

INSPECTION REPORT

BANGABANDHU PRIMARY SCHOOL

Bethnal Green

LEA area: Tower Hamlets

Unique reference number: 100937

Headteacher: Cathy Phillips

Reporting inspector: Mike Whitaker
1424

Dates of inspection: 12 - 15 June 2000

Inspection number: 190506

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 Years
Gender of pupils:	Mixed
School address:	Wessex Street Bethnal Green London
Postcode:	E2 0LB
Telephone number:	0208 980 0580
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Appropriate authority:	Governing Body
Name of chair of governors:	Phillipa Miller
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mike Whitaker	Registered inspector	Physical education, Special educational needs	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
V Phillips	Lay inspector	Equal Opportunities	How high are standards? How well does the school care for its pupils? How well does the school work in partnership with the parents?
A King	Team inspector	Mathematics, Information technology	
U Basini	Team inspector	Design and technology, Geography, History, English as an additional language, Under-fives	
J Walsh	Team inspector	Science, Religious education	How good are the curricular and other opportunities offered to pupils?
T Jones	Team inspector	English, Art, Music	

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bangabandhu opened in January 1989 and moved into its new building in November 1991. The school roll has grown over the years and is currently 452. 85% of the pupils come from ethnic minorities and 71% of the children have English as an additional language. The majority speak Sylheti, a dialect of Bengali. The local community, like most of those who live in the area are socially and economically disadvantaged. There are high unemployment rates and housing is generally of a poor standard. 58% of the children are entitled to free school meals.

Children's standards of achievement on entry to school are very low as most children are at the very early stages of learning English. A significant number of children have their education interrupted when they take extended leave during their time at school to travel to Bangladesh, Saudi Arabia or other countries. The school also experiences significant changes of pupils in Key Stage 2, as families move out of the London area.

The school has a large number of pupils who have special educational needs, some of whom have significant disabilities. This is because the school is involved in a local authority 'inclusion' project.

HOW GOOD THE SCHOOL IS

Bangabandhu Primary School is a successful and effective school. Pupils with a wide range of attainment, including a high percentage of pupils for whom English is an additional language and a high percentage with special educational needs, achieve well and make good progress. Although, standards at the end of both key stages in the core subjects are generally well below national standards, they are at least in line with, and in some cases, well above those achieved by similar schools. In 1999 results in mathematics were broadly in line with national expectations. This is the result of very good leadership and management and good, and often very good teaching throughout the school. An excellent learning environment has been created. Although the costs of educating pupils at Bangabandhu are higher than average, the school provides good value for money.

What the school does well

- Enables pupils with a very broad range of needs to achieve well and make good progress.
- Leadership and management effectively monitor and analyse the standards achieved and set new, challenging targets to raise standards further.
- Creates a climate for learning which very effectively develops pupils' personal, social, spiritual, moral and cultural development, good behaviour and very positive attitudes to school.
- Provides a very broad and relevant curriculum, which successfully meets the needs of pupils from diverse cultural backgrounds with a wide range of attainment, through high quality teaching and access to a wide range of activities.
- Cares for pupils very well through very good procedures for promoting attendance and good behaviour, and through thorough monitoring and assessment procedures in relation to academic and personal development. Child Protection procedures are excellent.
- Through excellent teamwork, excellent relationships and learning are maintained, reflecting the schools clearly stated aims.

What could be improved

- Standards of attainment in English and science compared with national averages.
- The role of curriculum co-ordinators and governors in monitoring the impact of teaching on the standards achieved.
- The use of information technology to support learning in the subjects of the curriculum.
- The innovative use of homework to support learning.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since it was last inspected in September 1996. Although standards in writing remain below national standards, pupils make good progress and achieve well in relation to their prior attainment. Much work has been undertaken to improve levels of attendance, and punctuality is much improved. Parents have a greater commitment to high levels of attendance and punctuality. The school now monitors and evaluates the attainment of pupils more effectively and uses the results to set challenging targets. Results for higher attaining pupils are good in both key stages, reflecting the greater challenge presented in lessons. The school development plan effectively identifies priorities for improvement and has good procedures for linking financial and educational planning. The quality of teaching has improved since the last inspection and the trend of improvement is better than the national trend. The national literacy and numeracy strategies have been successfully introduced and the school has participated successfully in an 'inclusion' project for pupils with special educational needs.

STANDARDS

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

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

Pupils' attainment at the end of Key Stage 2, in 1999, was well below national averages in English and science, and in 1997, standards in science were within the lowest 5% of the country. Standards in mathematics were broadly similar to all schools in 1999. However, when compared with similar schools standards in English were broadly similar, in science they were above average, and in mathematics they were well above average. The school's results over the past four years show a better trend than the national picture.

Attainment at the end of Key Stage 1 in 1999 was well below national standards in reading and writing but above these standards in mathematics. When compared with similar schools standards in mathematics were well above average, above average in reading and broadly average in writing. Trends over time have been better than the national trend overall. However, inspection evidence suggests that the standards of the present Year 2 are unlikely to be as high because of the high level of special educational needs and number of pupils with English as an additional language in that year group. The school evaluates the standards achieved and sets challenging targets to raise attainment. Overall, pupils achieve well in the school, including those with special education needs and those for whom English is an additional language. Attainment and achievement are particularly good in art and for children under five.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school and lessons are very good. Pupils have a real enthusiasm for school.
Behaviour, in and out of classrooms	Behaviour in the school is good. A significant number of pupils have behavioural problems but generally behave well. Those without special educational needs in relation to behaviour usually behave very well.
Personal development and relationships	Opportunities for pupils to show initiative and take responsibility for aspects of their learning are very good. Relationships at all levels in the school are excellent.
Attendance	Attendance is satisfactory. Absence is usually related to long-term holidays during school time or to hospitalisation for pupils with special educational needs.

The excellent relationships in school, between pupils, between adults, and between pupils and adults, create an environment where pupils have very positive attitudes, behave well and learn effectively. Although attendance is marginally below the national average, it has improved significantly as a result of the strategies introduced by the school.

TEACHING AND LEARNING

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

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

Teaching is good and often very good in Key Stages 1 and 2 and for children under-five. During the inspection, 3 % of teaching was excellent, 38 % was very good and 35 % was good. There was no unsatisfactory teaching. The quality of teaching in English is predominantly good and often very good, whilst in mathematics it is good in Key Stage 2 and very good in Key Stage 1. Strong features of the teaching include high expectations, very good management of pupils, very good quality and use of assessment, and excellent use of resources and support staff. Teaching of pupils with special educational needs, and those for whom English is an additional language, is consistently good. There is no significant difference in the quality teaching provided for pupils of different levels of attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good curriculum in all key stages, including provision for under-fives. It is very broad and provides a very wide range of experiences to enhance pupils' learning.
Provision for pupils with special educational needs.	Provision for pupils with special educational needs is very good. As a result of the inclusive policy all pupils have access to the full curriculum and make good progress, achieving well.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is very good. They make good progress in English and consequently in their wider learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development, including their spiritual, moral, social and cultural development is excellent.
How well the school cares for its pupils	The school cares very well for its pupils. Procedures for monitoring behaviour and attendance are very good. Child protection and welfare procedures are excellent.

The high quality and richness of the curricular experiences provided for children and pupils considerably enhances their learning. Links with the community and other schools add to the quality of the curriculum. Parents value their school highly and see themselves, rightly, as partners. Monitoring and evaluating procedures are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management provided by the headteacher and deputy head are very good. They are significant features in the success of the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They are very clear about the priorities for development and very active in supporting the school.
The school's evaluation of its performance	Very good systems are in place for evaluating the standards achieved by the school. The results are very well used to determine priorities for improvement and to set targets to raise standards. The monitoring of teaching by co-ordinators is not undertaken in a systematic way in all subjects.
The strategic use of resources	All resources are very effectively used to support pupils' learning and raise standards in the school.

