age of five, the majority of children attain standards that are below national expectations in the development of speaking and listening, reading and writing. The levels that higher attaining children reach in reading are in line with the national expectations of five year olds. However, the progress that children make is good.
27. In both large and small groups, children in the nursery listen well to stories such as 'The Hungry Caterpillar', and enjoy a wealth of songs and nursery rhymes. In the reception class teachers create good opportunities for stories and songs and these are used effectively to enhance literacy. Some children in the nursery class take part in role play with confidence, performing imaginary tasks in the 'Garden Centre' and home corner. These opportunities are frequently available in the afternoons for the children who are under five in the reception class in activities linked to their topic.
28. Children in both classes enjoy books and handle them with care. All children take part in shared reading, with reception children following a 'big book' to identify initial sounds. Children with English as an additional language receive good support during their language and literacy activities. All reception children know that words and pictures carry meaning and recognise their own name. Children by the age of five can recognise many letters of the alphabet and some can read familiar words. All children take books home to share with adults on a regular basis.
29. Children use pictures and marks to record their ideas in a variety of ways and most reception children can write their own name without adult support. Children know most of the letters of the alphabet and some children use them well when practising their writing skills. The structured Literacy Hour for reception children under five is appropriate and assists in the development of literacy skills.
30. Overall the teaching of language and literacy is good. Teachers use shared reading books to encourage a love of books. Many opportunities for the development of language and literacy skills are regularly used throughout the day by all teachers.

116. Mathematical development

31. By the age of five, children are attaining standards overall that are below national expectations for children of a similar age but they are making good progress.
32. Sand and water play provide appropriate ongoing activities for the children in the nursery to help develop mathematical experiences. Children sort objects by size and shape, for example, when sorting the equipment in the 'home corner'. They recognise simple

number patterns and basic shapes. Some children recognise, sequence and count up to five and sometimes beyond. They use appropriate mathematical language with increasing confidence. Children sing number rhymes and counting games from memory. In the reception class, children learn to recognise, sequence and write numbers. Children work in small groups matched to their different levels of ability. This provides for children's development in mathematics and improves the progress they make. Teachers make their introductions to lessons fun through number rhymes and simple games. Most children recognise and use numbers up to 10 and some are familiar with larger numbers. Children understand and record numbers, with some higher attaining children using operations such as addition with the use of a number line.

33. The teaching of mathematical development is good. In the nursery, teachers continuously assess activities which are well matched to the needs of children. Teachers use resources imaginatively and make good use of rhyme and song to promote understanding with the emphasis on fun. In the reception class, the teacher effectively groups children according to their abilities in their mathematical development and uses assessment effectively in order to build upon what children already know

119. **Knowledge and understanding of the world**

34. At the age of five, children reach levels that are broadly in line with that expected of children nationally and they make good progress overall and especially in the use of information and communication technology.
35. Children learn to explore the world around them in a scientific way. In the nursery they focus on topics such as 'Myself and my family' and in the reception class look at 'Materials'. Nursery children have good opportunities to observe growth by studying and planting cress seeds. In the reception class, children touch a range of common materials and look at them closely using magnifying lenses.
36. Nursery and reception children have looked at the sequencing of events in their own lives. In the nursery, some children talk about the different members of their families. In the reception class, children are gaining an understanding of time through the observation of old and new things. Most children experiment with reclaimed materials, creating their own models and collages, in their topic about 'Myself'. They knead dough to make simple models. Many reception children use technology to support their learning. They know how to operate the 'mouse' when drawing and matching on the computer and can use a tape recorder and headphones when listening to a taped story. Higher attaining children can use the save facility on the 'laptop' software.
37. Teachers encourage pupils well and create good language opportunities to develop this area of learning.

Creative development

38. By the age of five, children's creative development meets national expectations and they make sound progress. In the nursery they have good opportunities to use different media and tools to explore colour, shape and texture. They use a variety of paints to paint colourful pictures. They create collages using card and pasta, selecting the necessary materials from prepared resources. Older children use art to enhance other subject areas using paint and collage.

39. Children sing with their teachers and listen and join in with taped songs. They use percussion instruments to accompany songs.

125. **Physical development**

40. Children's physical development by the age of five meets national expectations and progress is good in a range of physical skills. Most reception children climb and balance on the outdoor equipment. They move with confidence in the hall when curling up into a ball and stretching out in dance activity. Children move with an awareness of space, without bumping into each other, when practising their floor work.

41. There are good opportunities for climbing and balancing using large apparatus in the nursery outdoor area. This area is safe and secure and provides good potential for adventurous play. Children play safely on wheeled toys, moving confidently and coordinating their movements with increasing control. They benefit from a safe, secure environment. All children make models with construction kits and use tools sensibly for cutting and joining paper and card.

42. The teaching of physical development is satisfactory. In the best lessons teachers give clear instructions with plenty of opportunities to develop skills and encouragement for children to practise and improve them safely.

128.

128. **English, mathematics and science**

128. **Information and communication technology and religious education**

128. **English**

43. The previous inspection report stated that attainment in all areas of English was satisfactory. However, less than one fifth of pupils at the end of Key Stage 2 achieved the expected Level 4 in the 1998 tests. Attainment in English is below the national average at the end of both key stages. The results in the 1998 tests for Key Stage 2 show attainment to be well below the national average, but in line compared to similar schools. Over the past three years standards have been rising slightly. In the Key Stage 1 tests in 1998, reading was below the national average and writing was above. Compared with similar schools reading was above and writing well above. Over the past three years there has been a slight rise in standards, but the unpublished results for 1999 show a fall at the end of Key Stage 1. A trend is, therefore, difficult to establish. The current high numbers of pupils with English as an additional language account for the difference between inspection findings and test results. There are also significant numbers of pupils with special educational needs and the proportion of these pupils varies from year to year.

44. Taking into account pupils' low levels of attainment in all elements of English on entry into reception, progress across Key Stage 1 is sound overall. Occasionally, pupils make barely satisfactory progress in lessons when there is insufficient challenge for pupils in group work during the Literacy Hour and teachers do not make their expectations clear enough. Generally, pupils make good progress in their writing; this is evident in their class anthologies. The Literacy Hour has had a positive impact for all pupils. Progress

across Key Stage 2 is also sound. In a few lessons progress is good when work is well matched to the needs of all pupils and they are clear about what skills they are meant to be learning. This is reinforced by good use of time at the end of lessons, when teachers check pupils' progress through careful questioning against precise learning objectives.

45. By the end of Year 2, attainment in speaking and listening is in line with national expectations. This is reflected in work across the curriculum and in many aspects of school life. Most pupils in Year 2 are confident speakers when sharing their ideas. They talk about these in some detail engagingly, but their vocabulary is limited. For example, in a literacy lesson, pupils had a lively conversation about the story they had been listening to on a cassette tape. By the end of Year 6, attainment is above that normally expected. Most pupils are developing their ideas thoughtfully, usually with an appropriate use of standard English. The majority of pupils have a limited vocabulary but many are confident speakers. These features were highlighted in a formal debate, where pupils put forward clear arguments to support their views and then developed their ideas in response to those offered by classmates. The vocabulary used was, however, at a simpler level.
46. In speaking and listening, pupils' progress is sound from five to seven years old. In Year 1, pupils are given opportunities to practise speaking out clearly; for example, when discussing the sounds in words. There is a clear emphasis placed on developing confidence in talking to others and on taking turns to listen. Progress is good across Key Stage 2. Pupils are given frequent opportunities to work in small groups. For example, in physical education lessons to plan dance activities and in a history lesson in Year 5 where pupils investigate different aspects of the Tudor period in small groups and then clearly relate their findings to the rest of the class. Across the school, listening skills are largely good. Nearly all pupils listen well to their teachers and each other and this is having a significant impact on their linguistic development.
47. By the age of seven and eleven attainment in reading is below the national averages. Fewer pupils than expected read a wide range of texts accurately and fluently. The more able pupils use phonics well to understand their reading. However, most have a limited range of strategies needed to read their books well. Pupils in Year 2 retell their stories simply and in Year 6 a few can talk in detail about what they have read and refer to the text when discussing their views.
48. Progress in reading is satisfactory across both key stages. In Year 1, pupils are beginning to use a sound range of strategies in their reading. They talk in a simple way about their favourite books, but this does not include non-fiction. Pupils' confidence in their reading skills grows steadily as they move through Key Stage 2. They talk about their favourite characters and plots in the stories they have read at the beginning of the key stage. By Year 5, pupils begin to show understanding of the main points of non-fiction text. Very few pupils across both key stages read poetry with imaginative language. Library skills are developing well as pupils move through the school and standards are at expected levels by the end of both key stages.
49. Pupils' attainment in writing is below the national average at the end of both key stages. Fewer pupils than expected in Year 2 write in simple sentences correctly using capital letters and full stops. A few pupils in Year 6 are able to write in a sustained, interesting way. For example, some pupils wrote letters on their views of smoking in a lively, thoughtful style. Very few pupils use vocabulary in an exciting way. Spelling and

grammar are largely accurate and at the expected levels.

50. Progress across both key stages is sound. In Year 1, some pupils are still using early writing techniques but a few are beginning to use simple words and phrases. By Year 3, pupils are developing simple sequences of sentences to tell their stories. In Year 4, pupils write detailed accounts of their visits and by Year 5, some are able to write descriptive pieces, but not with consistently accurate use of punctuation. Spelling is nearly always accurate. Most pupils use a limited range of vocabulary in their writing. There are few opportunities for pupils to write poetry.
51. Progress for pupils with special educational needs is good. They are well supported by teachers and classroom assistants, who use pupils' individual educational plans carefully to ensure they achieve their targets in reading and writing. Pupils with English as an additional language also make good progress. This is particularly so near the end of Key Stage 2 where they use their developing vocabulary to participate in a wide range of speaking and listening activities.
52. The school is effectively developing its literacy strategy. Teachers are enthusiastic about their work and positive about the success it brings their pupils. Literacy is beginning to be well developed across other subjects of the curriculum. For example, pupils in Year 4 wrote letters in their history work. The development of key vocabulary, however, is not planned for consistently across the curriculum and there are missed opportunities for extended writing in religious education.
53. There is satisfactory development of handwriting across Key Stage 1. Letters in Year 2 are mostly of a similar size and accurately formed. Handwriting is well developed across Key Stage 2. This is a significant improvement since the last inspection, when handwriting was untidy and badly formed.
54. Pupils' attitudes to English are good. They show respect for each other's ideas and behaviour is largely very good. Sometimes at Key Stage 1, pupils become restless when they are not sure of teachers' expectations. Concentration and perseverance at Key Stage 2 are well beyond those normally expected for their ages. In group work in the Literacy Hour, pupils work independently and cooperate well in small groups. It is especially impressive how well boys and girls, as well as different ethnic groups, work so harmoniously. Pupils at this key stage take a pride in their work and finish their tasks to a high standard.
55. The quality of teaching is satisfactory overall, and good in a significant number of lessons at Key Stage 2. All staff have good relationships with their pupils. Nearly all lessons have clear learning objectives, but these are rarely shared with pupils. Key vocabulary is introduced well. Learning support assistants are usually used effectively, but during some of the introductions to lessons there is inefficient use of their time and they just sat and listened to the teacher, with no clearly defined role in pupils' learning. Teaching is unsatisfactory when lessons lose pace and activities are not carefully thought through. The ends of lessons lack purpose and are not well used to review pupils' learning in order that information gained can be used to inform future work. Teaching is good when pupils are given a purpose for their activities and teachers make their expectations clear. Questions go beyond the literal level and challenge pupils' thinking. Oral feedback to pupils often helps them to improve their work. Teachers' marking sometimes shows pertinent comments on pupils' writing, but they rarely ensure

that pupils respond and correct their mistakes. Teachers use homework inconsistently to support pupils and involve parents in their children's learning.