Leadership and management are very good. Governors fulfil their statutory responsibilities. Procedures for monitoring the impact of teaching on learning are not yet fully in place. Financial procedures are very good and best value principles are applied in using all available resources effectively.

The quality of accommodation and resources is very good. Staffing levels are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The ethos and culture of the school. • The richness of the curriculum. • The quality of teaching. • The valuing of every individual. 	<ul style="list-style-type: none"> • The range of extra curricular activities. • The size of some class rooms, particularly for practical work.

The inspection team agreed with the largely positive views of the parents. There was no evidence to support the view that classrooms are too small. A wide range of extra-curricular activities is provided for Key Stage 2 pupils but it is more limited for Key Stage 1 pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

- 1 Standards are below nationally expected levels at the end of both Key Stages in English and science and broadly in line with expected levels in mathematics. However, when compared with similar schools standards at the end of Key Stage 2 in mathematics are well above average, in science they are above average and in English they are broadly average.
- 2 Pupils' attainment at the end of Key Stage 2 in English and science was well below national expectations in 1999 in national tests. In mathematics their attainment was broadly in line with national expectations in 1999. Evidence from inspection indicates that the present Year 6, continues to be broadly in line with national expectation in mathematics but that in both English and science attainment is just below this level. Samples of pupils' work in English, mathematics and science indicate that attainment is generally better than indicated by pupils' performance in national tests. When compared with the levels achieved in similar schools at the end of Key Stage 2, standards are similar in English but well above average in mathematics and above average in science. Over the past four years the trend in the school's standards at the end of Key Stage 2 has been above the national trend.
- 3 Pupils' attainment in national tests at the end of Key Stage 1 in 1999 was well below national expectations in reading and writing but well above expectations in mathematics. Teacher assessments in science show that attainment was well below national expectations overall but the percentage of pupils achieving at the higher levels for their age was above the national average. When compared with similar schools, attainment in mathematics was well above average, whilst in reading it was above, and in writing, broadly in line. Evidence from the inspection indicates that the present Year 2 pupils will not do as well because of the high incidence of special educational needs and the number of pupils for whom English is an additional language.
- 4 The progress of children under-five in the nursery and reception classes is very good and they achieve well. Most enter the nursery with very poorly developed educational and social skills, well below expected levels for their age. They make rapid progress through the nursery and reception classes and although attainment in most areas remains below expected levels by the age of five, the vast majority of children have achieved very well in all areas of learning.
- 5 In English, by the end of Key Stage 1, pupils' listening skills are close to those expected of seven year olds nationally, but their speaking skills are well below this level. They listen carefully but most only give brief responses and very few can develop these without considerable levels of help from teachers and support teachers. Their responses are usually more detailed when they are given one to one attention but far less evident within classroom situations. By the end of Key Stage 2, listening skills have been further developed and are similar to those of eleven year olds nationally. However, many continue to find it difficult to express their ideas orally and speaking skills remain below nationally expected levels. Reading standards are well below national averages at the end of Key Stage 1, although higher attaining pupils can understand the texts they read and can talk about what they like and dislike. Some lower attainers can only break down a small range of familiar words, and a significant minority of pupils are below the national averages in both the fluency of their reading and in their understanding. However, the present Year 1 pupils are attaining levels close to those expected for their age. This is the result of the intensive phonics programme introduced this year. By the end of Key Stage 2, standards are below national expectations for eleven year olds, although the present Year 6 has a large number of pupils with special educational needs, and those for whom English is an additional language, this affects the overall performance of the year group. Attainment in writing is well below national expectations at the end of Key Stage 1, and although higher attaining pupils can use language creatively and write well for their age, many find writing very difficult. By the end of Key Stage 2, attainment in writing is below national expectations, although evidence from inspection shows that it is better than that indicated by the 1999 national tests.
- 6 Overall, however, although attainment in English is below national expectations, it is broadly the same as that in similar schools. As a result, achievement is sound because pupils build on their prior attainment and make good progress in both key stages.
- 7 Pupils attain well in mathematics. In the 1999 national tests, the percentage of pupils reaching the expected level at the end of Key Stage 1, was above the national average and the percentage attaining at the higher level was well above average. Inspection evidence indicates that the present Year 2 group, will not do as well but that attainment is still broadly the same as similar schools despite being well below national expectations. By the end of Key Stage 2, the percentage of pupils reaching expected levels is similar to the national average and the percentage attaining at the higher level is above national averages. Attainment when compared with similar schools is very good and the trend over the past three years demonstrates a very good rate of improvement.

- 8 Standards in science are below national expectations. In 1999, by the end of Key Stage 1, teacher assessments showed that attainment was well below the national average although pupils reaching the higher level were above the national average. When compared with similar schools attainment was broadly the same although, again, the proportion attaining at the higher level was well above average. Analysis of the 1999 Key Stage 2 national test results show that standards were above those in similar schools but were below national expectations.
- 9 However, inspection evidence shows that pupils are achieving well in relation to their prior attainment and are making good progress in both key stages. Year 6 pupils, for example, although below national expectations are achieving at higher levels than last years 11 year olds. Poorly developed writing skills and pupils' recording skills weaken the overall standards achieved in science.
- 10 In information technology, standards at the end of both key stages are below levels expected nationally. There has been insufficient improvement in this subject since the last inspection. Pupils have only limited opportunities in modelling and control although pupils are confident in communications. In religious education standards are broadly in line with those expected in the locally agreed syllabus. In most other subjects of the curriculum, standards achieved are broadly similar to those achieved by pupils of the same age nationally at the end of both key stages. In the vast majority of subjects this represents good achievement and progress. Attainment in art at the end of both key stages is above that achieved nationally and progress is very good.
- 11 Two thirds of the school's population speak English as an additional language. Many enter the school with no English. In comparison with similar schools they make very good progress, achieving results that are high in maths and science, and average in English. LEA statistics show that the school is just below the standards for ethnic minority achievement for the borough. However, the school is on course to achieve its targets for pupils with English as an additional language in English and mathematics for the next two years.

Pupils' attitudes, values and personal development

- 12 As at the last inspection, attitudes, behaviour and personal development are generally of a very high standard for pupils'. The exclusion rate has fallen to virtually zero. There has been a marked improvement in attendance, which was poor at the time of the last inspection and is now very close to the national average.
- 13 Pupils' attitudes to school are very good. They are very keen to come into class and get involved in the activities provided. They enjoy the routines of gathering for registration, listening to stories and sharing news. Pupils of all ages want to learn, and respond very well to the way adults encourage them to concentrate on their work, and to do their best. They understand that they are in school to learn and are very happy to try to follow instructions and answer questions. With helpful support from staff, pupils with English as an additional language or with special educational needs take part in activities with the same degree of enthusiasm as everyone else. Older pupils, in particular, are confident and motivated learners who enjoy opportunities to extend their skills, for example, in a drama lesson that used their knowledge of environmental issues in a mock television debate. Younger pupils are very receptive to lively learning experiences such as a teacher acting out the story of 'Mrs Wishy Washy', to help them improve their literacy skills.
- 14 Pupils with English as an additional language have positive attitudes towards their learning. They respect one another; listen attentively to their teachers and to their peers. They generally behave well due to of the support that is available.
- 15 Behaviour in and out of lessons is good. Most pupils behave very well in all situations. A few pupils with particular emotional and behavioural difficulties find it much harder to reach the same consistently high standards of behaviour. In one or two cases, these pupils interrupt what others are doing, so that the rate of progress made by the class is slowed. With careful support, these pupils work productively on their own, but sometimes have problems working co-operatively in groups without an adult to help them. Most pupils work together collaboratively in a very successful way, for example, in music lessons. They are very good at working on their own, particularly in literacy and numeracy lessons because they have a very clear understanding of the routines. Pupils are generally very co-operative and keen to please. They play together particularly well. The playground is a lively, happy place where bullying and racism are outlawed and pupils feel safe. The school is an exceptionally warm and happy community. Relationships are excellent. Adults and children get on together particularly well at work and at play. There is an impressive sense of calm, mutual respect, trust and harmony throughout the school.