56. The leadership and management of English are good. Good assessment systems have been established but the results are not yet used consistently to raise standards in a systematic way. For example, pupils have individual reading and writing targets but these are not often shared with them or their parents. Lessons are satisfactorily monitored and this has led to a significant improvement in the quality of teaching since the last inspection. Resources are adequate overall, but the school acknowledges the need to update book provision in the library; for example, many books are old and of poor quality.

142. **Mathematics**

57. The results of the 1998 national tests at the age of eleven show that the percentage of pupils achieving Level 4 or above was close to the national average. However, the percentage of pupils achieving the higher Level 5 was well below the national average. When compared with results of all schools nationally, attainment was average, but when compared with similar schools, it was well above average.
58. The 1998 test results for pupils aged seven show that the percentage of pupils achieving Level 2 or above was very high in comparison with the national average. The percentage of pupils achieving the higher Level 3 was well below the national average. When compared with results of all schools nationally, attainment was overall average, but when compared with similar schools, it was well above average.
59. When test results in 1998 are compared with those from the previous two years, they have nearly stayed the same from 1996 to 1998. In 1997, however, there was a significant improvement in results for the seven year olds, followed by a sharp decline in 1998. In contrast to that, there was a significant decline for the eleven year olds in 1997, followed by a sharp rise in 1998. These changes in attainment are mainly due to changes in the overall attainment within each year group. The inspection evidence indicates that the current Year 6 and Year 2 pupils are on course to achieve standards which are in line with national averages by the end of Key Stages 1 and 2.
60. In Year 6, pupils' numeracy skills together with mental calculation and rapid recall are generally developing well. Most pupils have a sound understanding of place value which they use to multiply, divide, add, and subtract numbers. They add and subtract numbers with three or four digits and those involving decimals. Most pupils multiply numbers with three or four digits by those with two digits. They understand the effect of multiplying or dividing a number by 10 or 100. For example, they know that when a number is multiplied by 10 or 100, the digits move one or two places to the left. This knowledge is successfully used in developing written methods for multiplication. Most pupils can generally carry out long division correctly to divide numbers with three digits by those with one digit. They are beginning to understand the proportion of a whole, using fractions and decimals to describe them. Many pupils organise data in a frequency table and present it appropriately in bar and pie charts. Pupils' skills in applying mathematics to practical situations, particularly involving money and measures, are satisfactory. Many pupils know how to calculate the area of rectangles and squares. Most pupils' mental calculation and rapid recall are well developed, and they add and subtract numbers with two or more digits, and recall multiplication facts to 10 times 10

quickly. The numeracy skills of the lower attaining pupils are generally underdeveloped and they are less secure in recalling multiplication facts.

61. In Year 2, pupils' numeracy skills are satisfactory. Most pupils recognise and count numbers up to 100, and they mentally recall a range of two one-digit numbers which add up to ten. The higher attaining pupils give a number which when added to another number gives 20. Most pupils show a growing understanding of place value and can order numbers to 100. They subtract one-digit numbers from two-digit numbers. They know the names of most two-dimensional shapes and can describe their properties. Pupils can identify halves and quarters in common two-dimensional shapes. Pupils' problem solving skills in relation to money are developing satisfactorily. They can gather information and communicate their findings in block graphs. Pupils are beginning to make appropriate use of mathematical language when discussing their work.
62. Progress is satisfactory in Key Stage 1. Year 1 pupils make a sound start at numeracy skills and most pupils count to 10, many to 20, and a small number of them to 100. Nearly all of them can recognise numerals to nine, and many can give doubles of four and five. Pupils know the names of common two-dimensional shapes and can describe their properties. However, they show less confidence in discussing the names and properties of three-dimensional shapes.
63. Pupils make overall good progress in lessons in Key Stage 2. However, their progress overtime is satisfactory. Pupils in Year 3 mentally calculate doubles of multiples of 5, with the higher attainers being able to explain strategies for their calculations. Many pupils find a small difference between two numbers with three digits by counting up from the smaller to the larger number. Pupils' understanding of shape and handling data is developing satisfactorily. In Year 4, most pupils count on and back in steps of 10 and 100 from numbers with two or three digits. When adding two numbers with two or three digits, pupils break them down into units, tens and hundreds to make addition easier. In Year 5, pupils continue to consolidate and extend their skills in mental calculation and rapid recall. As part of their work on data handling, they improve their understanding of the need to provide sufficient information in graphs to help them solve problems. In both key stages, pupils with special educational needs make good progress, and for those with English as an additional language it is satisfactory.
64. Pupils' attitudes to learning are satisfactory in Key Stage 1, and good in Key Stage 2. In Key Stage 1, although pupils' behaviour is generally satisfactory, they are sometimes noisy and do not always respond to teachers' questions appropriately. In Key Stage 2, pupils listen attentively and sustain concentration for long periods of time. Overall pupils in both key stages have positive attitudes to the mathematics. They are able to work as a whole class and individually. They have satisfactory relationships with each other and adults in Key Stage 1, and their relationships with adults and with each other are very good in Key Stage 2.
65. The quality of teaching is satisfactory overall, but it varies between the key stages with some unsatisfactory teaching in Key Stage 1. In Key Stage 2, teaching is mainly good, with some examples of teaching being satisfactory. This a better picture than was the case in the previous inspection when teaching was generally unsatisfactory in Key Stage 1, and satisfactory and sometimes good in Key Stage 2. There are a number of positive features in teaching across the school. For example, with the implementation of the National Numeracy Strategy in its second year, teachers generally follow the format of

lessons recommended by the 'Framework for Teaching Mathematics' well. Teachers' explanations and instructions are generally clear and they make good use of questions. They have a secure knowledge of the subject. In good teaching, which takes place only in Key Stage 2, expectations are high, the pace of work is maintained at a high level throughout the lesson, tasks are well matched to pupils' stage of learning and particular attention is paid to the teaching of mathematical vocabulary. Weaknesses in teaching mainly occur in Key Stage 1, and they include the ineffective management of behaviour, insufficient provision for pupils of different abilities and unsatisfactory management of time.