- 16 Pupils work harmoniously together and enthusiastic about the school's 'inclusion' policy. They help each other in lessons and at play. They draw attention to the successes of those with particular needs, as in asking for a 'smiley face' for someone sitting and listening unusually well. By Year 6, pupils show mature understanding of each other and great respect for each other's beliefs and talents. Most pupils have a good idea about the effect of what they do on others. A few individuals have difficulty with this, because of their special educational needs. Pupils are generally very kind and considerate. Older pupils have developed a very strong community spirit. They clearly enjoy contributing to school life through the Olympic club for those with disabilities and the school council. As pupils go through the school, they are increasingly able to show initiative with their work and responsibilities they have within the classroom. They can be trusted to help younger pupils, as when Year 5 pupils helped reception children with observations of snails.
- 17 Attendance is satisfactory. It is just below national averages, partly because of the school's policy on 'inclusion' and the welcome given to individual pupils who need time off for hospital and related appointments. Most pupils come to school regularly and arrive on time. This makes a significant difference to their rate of progress, especially those with English as an additional language. When families take extended holidays overseas in term time, it has a damaging effect on their children's progress in literacy and other subjects. The school has had some success in changing parents' perceptions of the importance of regular attendance as a factor in successful learning. This has led to a significant improvement in attendance and punctuality overall, but a few families still fail to see the disadvantage to their children of lateness, odd days off to see relatives or help at home and prolonged absence overseas. The school does not authorise absences that it identifies, quite rightly, as unnecessary or inappropriate. Its rate of unauthorised absence is well above average, but lower than four years ago.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 18 The quality of teaching is good throughout the school. During the inspection over 3 per cent of teaching was excellent, 38 per cent were very good, 35 per cent was good and the rest was satisfactory. There was no unsatisfactory teaching seen. This represents an improvement on the last inspection.
- 19 The most effective element of the teaching throughout the school is the use of time, support staff and resources. Support staff play a particularly effective role in the learning and progress of pupils. There is a wide range of support staff including teachers for special educational needs, and for English as an additional language, as well as a wide range of classroom support staff and midday supervisors. All are seen as part of the 'teaching team'. Positive relationships are a key feature in the success of the teaching. This ensures that all pupils have equal access to the full curriculum at an appropriate level. In addition, the school is well resourced and teachers carefully ensure that appropriate resources are readily available to support learning, for example, in physical education and science, where pupils are learning athletics skills or developing electrical circuits. Time is also effectively used, with lessons moving at a brisk pace to maintain pupils interest and develop their enthusiasm, for example, the literacy and numeracy strategies have been effectively introduced.
- 20 High expectations and the effective management of pupils are often features of good teaching throughout the school. Great care is taken to maintain discipline, although pupils are generally very well behaved. Planning and on-going assessment ensures that pupils of all levels of attainment are appropriately challenged. Pupils withdrawn for special educational needs support, for example, have individual targets, which challenge them and are closely related to work in mainstream classes, when supporting literacy work. Early years teaching is particularly effective with detailed records of children's attainment across all areas of experience being effectively used to plan subsequent activities for children. These areas of strength in the teaching are significant features in pupils and children's learning.
- 21 Basic skills of numeracy and literacy are taught well throughout the curriculum. In many subjects, speaking and listening is re-enforced, for example, in science where all pupils are encouraged to learn technical language and use it effectively. Progress is only hindered by poorly developed writing skills. Information technology is not used as effectively as it could be to support learning throughout the school. Resources and staff expertise are currently weaknesses in this area.
- 22 As a result of effective teaching methods, pupils learn to develop their interest, concentrate well and develop independence. In a Year 1 science lesson, for example, four pupils were used as models very effectively to demonstrate how a circuit works. When the 'two wires' connected to the 'battery', became disconnected, the 'bulb'

went out. This was a very powerful method to illustrate to the pupils the need for a complete circuit. Their learning improved significantly, as a result.

- 23 Satisfactory use is made of homework to support learning. For some pupils, their domestic circumstances make it difficult for them to study at home. The school has not yet fully explored how more innovative approaches could be developed before and after school.
- 24 Support for pupils who speak English as an additional language is very good throughout the school. Intensive support begins in the nursery and continues through to Year 3. The support is targeted at pupils whose language attainment is at the lower levels of fluency. In the older classes, the Ethnic Minority and Travellers Achievement Grant (EMTAG) teachers work in partnership with the teachers. All support teachers know the language needs of their pupils and teach in partnership with the class teachers. They plan work jointly for the whole class and for groups. All EMTAG teachers are skilled in asking questions at the appropriate level, extending pupils vocabulary and clearly explaining the learning intentions. Some excellent intensive phonic work occurs with pupils who speak English as an additional language as was seen in a Year 3 class. Pupils are continually assessed, using the class procedures and once a term formal assessment occurs. Bi-lingual teachers translate into the pupils' home language, ensuring that pupils' learning is not inhibited through lack of understanding. This support is invaluable and would benefit pupils of the older years. Because of the high commitment to Equal Opportunities in the curriculum, all pupils including those with English as an additional language share in the diverse range of learning opportunities.

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

- 25 The quality and range of learning opportunities for children under five and for pupils in both key stages is very good. The school offers a broad, rich, balanced and relevant curriculum, which meets the requirements of the National Curriculum and religious education. Since the previous inspection, the school has worked hard to build on the well-established curriculum and now provides more depth and richness to the whole curriculum. All subjects have schemes of work and very good long term planning, which ensures very good coverage of the curriculum. Short term planning is also very good and in some cases excellent.
- 26 The curriculum for children under-five offers them the opportunity to attain the national expectations for their age group. However, by the time they leave the reception classes the majority have not met the required expectations, as there is a high proportion of children for whom English is an additional language. The programme of activities is planned thoroughly and meets the needs of children in the Nursery, and children under-five in the Reception classes. All of these classrooms provide a stimulating environment that is effectively promoting children's learning.
- 27 Literacy and numeracy are given due priority. There is extended time allocated to these subjects in order to raise standards. The school has taken a thorough approach to implementing the national strategies. The effectiveness of its strategies for teaching literacy skills is good. Pupils' needs are carefully analysed and this leads to well focused work based on secure assessments. Individual and group targets are in place for all pupils. The range of learning resources is very good and the work of additional support staff is very effective in enabling pupils to make good progress. Use of the pupils' mother tongue in the teaching of literacy is very effective and helps them to develop skills in their home language whilst also improving their language acquisition in English. The effectiveness of strategies for teaching numeracy skills is very good. The principles of the National Numeracy Strategy are well implemented. Standards in number skills are being maintained and in some areas improved. The introductory session in lessons provides a very good opportunity to develop pupils' mental mathematical skills. Plenary sessions are used well to re-inforce pupils' learning.
- 28 Equality of access and opportunity is excellent, and is a strength of the school permeating all school policies and the life of the school. The school plans and manages the curriculum effectively to ensure that pupils of all backgrounds and gender have equal opportunities to the curriculum. Very good provision is made for pupils with special educational needs and those pupils for whom English is an additional language. Pupils' individual educational plans set out clearly precise targets and the strategies to be used so that they can meet these targets. The school ensures that pupils with a wide range of disabilities are fully included in all activities. All pupils with specific needs make good progress in their learning. Lesson and support activities in class and in groups when pupils are withdrawn are very well planned to meet the needs of all the pupils. There are good gender and racial role models among the staff. The school analyses the national test results and records any trends in attainment relating to gender or ethnicity.
- 29 There is a very good range of extra-curricular activities available in Key Stage 2. Parents understandably would like to see more activities offered preferably in Key Stage 1. The range of activities offered includes recorder club, reading-partners, football coaching, table-board games and the "Olympic Club". All of these clubs are well attended and supported by the staff. The table-board game is organised by a parent and involves the pupils playing a

traditional Bengali game called “Carrom”. This exciting game is to be further developed by the responsible parent who would like to include a more competitive element into the game by playing other schools. Recorder club is under the direction of a visiting teacher and this club gives pupils the opportunity to play together in a high quality-learning environment. Football coaching is organised by a local football club. The “Olympic Club” is an “inclusion club” at lunchtime, for pupils with disabilities and their friends, who help with the games that are played. Year 6 pupils help with the activities and have used their initiative in planning the activities in this club. There is a good range of educational visits undertaken by the pupils. Overall, extra-curricular activities provide a stimulating impact on the curriculum.

- 30 The school makes very good provision for personal, social and health education. There is a well-planned programme, which pays appropriate attention to sex and drugs misuse education. This provision links well with the schools’ overall ethos and the excellent provision for social and moral education, which underpins and pervades every aspect of school life. Sex education is taught in accordance with the school’s scheme of work. It is handled sensitively, and appropriately, by all members of the teaching staff. Good use is made of assemblies and ‘circle time’ to re-enforce positive values and attitudes. Health education is taught effectively through the science curriculum. Very good arrangements are made for transfer to Nursery and Reception and to the local secondary school
- 31 The school makes very good use of the community to enhance pupils’ learning. This includes rich and varied links through the Globetown Partners in Education, for example, a look at ‘Art Trail’, local shops, travel agents, and the Western Buddhist Society. There are also links with the Barbican Education Department, and the Guildhall School of Music and Drama. All of these links and many more enrich and strengthen the curriculum. There is also a family ‘get-together’ to celebrate food, music and dress.
- 32 Links with partner institutions are very good. The school is within a partnership of five schools including one secondary school. The Globetown Partnership is improving transition between primary and secondary phases, broadening the curriculum and helping to raise standards. It has now developed into a small Education Action Zone. The school effectively links with a local special needs school with pupils participating in their sports day.
- 33 Pupils with English as an additional language share all the learning opportunities that are offered to the rest of the class. They are able to access the curriculum at their level of language acquisition. The emphasis put on language development ensures that they are being challenged sufficiently to make very good progress.
- 34 The overall provision for pupils’ spiritual, moral, social and cultural development is excellent. The school successfully fulfils its aims that everyone should be valued and special. This provision has been maintained since the last inspection.
- 35 Provision for pupils’ spiritual development is excellent. It is well promoted in assemblies, in religious education and in other areas of the curriculum. Assembly themes are well chosen to help pupils understand and reflect on special events and moments. Appropriate cultural music sets the mood for assemblies. Collective worship, conducted daily in assemblies, offers opportunities for pupils to share values and reflect on stories. For example, in Key Stage 2, pupils were asked to listen and reflect on the prayer of St. Francis of Assisi, “Lord make me an instrument of your peace”. Spirituality is also very well developed across the curriculum particularly in religious education, art and science. For example, in science, pupils in one Year 3 class, showed wonder and amazement when a coloured dye moved up a celery stalk to the leaves. In another example, pupils in Year 6, showed a sense of wonder when testing the acidity soils. Throughout art there is a deep sense of spirituality through the wide range of colour, texture and materials effectively used by the pupils.
- 36 Provision for pupils’ moral development is excellent. Religious education and personal education are used effectively to highlight moral issues and provide a caring, safe environment for pupils to express feelings and concerns. Within the school there is an accepted code of respect for others and a clear understanding of right and wrong. Rules displayed in each classroom set out appropriate standards of behaviour. Parents support this view and recognise that the school values each individual. All staff set an excellent role model, demonstrating respect and care for others and a strong commitment to their work.
- 37 The school makes excellent provision for pupils’ social development. It is very well promoted through classroom activities, assemblies, lunchtime arrangements and extra-curricular activities. Opportunities to develop independence and initiative are particularly strong in the early years. Pupils’ understanding of social responsibilities is heightened through the school council. It is based on the principle of volunteers rather than representatives. An agenda is drawn up and items discussed relate to pupils concerns and projects. It was very evident that pupils listen very well to each other when the school council is in session. Social development is promoted very well in the classroom in the manner that teachers plan work for groups and individuals. Pupils are encouraged to work co-operatively and with responsibility. All pupils take on minor responsibilities. Pupils in Year 6, are responsible for being monitors in the library and hall.

- 38 Provision for pupils' cultural development is excellent. Pupils are encouraged to appreciate and respect the diversity of cultures in the school community and society. Assemblies are well planned to include the celebration of festivals from different faiths and religions. The religious education programme includes the study of the principal religions. There is a very good celebration of cultural diversity through the display work in the school. A wide range of artefacts from many countries, give pupils a depth of knowledge and appreciation of many cultures and traditions. Through art and information and communication technology, pupils identify and imitate the paintings of artists such as Paul Klee and Georgia O'Keefe. There is also a very good range of musical instruments and taped music from different countries. There are many visits outside school and also visitors to the school, giving pupils a broad awareness of multi-cultural development.
- 39 Pupils with English as an additional language share the provision for spiritual, moral, social and cultural development with that of their peers. They contribute greatly to the cultural development of the school through sharing the different customs and traditions of their countries of origin.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 40 The overall quality of care provided by the school is very good and has improved since the last inspection, when it was judged to be effective.
- 41 The school has worked hard since the last inspection to improve its procedures and arrangements for monitoring pupils' academic performance and personal development. The headteacher is overall responsible for monitoring pupils' attainment and progress in English, mathematics and science. The procedures in place involve tracking pupils' achievements from baseline assessment upwards to Year 6. As part of the procedure, results are recorded and used to monitor pupils' progress. Both the Nursery and Reception staff track children's progress against the early learning targets. Baseline tests administered to pupils on entry to the Reception classes are used to plan appropriate work and to assist in the early identification of pupils with Special Educational Needs. Provision for monitoring children's progress in the early years is very good. In both key stages, pupils' test results are analysed and this provides helpful data in monitoring overall performance. Procedures for monitoring and supporting pupils' personal development are very good. From an early age, teachers keep very good records of pupils' personal development. The school keeps detailed individual personal records for each pupil. These are completed termly. Information from these records is then entered into a class record. Concerns that arise from this information are followed up and action plans are set up to monitor pupils' personal development. Primary learning records are written for each pupil. These include child and parent conferences twice a year.
- 42 There are very good procedures in place to assess pupils' attainment and progress throughout the school. In the Nursery and Reception classes, teachers record the children's achievements as they work. Information from these very good records is used to inform planning in the curriculum. In both key stages, teachers have developed manageable means of assessing and recording pupils' attainments, which allows them to check progress over time. Pupils have realistic targets in literacy and numeracy, which are evaluated regularly. Optional national tests are carried out for pupils in Years 3, 4 and 5. Results from these tests, are used by teachers to track pupils' progress. Assessment in other subjects is established but is less formal. Teachers' information about pupils' achievements in all subjects is used effectively to plan work that is at an appropriate level. The very good use of assessment information is used very well and is having a positive impact on pupils' progress and curriculum planning.
- 43 All staff know individual pupils very well. They are well aware of the physical, emotional and intellectual needs of all groups, including those with special educational needs, English as an additional language and particular talents. The everyday work of the school is characterised by careful supervision and awareness of health and safety issues within and beyond the school. In addition, the way adults respond warmly and positively to children's needs create a happy and secure climate for work and play. The progress and achievements of each child are celebrated. The school does all it reasonably can to ensure the care of individual pupils and minimise the possibility of significant harm through highly effective teamwork and monitoring. Its quality of care is enhanced by the contribution of the home school worker and results in excellent arrangements for child protection.