66. The mathematics policy, the scheme of work and the application of the 'Framework for Teaching Mathematics' provide a broad and balanced curriculum. Teachers use these effectively to plan on a long, medium and short-term basis, providing a clear structure for learning. Assessment is satisfactory and, in lessons, teachers make good use of questions to assess pupils' understanding and knowledge and build on their previous learning. Pupils' work is regularly marked and sometimes detailed comments are given to pupils on how to improve. Samples of individual pupils' work are assessed on a half-termly basis in relation to National Curriculum levels and are kept in the 'Assessment Book'. These effectively demonstrate pupils' progress over time. Teachers also keep comments on pupils' progress on a termly basis in their individual profiles. Assessment information, however, is yet to be used for establishing individual targets for pupils.
67. The mathematics curriculum is led effectively by a coordinator who is designated as a 'leading mathematics teacher' within the local education authority. She has effectively monitored the teaching of mathematics and given feedback to teachers. She recognises that the information gathered from monitoring is yet to be used to devise strategies for improvement in the teaching of mathematics on a whole school basis. The range and quality of resources are adequate across both key stages and they are well used. Numeracy is developed effectively across the curriculum and pupils are provided with an appropriate range of mathematical activities in science and information and communication technology.

153. **Science**

68. The results of the 1998 national tests at eleven show that attainment is well below average with the number of pupils attaining the higher Level 5 being below average. However, the school achieved a significant improvement in the 1999 results and exceeded its year 2000 targets. At the time of the inspection there was no national data with which to make objective comparisons with these results. Trends over time indicate a picture of steady improvement in overall attainment and especially in Key Stage 2. Pupils' standards are average overall when results of the previous four years are compared. Teachers' assessments in 1998 at age seven show that overall attainment is above the national average but the number of pupils attaining the higher Level 3 is well below average with no pupils reaching this level.
69. Inspection findings are broadly similar to these results at eleven, where pupils' attainment is in line with national expectations for this age group and these pupils are making good progress. This is an improvement on the previous inspection. By the end of Key Stage 1, attainment is below what is expected of seven year olds where they are making unsatisfactory progress over the key stage. This represents a decline in standards for this age group since the last inspection.

70. Pupils in Year 6 have a good working knowledge of plants and their place within the ecosystem. For example, many know that plants produce food from sunlight through the process of photosynthesis. They have a good understanding of the methods of seed dispersal. Their ability to investigate is satisfactory and they have a good understanding of what makes a fair test. Pupils have a satisfactory understanding of materials and their various properties and of physical processes. Pupils in Year 2 have only limited knowledge of the various elements of the subject. Some can identify the basic parts of a plant but the ability to investigate is below what is expected of seven year olds. They are gaining an understanding of the properties of various materials but their knowledge of physical processes, such as how a simple electrical circuit works, is limited.
71. Progress is good in lessons observed at Key Stage 2 and pupils are making good progress overtime. No lessons were seen at Key Stage 1 and the quality and quantity of work seen in the scrutiny of work is very limited. Progress is unsatisfactory in Key Stage 1. Pupils in Year 1, however, know that plants need light to grow and can classify objects into living and non-living things. They are beginning to make simple judgements to classify various common materials according to a range of common properties. Pupils in Year 3 are making good progress in developing their understanding of a wide range of scientific phenomena. For example, they measure the changes in daily temperature as part of their project on weather and effectively investigate the effect of air resistance on a simple parachute. In Year 4, they continue to make good progress in a wide range of activities and are developing a good working knowledge of forces through their practical study on pulleys and their effect on lifting objects. Many pupils in Year 5 have a good knowledge of bones and fractures through their study of the human body. Their understanding of the Earth's place within the solar system is satisfactory.
72. Pupils with special educational needs make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. The effective use of technical vocabulary in Key Stage 2 is providing good opportunities for pupils with English as an additional language for linguistic development.
73. Pupils' attitudes to learning are good. Behaviour is good in all lessons in Key Stage 2 and particularly good in Years 5 and 6. All these pupils listen attentively to the teachers and settle down to activities quickly. They persevere with tasks and display good sense of initiative when designing their own flow chart to represent the ecosystem. Work is well presented and pupils take an obvious pride in recording their investigations and research at the end of Key Stage 2.
74. Teaching is good at Key Stage 2 and this represents good improvement on the previous inspection. No lessons were observed at Key Stage 1. Planning is detailed at Key Stage 2 and consistent with the good scheme of work. Teachers have high expectations and this is particularly so at the end of the key stage. Teachers review previous lessons well and identify new learning objectives appropriately at the beginning of lessons. They use technical vocabulary with confidence. Lessons are brisk and the pace of introductions is good. Resources are effectively prepared and computers and 'laptops' are used well to support pupils' learning, as seen in Year 6 where individual pupils confidently designed their ecosystem flow chart using desk top publishing software. Tasks are appropriately matched to the ability of pupils with special educational needs. Good opportunities are provided for pupils in Year 2 to use their numeracy skills in recording data gathered and in investigations.