- 44 Teachers and support staff keep detailed records of pupils' personal development and attendance. The personal development of pupils is a priority in the school whose core values include commitment to equal opportunities and to the personal, social and emotional needs of all children so that they are able to learn. Staff use information to tell them about changes in pupils' behaviour or absence patterns and indicate where help is most needed. Monitoring of pupils' personal development is very good. As a result, help is targeted to individuals' needs in and out of lessons. For example, pupils with weaker social skills are helped to follow the rules of the game, to understand that they cannot always win and to play productively with others in the playground. Counselling and support to deal with bereavement are offered to those in need most.
- 45 The school tracks behaviour very carefully so that it can respond very quickly to any difficulties. Staff help pupils to learn how to behave well by rewarding good behaviour consistently and reinforcing the skills pupils need for learning effectively, such as looking and listening. They give special help to those who have a limited understanding of how to behave well in the classroom, or those who provoke others in lessons or at play. There is a very positive approach to managing difficult behaviour and encouraging everyone to behave well. It is applied rigorously and consistently in lessons and around the school. As a result, bullying and harassment are rare and are dealt with effectively, with constructive help for likely victims.
- 46 The school has made a very determined effort to develop highly effective procedures for monitoring absences and lateness. As a result it can identify patterns of absence very quickly and work actively with families whose children's attendance is poor. Its efforts are beginning to change parents' attitudes in a context where school attendance has not had a high enough priority.
- 47 The progress of pupils with English as an additional language is monitored very well through the school's assessment and recording procedures. Specific language development is assessed through termly formal meetings with the specialist teachers, plus the special educational needs co-ordinator (SENCO) or headteacher. At the start of every academic year, additional assessments are made to determine the level of language acquisition and support.
- 48 The school serves a culturally diverse community. 76% of pupils come from homes where English is not the first language. The cultures represented are Turkish, Indian, Moroccan, Bangladeshi, Somali, Black African, Caribbean, South Arabian and Chinese. 65% of these come from Bangladesh. Seven teachers and one instructor work mainly with pupils for whom English is an additional language. Four are funded from EMTAG, one of whom is a bi-lingual teacher and one a bi-lingual instructor. In addition there are two bi-lingual support assistants working at Key Stage 1. One teacher works full time, the rest work part time. An effective partnership system of sharing teaching operates in the classes, as the EMTAG teachers work very closely with the class teachers. They plan jointly targeting support for those children at the lowest levels of language acquisition, in the subjects where they are experiencing the most difficulty. The withdrawal of some pupils for specific teaching also occurs, for example, in year 3, a large group of pupils were observed being taught phonics. This lesson had an excellent impact on their learning. Provision for pupils who speak English as an additional language is very good for the under-fives, Key Stage 1, Year 3, and good for Years 4, 5 and 6.
- 49 Pupils with English as an additional language make good progress in lessons throughout the two key stages and very good progress in the Early Years. Assessment of their learning is thorough, which in turn directs the next stage of planning.
- 50 The previous inspection report identified that provision for pupils with EAL was good and that pupils make good progress. This reflects the current scene. An improvement is that the budget for specialist teachers has been allocated to the school. This has led to an increase of three extra teachers and is improving the education of children for whom English is an additional language.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 51 The partnership with parents with pupils for whom English is an Additional Language is good. They are informed of the provision available and the progress made by their children. The EMTAG teachers are available for consultation at parents/teachers meetings or when difficulties arise.
- 52 The school has made sound improvements since the last inspection in developing its relationships with parents. Parental satisfaction with the school is high, as it was at the last inspection.
- 53 Parents have very positive views of the school. Attendance at meetings to discuss children's progress, at annual reviews of pupils' special educational needs and at school events is very good. The welcoming atmosphere, well-

equipped parents' room and lively parent and toddler group, help to make parents more confident and comfortable about coming into school. They are increasingly willing to talk to staff and help in classrooms because the school takes care to listen to and involve them. The vast majority of parents appreciate greatly what the school does to help their children and to make them feel that they can contribute to their children's education.

- 54 The school gives a very high priority to working with parents and building good relationships with them. It wants them to be involved with its activities and their children's learning. This is difficult for the many parents whose experience of schools and the English education system is limited. With help from initiatives such as the family literacy project and school bookshop, the school is beginning to be successful in showing parents how they can support their children's learning, for example, by encouraging them to read regularly. As a result, overall, the school's links with parents are good and effective.
- 55 A few parents are very involved with the school's work as governors and helpers. Others contribute to specific events such as workshops and the summer fair. The effect of their involvement is to reinforce the sense of community, which is very important for their children's personal development and learning. The school looks constantly for ways of achieving greater involvement from more parents so that the impact can be seen in their children's progress and higher standards.
- 56 Good quality information is provided for parents on a regular basis. The information for new parents and on topics to be covered is particularly useful because it is easy to read and very clear about how parents can help. Almost all booklets and letters are translated into Bengali, as are signs around the school, which is very helpful in building understanding and trust. The quality of written reports is generally good, but sometimes the focus on what a child has learned is not as sharp and clearly expressed as comments in the primary learning record. For parents with limited English and literacy skills, the use of phrases from National Curriculum documents in progress reports is not always appropriate. The home-school agreement is clear and simple. It emphasises the importance of regular, punctual attendance for success at school.
- 57 The home circumstances of some families make it very hard for them to give time and space for their children to work at home. Most parents do what they can to support their children's learning, but their contribution is often limited by their personal circumstances. Overall, parents support their children's learning satisfactorily.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 58 The headteacher and deputy head provide very good leadership and management for the school. They have established very good systems for monitoring and evaluating the standards achieved and use these to set challenging targets for further improvement. This is an improvement since the last inspection. The monitoring of the impact of teaching on pupils' learning has not yet been developed in a systematic way although some is undertaken through teachers working together or providing model lessons. The governing body has continued to fulfil its statutory responsibilities well. It has a clear view of the strengths of the school and has been closely involved in working with the head and deputy head to determine priorities for future development. Some governors are involved in monitoring the impact of teaching in line with their areas of interest but, as yet, there is no agreed systematic approach to this.
- 59 The headteacher and deputy work very effectively together, forming a very good team. They provide very clear leadership for the school and have been very successful in creating a harmonious staff team. There is a shared commitment to raising standards and improving the quality of education in the context of a warm, caring environment where all individuals are valued. The governing body shares this commitment and is very keen to see the school achieve parity with national standards in the core subjects thus achieving very high standards compared to similar schools. Much work has been undertaken by the senior staff and governors to analyse results, prioritise areas for development and set challenging targets for improvement.
- 60 The role of subject co-ordinators has been well developed since the last inspection. They now have clear levels of responsibilities delegated to them. All have produced subject action plans based on audits of need and these are linked to financial allocations. They monitor planning and provide advice and support to their colleagues. As yet, the school has not extended the role of co-ordinator to monitor the impact of teaching on learning in a structured way. Other members of staff also have clear roles and responsibilities, which they discharge effectively. As a result, everyone working in the school feels a real commitment and sense of responsibility to its future development.
- 61 The carefully thought out committee structure of the governing body ensures that they are fully involved in the strategic management of the school. There is a very clear relationship between educational planning and the use of the school budget to achieve objectives; for example, care has been taken to ensure that some members of the curriculum committee are also members of the finance committee. They are kept very well informed by the headteacher and a strong relationship exists between the Governing Body and the management of the school.

- 62 The school development plan is a very useful tool in managing the development of the school. Everyone involved in the life of the school contributes to its creation. Clear objectives are set, finance is allocated, areas of responsibility are identified and criteria for determining the impact of developments on standards are clear. This is a good improvement since the last inspection. Strategies adopted to improve the achievement of pupils, raise attendance and further develop partnerships with parents, have been very effective. The school has an excellent capacity to improve further.
- 63 The school uses additional funding and specific resources very effectively. It has been involved in a special educational needs inclusion project. Spending is fully accounted for and has been very well used to enable pupils with special educational needs to make good progress and achieve well. Staff appointed to support pupils for whom English is an additional language are very well deployed, enabling them also to make good progress. Financial systems in the school are effective and best value principles are applied in relation to all expenditure.
- 64 Staffing levels are good. The vast majority of staff are fully qualified and appropriately deployed in the school. There are a small number of teachers who hold foreign qualifications. One of these teachers is in the school as part of an exchange with a school in New York. Three other teachers are from agencies. These staff are vetted by the agency and the school to ensure that they are of good quality. Some staff are not yet fully confident in the use of information technology.
- 65 The school has a high turnover of teaching staff and experiences some difficulty in recruitment, especially to senior positions of responsibility in the school. This has had an effect on the expansion of the senior management team, which is recognised by the headteacher and is currently being broadened so that some management functions can be delegated. In addition, some posts of responsibility are held by staff without appropriate experience or qualifications but this is compensated for through an effective programme of in-service training, which supports teachers with the development of their roles and an induction/mentoring system. These strategies ensure the high degree of consistency in teaching throughout the school.
- 66 There is a large number of support staff in the school who work with teachers in the classroom in both key stages. This support is managed by the teacher responsible for special educational needs, who is non-class based, and has appropriate qualifications, and the teacher responsible for co-ordinating the Early Years. A senior learning support assistant is responsible for organising cover in the case of any absences of specialist support staff that care for pupils with specific disabilities. Support staff work very effectively with pupils that have a range of learning needs, and class teachers carefully plan the use of their time. Support staff are highly valued by the school, and whenever appropriate, are provided with training opportunities alongside teaching staff.
- 67 There is very good accommodation that allows for effective teaching of the curriculum. This position has been successfully maintained since the last inspection. There is sufficient space in the classrooms to allow for practical work in science and other activities. There is plenty of display space, which the school takes advantage of, as display work is very good and enriches the curriculum and pupils' learning. There are two halls, which are well used. The large hall is used for school meals, assemblies and physical education. The smaller hall is used for drama, assemblies and lunchtime clubs. Very good facilities exist for pupils with physical disabilities. The library is spacious and well used by all the staff and pupils. The school grounds provide an attractive environment with ample space for the provision of physical education including an area set aside for football. The Reception classes have a shared area with the nursery and outside area for play activities. However, the Reception children have no access to climbing apparatus in their outside area. The school is very clean and tidy and very well maintained by an efficient school premises officer supported by very good cleaners. The school provides a very clean and pleasant learning environment for staff and pupils.
- 68 Learning resources for the school's curriculum and range of pupils are very good. The library is used very well to improve pupils' literacy skills so that they learn to enjoy reading for pleasure and for information. The excellent quality and range of resources for the youngest pupils and in art, music and physical education make a significant contribution to rates of progress and overall standards. The number and quality of computers available is adequate to support the needs of pupils and the curriculum in general. However provision of information and communication technology resources is not as impressive as resources to support other areas of the curriculum.
- 69 The management of provision for pupils for whom English, as an additional language is good. There is a well co-ordinated system of management for this aspect. The co-ordinator has regular formal monthly meetings with the EMTAG team who report on the developments since the previous meetings. The bi-lingual teachers and EMTAG teachers work in partnership with the class teachers, planning jointly, and the EMTAG teachers also teach some lessons to full class groups.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70 In order to raise standards further the head, staff and governors should.

- (1) Raise standards in English and science in relation to national averages by: -
 - (a) providing more opportunities for pupils to use language for a broad range of purposes both in speaking and listening and in writing. *page 35
 - (b) creating more opportunities for improving pupils recording of investigative work and written activities.**page 40
- (2) Improve the overall quality of monitoring by developing the role of subject co-ordinators and the strategic role of governors in evaluating the strengths and weaknesses in teaching and its impact on learning.*** page24
- (3) Improve the use of information technology to support learning across the subjects of the curriculum by improving the level of resources and developing teachers' expertise.****p25,p26,p47
- (4) Develop more innovative approaches to homework to extend pupils' learning.*****p24,p17

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	95
Number of discussions with staff, governors, other adults and pupils	72

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.3	38.5	35.2	23.1	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR- Y5
Number of pupils on the school's roll (FTE for part-time pupils)	50	402
Number of full-time pupils eligible for free school meals		227

FTE means full-time equivalent.

Special educational needs	Nursery	YR- Y5
Number of pupils with statements of special educational needs	0	17
Number of pupils on the school's special educational needs register	4	143

English as an additional language	No of pupils
Number of pupils with English as an additional language	321

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

Unauthorised absence

	%
School data	5.7
National comparative data	5.4

	%
School data	1.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	31	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	26
	Girls	17	16	21
	Total	38	37	47
Percentage of pupils at NC level 2 or above	School	73	71	90
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	26	23
	Girls	17	21	19
	Total	38	47	42
Percentage of pupils at NC level 2 or above	School	73	90	81
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	20	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	10	11
	Girls	15	21	18
	Total	21	31	29
Percentage of pupils at NC level 4 or above	School	43	63	59
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	9
	Girls	16	16	19
	Total	22	25	28
Percentage of pupils at NC level 4 or above	School	45	51	57
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	25
Black – African heritage	19
Black – other	10
Indian	
Pakistani	3
Bangladeshi	297
Chinese	5
White	91
Any other minority ethnic group	2

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	23.5
Number of pupils per qualified teacher	16
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	9.1
Total aggregate hours worked per week	207

FTE means full-time equivalent.

Qualified teachers and support staff: nursery N/A

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	20

Total number of education support staff	3.0
Total aggregate hours worked per week	98

Number of pupils per FTE adult	7.7
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FTE means full-time equivalent.

Financial information

Financial year	1999-00
	£
Total income	1042327
Total expenditure	1065277
Expenditure per pupil	2357
Balance brought forward from previous year	83567
Balance carried forward to next year	60617

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	[]
Number of questionnaires returned	[]