75. The curriculum is good overall and this represents an improvement since the last inspection. The comprehensive scheme of work provides a clear framework for the development of skills consistently throughout both key stages. Planning is directly related to the overall topic plan and the coordinator is in the process of constructing an overall curriculum framework for ease of reference and to assist with the monitoring of the subject. The use of the pupil 'Assessment Book' to enter pupils' work every half term, is a good feature.
76. The coordinator provides good leadership overall and has had a good impact on providing a structure to the curriculum. Her monitoring role is, however, more limited but it is recognised that the development of teacher competencies at Key Stage 1 is a priority and the school development plan identifies a clear plan of action. The range and quality of resources have been considerably improved since the last inspection. The school makes effective use of a local nature reserve and parks for environmental study and regular visits are made to the Science Museum.
162. **Information and communication technology**
77. By the end of Key Stage 2, pupils' attainment in information and communication technology is in line with national expectations, but it is below age-related expectations at the end of Key Stage 1. Currently attainment is best in communicating information at both key stages and in Key Stage 2 in handling information. The school is aware that the other aspects of information and communication technology are underdeveloped.
78. By the end of Key Stage 2, pupils' information and communication technology skills are well developed, and many pupils use a range of software to support learning across the curriculum. For example, in Year 6, pupils selected appropriate graphics to design a flow chart of an ecosystem. Some higher attaining pupils draw bar and pie charts to organise and present ideas. They can use the Internet to retrieve information and carry out research work.
79. Pupils in Year 2 have used the computer only for playing games so far this year. They have, therefore, had limited opportunities to consolidate and extend previous learning. Consequently, their information and communication technology skills are underdeveloped but some know the function of a number of common keys and how to use them. They can select and move items on the screen. However, their keyboard skills are very limited.
80. Although pupils make a satisfactory start in Year 1, their progress across Key Stage 1 is unsatisfactory. In Year 1, pupils use the mouse to select and move items on the screen. Using one-finger typing, they can type and delete single letters. Most pupils find different letters on keyboard sheets with satisfactory speed and some of them know how to use the printer. However, there is little evidence of progress as pupils move from Year 1 to Year 2
81. Pupils make good progress in Key Stage 2. In Year 3, pupils make good use of the mouse and software to locate information, for example, they were able to find 'speech marks' to support their work in literacy. In Year 4, many pupils are learning how to use the 'Internet', and they have good knowledge of using a 'windows' program. In Year 5, pupils know the names of various programs and what they are used for. Their previous

work on displays shows that they have used a graphics design package successfully. Many pupils know how to search for information on a database and their technical skills are developing well.

82. The attitudes of pupils are very good. In Key Stage 1, pupils are sometimes quite lively, but they respond positively to information and communication technology. Their behaviour is satisfactory and they persevere when working on the computer. In Key Stage 2, pupils listen to their teachers with attention and are able to sustain concentration very well. They are very well behaved and have very good relationships with each other and their teachers.
83. The quality of teaching is satisfactory in Key Stage 1. In Key Stage 2, it is overall good, with some very good practice. Teachers have a secure knowledge of the subject and they plan lessons well, although planning is better in Key Stage 2. In Key Stage 2, there are some good features of teaching which include very clear instructions and explanations, good teaching of technical vocabulary, high expectations and good use of time and resources.
84. The previous inspection report indicates that teachers rarely used information and communication technology to support their work in other subjects, and that there was no scheme of work to help teachers to plan more effectively. These issues now successfully have been addressed. Good use of information and communication technology is made to support learning in other subjects. A satisfactory scheme of work is in place which has enhanced the quality of planning. Resources are good and they are well used. The school successfully bid to be part of the local education authority's 'Laptop Project' with the result that each class is now equipped with a 'laptop' in addition to other computers. The subject is well led and there is good provision for staff development. The authority's adviser for information and communication technology supports the development of the subject in the classroom and provides good quality support to teachers and pupils. Although pupils' attainment by the end of Key Stage 1 is below age-related expectations, overall there is significant improvement in the provision for information and communication technology since the last inspection. Information and communication technology has a high profile in the school and is used extensively to support learning across the curriculum.

170. **Religious education**

85. Attainment is below the expectations of the locally agreed syllabus by the end of each key stage and progress is unsatisfactory overall.
86. Pupils in Year 6, however, display a satisfactory understanding of the faiths of others. Their knowledge of the relevant signs and symbols associated with the faiths represented in the locally agreed syllabus is satisfactory. For example, they know that Christians use the sign of a fish and that the cross has great significance. Their ability to record and reflect on their learning is below the expectations of the locally agreed syllabus because insufficient time is allocated for this purpose and very little written work is undertaken during the year. There is some evidence of good work being completed at the end of the summer term by pupils who undertook collaborative research projects on the nominated faiths. The standard was good but this quality of work is not repeated at other times in the school year. At the end of Key Stage 1, some pupils talk about the festival of Diwali and its importance to Hindus. They recall the story of Rama and Sita

and name several of the other characters. Their ability to record and reflect on their learning is also below the expectations of the locally agreed syllabus because insufficient time is allocated for this purpose and very little written work is undertaken during the year.