Percentage of responses in each category

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

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 71 Children under-five are taught in a Nursery unit and two Reception classrooms. The Nursery is spacious with an attractive outdoor area. The reception classes are accommodated in two interconnecting rooms with access to the infant playground. Both nursery and reception classes have many interesting displays which create stimulating environments for learning. There are 50 children in the nursery, 30 of which are full time and 20 part-time. In reception there is a total of 61 children. September and January are the two admission months into nursery and reception. Most of the children from nursery transfer into the reception class. On entry to the nursery, children's attainment in the designated areas of learning for the under fives is very poor. The school uses its own entry profile, based on observation, for assessing pupils in the nursery. It provides a sound basis to chart children's development. The majority of children come from backgrounds where English is an additional language and many who join the nursery have no experience of English, and consequently their English language skills are not well developed. There is a small minority of pupils whose attainment is satisfactory in the areas of learning and who has had play experiences. All children complete the Local Authority's baseline assessment on entry to the reception class. This assessment shows that attainment is well below the borough's average.
- 72 Children in the nursery are given every opportunity and encouragement to develop social skills, independence in choosing activities and good personal relationships. Children work co-operatively with each other and with adults. They follow simple rules, play happily, share equipment and interact socially. Most have settled effectively into school routines and co-operate well with staff. They take turns and share, for example when using peddled toys outside. Nursery children who stay to lunch learn how to eat with their peers and adults, and chat in a friendly manner, resulting in pleasant, social occasion.
- 73 The good practice established in the nursery continues into the reception years. The introduction of the literacy and numeracy hours had led to a more structured organisation, with less free choice for children. Children in reception are very well behaved, polite and relate well to one another. They gain in confidence by taking responsibility for their actions within small and large groups. Tidying up is no problem. They learn to consider and respect one another's feelings, for example in one-reception class children were very considerate of a child's feelings, as his grandfather had just died. The pupils in the Early Years work and play harmoniously. The attainment of all pupils meets the Desirable Learning Outcomes for personal and social development.
- 74 Despite the low level of English language skills when children enter the nursery by the end of reception they are beginning to communicate with one another either in English or Sylheti. Pupils listen well, concentrating hard on the vocabulary used. Speaking is well below the expectations of the Desirable Learning Outcomes. However, the majority find it difficult to readily volunteer information in response to general questions. Nevertheless, they persevere. There is a small number of pupils whose language is well developed. They can reply to questions and are willing to enter into a conversation. A small number of pupils can recognise initial letters. These pupils are beginning to read simple books. The emphasis on phonics has enabled many pupils to use this strategy in their reading. Most pupils know that print conveys meaning, and some recite the story when they read and use pictures to help them. Many know how to turn the pages of a book from front to back. A few of the higher attaining pupils can write a short sentence. Others are beginning to make marks, which are beginning to develop into recognisable letters and two-letter words. They are given many opportunities to develop their reading and writing skills independently and through the Literacy Hour. Very good progress is being made in reading and writing by all groups of children in relation to their low starting levels. There is great emphasis at all times put on the development of language through all the areas of learning, by adults working with these young children. The work of the nursery nurses and assistants is of an extremely high quality ensuring that pupils for whom English is an additional language and those with special educational needs have equal access to the curriculum and are not left behind. However, attainment is still below the expected level because of the large numbers of children who speak English as an additional language and the high proportion of pupils with special educational needs.

- 75 Children make a secure start to the learning of numbers in the Early Years. By the age of five they enjoy number rhymes and practical activities, in which they are able to count, sequence and recognise numbers to 10 and beyond, by the age of five. Children are given many opportunities to count, for example after registration, counting the number of children present and whilst playing board games using dice. The work presented to pupils is challenging, of high quality and varied. Many can thread beads and follow a simple pattern. The most able are aware of number operations such as addition and subtraction and can compute independently with numbers up to 12. Overall the attainment of pupils in mathematics is below the expected level but evidence suggests that it is improving. Pupils with special educational needs and for whom English is an additional language, have a limited mathematical vocabulary, even though much effort is put into developing this area. The inability to express themselves well in English inhibits their progress. Children do not feel confident in expressing what they know. Their levels of understanding and computational skills are better than their problem solving.
- 76 The attainment of children under five in knowledge and understanding of the world is in line with national expectations and most are on target to achieve the Desirable Learning Outcomes by the time they become five. They encounter a variety of scientific experiences such as tasting different foods in the nursery and the study of mini beasts in the reception. They can observe carefully, with or without a magnifying glass, and describe the body parts in a simple way. They can also produce a basic yet effective drawing. Children in the nursery know the city in which they live and the country they come from. They are made aware of the wider world through the study of religious festival, traditions, music and art.
- 77 All nursery and reception pupils have good access to construction toys. In the nursery unit children of all abilities can build models and play with them imaginatively in the design and technology area. This is popular with all children. Here they build models of cars, gardens, and trucks from a variety of materials. They can join paper and card using glue, sellotape or butterfly fasteners. A computer is always available in the classrooms. Many pupils can use the mouse and follow software programmes. A few can draw their names and pictures. Some children can print their work. Attainment overall for children of five years is in line with what is expected nationally. However for design and technology attainment is well above what is expected of children of this age.
- 78 Pupils' creative development is just above what is expected nationally. In art the level is well above expected levels and in music in line with national expectations. Children express themselves through a variety of activities, using collage, sketching and balsa woodwork. Pupils show sensitivity to light and colour as seen in the collages and paintings in the reception classes. Artwork in both year groups is very good. In music, children sing well and beat time to the rhythm of the music with percussion instruments and instruments they made themselves. They are aware of soft and loud sounds as well as fast and slow music.
- 79 In physical development the attainment of children under five is what is expected nationally and they make good progress. The nursery children have constant access to a wide range of high quality outdoor equipment. Each day a different challenge is presented and the apparatus is used imaginatively. Children can climb confidently, pull and pedal, choosing the equipment sensibly. All children participate and enjoy their outdoor activities. Reception children do not have access to the same quality of outdoor provision. They use the apparatus in the hall and have a timetabled outdoor session. Outdoors, pupils refine their small skills, for example with a bat and ball. Many can roll a ball with some accuracy. A good range of small equipment is available which stimulates pupils for complete involvement.
- 80 The children, including those with special educational needs or for whom English is an additional language, come happily to school and settle into routines. All members of staff work well together as a team contributing to an orderly and happy environment. Relationships are excellent between adults and children. Skilful management by staff and consistently interesting activities maintain very good behaviour. Children sustain interest and concentration during activities. All children are developing confidence. self-esteem, work and play well together and have very good attitudes.
- 81 The overall quality of teaching in the Early Years department is good and in some areas very good. All staff have secure knowledge of the curriculum for the under fives. Planning is directed towards the national Desirable Learning Outcomes and is of a high quality. It reflects the very good wide and broadly based curriculum that is on offer. Literacy and numeracy permeate the whole curriculum for the under fives. The National Literacy and National Numeracy Strategies have been implemented by the reception classes, and this has proved beneficial in raising standards. Assessment strategies are thorough, systematic and are an example of very good practice. The annotation of pupils' work in the reception classes is exemplary. Children with special educational needs are identified quickly. Support for pupils with English as an additional language is very good. The good teaching, support for pupils with English as an additional language, the large number of resources enables pupils to make very good progress.

- 82 The very strong links with the local community enables pupils to settle into school quickly. The highly successful Parent and Toddler group run by the school make a positive impact on transition from home to school.
- 83 The department is well co-ordinated with effective procedures resulting in a structured timetable that gives pupils security. All teachers in each year group plan jointly and everyone's contribution is valued. The staff all work as a very effective team. The very good range of learning resources is accessible and is used effectively by the staff to promote learning. The reception years would benefit from an outdoor play area where they could use apparatus imaginatively. Since the previous inspection progress has improved, and the quantity of outdoor resources has increased.