87. Progress is unsatisfactory overall for all pupils, including those with special educational needs and English as an additional language. It is, however, satisfactory in pupils' knowledge and understanding of beliefs and values. Many pupils, including those with special educational needs, are developing an ability to interpret questions about relationships and the natural world. Progress is unsatisfactory in the pupils' ability to reflect, respond and express themselves through thoughtful and constructive ways because not enough time is allocated to teaching and learning across the school. The subject is appropriately supported through a well-planned assembly programme where many features of the nominated faiths are covered. This provides a useful stimulus for the subject but pupils have little opportunity to follow up the key issues raised back in class and the level of the work is not matched effectively to the age and ability of the pupils.
88. Pupils respond very well to the lessons and assemblies and their attitudes to learning are very good overall. They effectively listen to the contributions made by the teachers and fellow pupils. They cooperate and collaborate very effectively in pairs or small groups, as seen in a Year 6 lesson to prepare for a class debate on the morality of zoos, as part of a cross curricular project on the ecosystem. In the Year 2 class, where behaviour is unsatisfactory, pupils respond inappropriately to the class discussion managed by the class teacher.
89. Teaching is satisfactory overall. Aims and objectives are appropriately identified for lessons, but insufficient time is allocated for pupils to record and reflect on the original learning intentions in the vast majority of lessons. However, resources are used appropriately to support oral introductions and sessions. Where teaching is very good, as seen in a Year 6 lesson, the pace of teaching is brisk and good opportunities are provided for pupils to record and reflect in preparation for a debate the following day. In this lesson, the teacher provided good opportunities for pupils to ask many questions about the morality of zoos and keeping animals in captivity. In the one unsatisfactory lesson in Year 2, planning was too brief and learning objectives were unclear and the management of pupils' behaviour was unsatisfactory. The pace of this lesson was too slow and consequently the pupils were unable to record and reflect upon the story of Diwali and its relevance to Hindus.
90. The recently appointed coordinator is providing clear leadership. She has attempted to produce an appropriate policy statement, draft scheme of work and an assembly plan. Much work has been achieved and her impact on the development of the subject is good overall. The curriculum is, however, unsatisfactory because insufficient time is allocated to the subject on the timetable which is currently well below the national average. Assemblies continue to provide a useful link to the planned curriculum but there are too few opportunities for pupils to respond and reflect on the topics discussed in lessons and there are no procedures for measuring the pupils' performance against the locally agreed syllabus.
91. There is a satisfactory range of resources. They include a good collection of artefacts and sacred objects for each of the nominated faiths and teachers use them

appropriately to support lessons and assemblies. Planned cross-curricular festival days are a good feature. The use of visitors and visits to places of worship is satisfactory overall but an area for further development.

177.

177. **Other subjects or courses**

177.

Art

92. At the time of the last inspection, standards in art were found to be largely in line with national expectations, but there was little three-dimensional work. This is still largely the case. Pupils make satisfactory progress across both key stages, including those with special educational needs. In one lesson at Key Stage 2 pupils made good progress.
93. Many Year 1 pupils draw faces well with good levels of detail and they show confidence in the use of their materials. In Year 2 pupils experiment with painting in the style of Marc Chagall, before creating their own work using tints and shades. Those in Year 4 are able to use colour well to produce good quality work based on that of Picasso. In Year 5, pupils made good progress in their use of tonal range when experimenting with two colours. By Year 6, pupils have shown increasing control of a range of materials, when making their own designs based on those of William Morris. There are good examples of very detailed pencil drawings of their observations after their visit to the 'Geffrye Museum'.
94. Pupils have good attitudes to art and behaviour in lessons is very good. Pupils take a pride in their work and enjoy talking about their achievements. They use equipment carefully. Pupils from different ethnic backgrounds, as well as boys and girls, work happily together, discussing and sharing ideas.
95. The quality of teaching of art is satisfactory, with good features at Key Stage 2. Where teaching is good, there is a strong emphasis on the development of artistic skills and how these will be used in the pupils' own work. Pupils are then given opportunities to make comments on their own work and how that of their classmates can be improved, in a sensitive constructive way. In satisfactory lessons teachers focus more on the activities that pupils are to carry out. All teachers establish good relationships with their pupils.
96. Leadership and management of art are satisfactory. The school is currently producing a scheme of work for art. The medium term plans support teachers in what to teach and when, but there is no indication of what skills and techniques are to be developed or how. The curriculum lacks breadth and there is very little work that reflects the richness and diversity of the pupils' backgrounds. For example, nearly all the work on display during the inspection was based on Western European or American artists.

Design and technology

97. In the previous inspection, progress in design and technology was unsatisfactory. In this inspection, only four lessons were observed. Additional evidence was gathered from the scrutiny of a limited amount of previous work and discussions with pupils. On the basis of this evidence, the progress of all pupils is satisfactory in both key stages. This is an improvement on the previous inspection.

98. In Key Stage 1, there is evidence of pupils in Year 1 using a range of techniques such as cutting, shaping, and joining. They draw pictures and label them as part of the process of designing. In Year 2, pupils are beginning to understand the process of designing and making. They draw on their experiences to help generate ideas and use pictures to develop their designs. In making, pupils recognise the need to select appropriate materials and tools and they know how to proceed.
99. In Key Stage 2, pupils in Year 3 are beginning to show some awareness of the purposes of their designs. They write the correct sequence of the steps they will follow and make a list of materials and tools they will need, for example in making a mask. Year 5 pupils practise the skills of measuring, marking out and sawing, and they use tools safely. They give sensible reasons for the choice of materials for their designs. For example, for the making of cubes, they select wood because it is easy to cut, paint and shape. However, pupils are less clear about the purposes of their designs. In Year 6, pupils generate ideas, considering the needs of users and the purposes for which they are designing. They consider appearance, size, function and reliability when developing proposals for designing, as demonstrated in their discussions on designing soft drinks for their Christmas party. For making, pupils know the need to select appropriate materials, tools and techniques. In both key stages, pupils know about safe practice in the use of tools.
100. Pupils have positive attitudes to design and technology, and they show great enthusiasm for the subject. Their relationships with each other and their teachers are generally very good. Pupils listen to their teachers with attention and sustain concentration. They work well both as a class and individuals.
101. At the time of the previous inspection, teaching was often unsatisfactory. In this inspection, the quality of teaching has improved considerably. It is now satisfactory in Key Stage 1, and in Key Stage 2 it is good overall, with some satisfactory practice. Teachers have a satisfactory knowledge of the subject. They plan lessons well and ensure safe practice. Through clear instructions and explanations, teachers help pupils to understand the designing process. Where teaching is good, teachers have high expectations. They ask appropriate questions to elicit information from pupils and to build on it, the pace of work is brisk and lessons are well structured.
102. The design and technology curriculum is broad and balanced and subject leadership is satisfactory. The clear policy is very detailed and good planning is informed by a published scheme of work to ensure that pupils make consistent progress throughout the school. The arrangements for assessment are only just satisfactory. Resources are adequate, and they are well used.

Geography

103. Progress in geography across Key Stage 1 is satisfactory. There was insufficient evidence to make judgements about progress in Key Stage 2 during the inspection. There was no teaching at either key stage and very little recorded evidence of work in Key Stage 2. Judgements are based on a scrutiny of pupils' work and discussions with pupils and staff.
104. Pupils in Year 6 talk about their visit to Malden. They are able to discuss in a limited way

some of the characteristics of Malden and how they differ from their own locality. In their studies of Bangor and Dhaka they make a limited range of contrasts and comparisons. Pupils' progress is hindered because they do not have a good understanding of subject specific geographical words. In Year 3, pupils are using their mathematical skills to construct block graphs of rainfall and temperature. There is a limited understanding of how site conditions can influence temperature and how weather conditions vary around the world. Pupils in Year 1 know their addresses and can follow directions, such as up, down, in front of and behind. In Year 2, pupils can find where they live on a large-scale map and know their routes to school. They are beginning to talk about what they like and dislike about their own area.

105. Pupils' attitudes to geography are mostly good. Pupils at Key Stage 2 enjoy talking about their visits to Malden and their time on the barge. Younger pupils willingly show visitors where they live, using the large-scale map in their classroom.
106. The curriculum is satisfactory. The scheme of work supports teachers in what to teach and when. However, there are no indications of the time needed to reach the various units of work. There is no indication of key vocabulary to be developed. Procedures for monitoring the curriculum are underdeveloped. Pupils' individual assessment books have very little record of their work in geography to enable teachers to use these to plan future lessons. A suitable range of visits enriches the curriculum.

192. **History**

107. It was possible to see only two history lessons during the inspection. Evidence from teachers' planning, photographs, displays of pupils' work and a review of pupils' past work indicates that pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in history. The good support given to pupils with special educational needs and English as an additional language in the one lesson seen in Year 5 enables them to develop a greater understanding of the specific language used and ideas under discussion.
108. The youngest pupils in Key Stage 1 learn of the passage of time through traditional tales and sequential stories, such as 'The Hungry Caterpillar'. Pupils in Year 4 use photocopies of plate designs to research facts about the Roman gods. They refer to previous projects to illustrate their answers; for example, the ancient Greeks. They give sensible and logical answers for their choices and use the text well to support their research. Pupils know how to find out further information about countries and topics by using the computer and the library. For example, as seen in a lesson in Year 5, when pupils competently used CD ROMs and 'palm top computers' to complete their history projects on the Tudors.
109. Pupils' attitudes towards history are good. They show interest in the past and are keen to answer questions and tell what they know. They settle purposefully to any written work and are particularly good at working cooperatively in pairs and small groups. Presentation skills are put to good effect by those pupils in Year 6 to produce project books on the Victorians.
110. No overall judgement can be made on the quality of teaching. Teachers, however, prepare a good balance of practical and written activities and use non-fiction books and artefacts effectively to demonstrate teaching points. Good use is made of a local

museum as a historical resource.

111. The policy document is satisfactory and the scheme of work provides a clear framework for the development of skills and concepts. There are sufficient resources to meet the current needs of the subject and there is good use of literacy and information and communication in lessons.

197. **Music**

112. Progress is satisfactory overall and standards have been maintained since the last inspection. Pupils in Key Stage 1 sing a range of familiar and unfamiliar songs clearly. For example, they sing songs well in class singing sessions. Singing is satisfactory and the maintenance of rhythm and pitch is appropriate when singing high and low notes. Opportunities for pupils to effectively appraise the work of famous composers in this key stage are, however, limited. Pupils in Year 2 play non-pitched instruments appropriately to provide the accompaniment to a class song. At Key Stage 2, pupils in Year 3 recognise different patterns in music and they are able to clap these rhythms correctly while singing. Many pupils in Years 5 and 6 can play recorders effectively and can read unfamiliar tunes from the board well when practising for a school performance. Pupils are developing their ability to appraise the music of others and their knowledge of the famous composers is satisfactory. Most pupils are developing their confidence in performing a variety of songs in singing sessions and the overall quality of singing in assemblies is satisfactory. The progress of pupils in receipt of peripatetic tuition is good and this small number of pupils is learning to play stringed instruments to an acceptable standard. The progress of pupils with special educational needs is at least satisfactory and those with English as an additional language are able to take part with confidence.
113. The response of pupils to music is good. Pupils enjoy making music and they are attentive in lessons and singing practices. They persevere with their singing and playing of instruments, as seen in a Year 5 lesson to compose an accompaniment to the 'Skye Boat Song' as part of their work in history on the Tudors and Stuarts. These pupils appraised the work of others very effectively in readiness for improvements to be made in the next lesson. Pupils throughout the school enjoy singing hymns and songs in assemblies. Pupils in receipt of individual or small group tuition respond well to instruction and endeavour to play tunefully and correctly.
114. Teaching is satisfactory overall. Planning is satisfactory throughout both key stages and questioning is used well in lessons to challenge and motivate pupils. Subject expertise is satisfactory. The best teaching is observed at Key Stage 2, where lessons are challenging and move at a brisk pace. Instruments and audio visual aids are used effectively to promote learning. Pupil behaviour is managed well. Peripatetic teachers provide effective tuition and this is particularly so in the recorder lessons for Years 5 and 6.
115. The curriculum is satisfactory overall. There is an appropriate policy statement providing useful guidance to staff. A commercial scheme of work is used to identify what should be taught to which group of pupils and when. The allocation of teaching time is satisfactory but there are missed opportunities for pupils to listen and appraise the music of famous composers in assemblies and some lessons. Management of the subject is satisfactory overall but subject coordination is underdeveloped and the monitoring of the curriculum has been limited. The quality of resources is satisfactory

overall but there are few instruments that reflect the multi-cultural context of the school and this is a weakness. The provision for individual tuition in violin and recorders is good but there is, however, no tuition in the playing of non-Western instruments.

Physical education

116. Standards in physical education are in line with those normally expected. This is a similar picture to that reported at the last inspection. Most pupils, including those with special needs, make satisfactory progress across both key stages. Only a few pupils achieve the expected standards in swimming before they leave the school.
117. All pupils respond to their teachers' instructions quickly. They work safely individually, in pairs and in small groups. Pupils in Key Stage 1 show confidence and sound levels of control when running, jumping and balancing on the floor. In Year 2, pupils move in a variety of ways. They balance, swing and turn, but have insufficient opportunities to practise their skills and develop sequences. Most pupils in Key Stage 2 plan and carry out activities in dance with sound levels of control. They are developing a satisfactory appreciation of the need for rules in simple games. Pupils' abilities to catch, throw and hit balls are good at the beginning of Key Stage 2, but are satisfactory overall across the key stage. Pupils make inconsistent progress across the school in commenting on their own performances and in making judgements on those of classmates, because teachers do not always give opportunities for this. Towards the end of Key Stage 2, pupils made good progress in their movements in dance development, especially in their control.
118. Pupils' attitudes to their learning of physical education are satisfactory overall but vary from very good in Key Stage 2 to satisfactory in Key Stage 1. At their best, pupils listen carefully to their teachers and spontaneously clap the performance of classmates. They cooperate well in small groups when moving apparatus and respect the rules when playing simple games. They wear appropriate clothing for indoor activities and are mindful of health and safety issues. In Key Stage 2, pupils are often very well behaved in lessons.
119. The quality of teaching in physical education is satisfactory overall. It is occasionally good and very good in Key Stage 2 and occasionally unsatisfactory in Key Stage 1. Most teachers have a secure knowledge and understanding of the requirements for physical education. However, pupils are not always given the opportunity to make judgements on their own performances or that of their classmates. This also means opportunities are lost for pupils to improve their speaking skills. The pace in a few lessons is not sufficiently brisk to cause pupils to become out of breath. Teachers always have good relationships with their pupils. They use warm up and cool down activities well. Teachers do not consistently give pupils opportunities to practise their skills or advise on how to improve their performance. In the best lessons, teachers have clear learning objectives and teach skills, using pupils' demonstrations to improve their classmates' levels of performance. This is achieved through the pupils knowing what to look for when they watch their classmates' performances and they make sensitive comments to help each other. The school provides limited opportunities for pupils to take part in team games against other schools and in extra-curricular activities. Where teaching is unsatisfactory, lesson objectives are unclear and the lesson lacks pace.
120. All areas of the National Curriculum programme of study are covered in the school's programme for physical education. Good levels of guidance are in place for teachers in

gymnastics but there is insufficient support for what to teach in other elements of the programmes of study. There is no clear guidance on the progression of skills to support teachers and encourage further progress.



206. **PART C: INSPECTION DATA**

206. **Summary of inspection evidence**

121. The inspection was carried out over a period of four days by a team of four inspectors including a lay inspector.
122. The total time spent in direct observation of teaching and learning was 46 hours and 40 minutes.
- 63 lessons or parts of lessons were observed.
 - Registration sessions were observed.
 - Samples of work and pupils' records were examined.
 - A number of pupils were spoken to about their work and a sample were heard reading their books.
 - Inspectors had discussions with each member of staff in connection with their responsibilities.
 - Written statements produced by the school, including development plans and the teachers' lesson notes, were examined.
 - A questionnaire was distributed and a meeting was held with eighteen parents.
 - Discussions were held with parents and governors.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	197	4	44	77
Nursery Unit/School	23	0	0	0

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	9.4
Number of pupils per qualified teacher:	21

Education support staff (YR – Y6)

Total number of education support staff:	9
Total aggregate hours worked each week:	177.5

Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	23

Education support staff (Nursery class)

Total number of education support staff:	1
Total aggregate hours worked each week:	26.2

Average class size:	23
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Financial data

Financial year:	1998/99
	£
Total Income	450,052.00
Total Expenditure	446,955.00
Expenditure per pupil	1,759.67
Balance brought forward from previous year	14,844.00
Balance carried forward to next year	11,108.00

PARENTAL SURVEY

Number of questionnaires sent out:	160
Number of questionnaires returned:	15

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	16	69	0	15	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	23	54	15	0	8
The school handles complaints from parents well	16	38	38	0	8
The school gives me a clear understanding of what is taught	8	69	8	15	0
The school keeps me well informed about my child(ren)'s progress	31	61	0	0	8
The school enables my child(ren) to achieve a good standard of work	16	54	22	0	8
The school encourages children to get involved in more than just their daily lessons	0	54	30	8	8
I am satisfied with the work that my child(ren) is/are expected to do at home	0	46	15	31	8
The school's values and attitudes have a positive effect on my child(ren)	15	46	31	0	8
The school achieves high standards of good behaviour	15	46	31	0	8
My child(ren) like(s) school	38	38	16	0	8