ENGLISH

- 84 Standards in English are well below national expectations. In the National Curriculum tests for seven year olds in 1999 attainment in both reading and writing was well below nationally expected levels. However pupils' attainment in reading was above that achieved by pupils in similar schools and attainment in writing was broadly the same as that in similar schools. In the 1999 tests for eleven year olds, attainment was also well below national expectations but was broadly the same as that achieved by pupils in similar schools. Inspection evidence suggests that the present Year 2 pupils will not achieve similar standards to those in 1999. This year group contains a large number of pupils with special educational needs and low levels of fluency in English. Although the present Year 6 pupils are attaining below nationally expected levels this is an improvement on the 1999 results and represents good progress. In both key stages the concentration on literacy and the intensive approach to teaching phonics has led to higher standards and all pupils making good progress against their individual targets from a very low starting point. The increase in the number of available support teachers and staff has had a positive impact in English.
- 85 At the end of Key Stage 1 pupils demonstrate listening skills that are close to national expectations for seven year olds, but their speaking skills are well below this level, especially those pupils who have low levels of fluency in English. Pupils listen carefully to questions in class and give brief but relevant responses. However very few pupils are able to develop their responses without considerable help. They enjoy playing sound and word games in phonics and provide rhyming words with enthusiasm. Their speaking skills are better in one to one conversations as observed when hearing readers. A high attaining reader was able to talk at length about her choice of book. This level of independence, reflection and dialogue is not so evident in the classroom where teachers plan questions to enable every pupil to participate, especially in Literacy Hour. Pupils have insufficient opportunities to formulate their own questions and to take the lead in questioning the class or a group of peers. Listening skills are broadly those expected of eleven year olds by the end of Key stage 2 and pupils can follow complex instructions across the curriculum. Though they listen well a significant minority find it difficult to express their ideas orally. Speaking skills are below expectations for eleven year olds, especially when attempting to explain the meaning of text. However, they use the speaking skills they have, well, for example, when Year 6 pupils were observed using drama to improve their appreciation of the content of the dialogue they are writing in their novelettes. They debated environmental issues based on arguments for and against the building of the local 'Green Bridge' and work to extend their vocabulary. Pupils in Key Stage 2 are similar to the infants in demonstrating their best speaking in conversation and discussions with other pupils in class. They have the confidence to ask about work they do not understand but need considerable encouragement to question the ideas of others. The school does provide some opportunities for pupils to talk to other people in the community as in the reading partnership with employees from a local bank. There are annual school performances and pupils are encouraged to engage in conversation with other adults and pupils on visits organised through local education initiatives. However there are insufficient opportunities planned into the curriculum for these pupils to use language for a range of purposes to different audiences.
- 86 Reading standards are well below national averages for seven year olds, but pupils do well when learning to break words down into smaller parts so that they can read them. Higher attaining pupils understand the texts they read and can discuss the content as well as their likes and dislikes. One pupil chose to read a book about Florence Nightingale and was able to use the contents page with confidence. A significant minority of pupils in this year group are below national expectations in both fluency and understanding. Some low attainers can only decode a small range of familiar words. One pupil with low English fluency skills was able to explain the meaning of the phrase 'chattering excitedly'. The impact of additional support teaching is helping pupils with special needs and low English fluency skills to meet their reading targets and make good progress. The majority of Year 1 pupils are attaining reading levels that are close to that expected for six year olds and the positive impact of the intensive phonics programme, introduced this year, is evident in the way they work out the pronunciation of new words. The gap between technical reading skills and comprehension is narrower for younger pupils. Reading standards are below the national expectations by the age of eleven but reflect the wide range of attainment in the current Year 6. The most fluent reader shared a section from '2001 Space Odyssey' and expressed his disappointment at not being able to find the answers to questions posed in this book, in the sequel. Higher attainers are confident readers but need prompts to

extend their views about different authors' styles, such as the use of sarcasm as a device for creating humour in a story. One pupil was very interested in borrowing the books of films she had seen from the public library, especially on Greek mythology. Though pupils know the names of authors whose books they like, and can write a general synopsis and evaluation of the books they read, they demonstrate limited analytical skills when discussing texts. Lower attaining pupils demonstrate a range of reading skills that reflects the impact of carefully targeted reading support. While attainment in reading has improved in comparison to the 1999 national test results for eleven year olds, there is still a discrepancy between the standard of reading for fluency and the ability to analyse and explain what they are reading beyond the simple re-telling of a story. This is a weakness at both key stages and though the Literacy Hour is helping pupils to develop these skills, together with additional learning support, low levels of fluency in English is a key factor in limiting pupils' ability to reflect on what they read and explain ideas clearly.

- 87 Attainment in writing is well below the national expectations by the end of Key Stage 1. Higher attaining pupils write well for their age and can use language creatively within a well-rehearsed context. Pupils were learning to sequence events in writing by composing sentences for each stage of their lives from babyhood. One pupil wrote 'I wibble wobbled to the park' when describing the toddler stage of development. Group targets for writing are on each table and are checked with pupils before writing tasks begin. These simple targets help all pupils to make good progress over time in relation to the very poor writing skills that a majority have on entry to the school. All pupils have the opportunity to write on a wide range of topics, especially in guided writing tasks in the Literacy Hour. Lower attaining pupils were observed building sentences using cards, with assistance of support staff. They were very excited about the task and composed a large number of sentences, which they shared, with the rest of the class at the end of the lesson. A significant minority of pupils find writing very difficult and attain well below national expectations. However pupils who have good levels of fluency in English attain broadly nationally expected levels. Handwriting is slow to develop and there is no evidence of joined writing being taught in Key Stage 1. Intensive work in phonics is helping to improve consistency in spelling, especially when pupils write imaginatively. Attainment in writing by the age of eleven is below the national average but better than in the 1999 national tests. Pupils have very good opportunities to use their writing skills in many different contexts. Higher attaining pupils write fluently but the range of vocabulary used is limited. This reflects their limited fluency levels in speaking and the problems they experience when analysing texts and expressing views about the books they read. Pupils in Year 6 were observed in writing workshops, experimenting with the content of dialogue as a means of revealing aspects of a character's personality. They analysed the use of dialogue in an extract from 'Goggle Eyes' by Anne Fine and used this model as a basis for their own writing in the novels they are creating for an extended writing task. Pupils, through the key stage, are making progress in spelling and sentence structure both in the Literacy Hour and in the teaching of literacy skills through other areas of the curriculum such as geography. Handwriting is inconsistent in quality and many first drafts of independent writing are difficult to read, especially where pupils find writing difficult. The school encourages pupils to improve the content and presentation of their writing through re-drafting. This was evident in the poems written for a poetry book shared with other local schools. There were some excellent examples in these poems on local themes such as the public library and the Green Bridge. One pupil described the public library as 'a legless elephant'. Work is carefully marked and pupils given every support to improve the content of their writing. Pupils with special needs achieve well in relation to their individual targets but need considerable help and encouragement to write independently.
- 88 The pupils work very hard to improve their skills in all aspects of the English curriculum. They enjoy working with visiting specialists as seen in the quality of the poems written as part of a combined art and poetry residence. Pupils work very well in pairs and groups and are very supportive of each other. They share their ideas willingly and enjoy preparing responses to questions through discussion with a partner. Pupils with special needs are helped to participate fully in sessions by their peers as well as staff. Lessons have a super atmosphere because the vast majority of pupils want to improve their literacy skills.
- 89 The quality of teaching is good through the school with many instances of very good teaching. Teachers have good subject knowledge and a comprehensive understanding of how to teach literacy skills to pupils with such diverse abilities and needs. This enables all pupils to achieve and make progress. The teaching of phonics is carefully planned and taught intensively to younger pupils. The impact of this new initiative is evident in improved spelling and reading levels for pupils at Key Stage 1 and carefully targeted groups in Key Stage 2, in relation to individual and group targets. Work is very well planned and meets the needs of specific pupils. Support staff plan with class teachers, which gives all pupils equal access to all aspects of the English curriculum because of carefully targeted support. Teachers and support staff have a wide range of strategies at their disposal, such as the use of discussion to help pupils decide how to respond to questions. The emphasis on giving pupils opportunities to speak with other pupils for specific reasons helps them to improve their fluency in English. However teachers do not plan sufficient opportunities for pupils to speak formally for different reasons to different audiences on a regular basis. When drama is used within a literacy lesson it is very effective as observed in the development of dialogue in writing by Year 6. Teachers use assessment well to set and review targets for individual pupils and to ensure that pupils have the opportunity to make progress, as they are ready. No unsatisfactory teaching was observed but there were a few

occasions when teachers over-directed class activities and did not give pupils enough opportunity to develop oral skills. Teaching has improved since the last report, and the teachers' high expectations for all pupils have eliminated the under-achievement referred to in the last report.

- 90 Developments in the subject, including the consolidation of the National Literacy Strategy, have been very well led and managed by the co-ordinator. This has clearly had an impact on the achievements of pupils. Resources have improved since the last inspection. In particular, the school has purchased group sets of bi-lingual texts to support the Literacy Hour. The school has analysed assessment data carefully and introduced initiatives to raise attainment. The impact of these initiatives is being evaluated and the content of the Literacy Hour is being adjusted creatively to meet the particular needs of the pupils in this school, especially to help pupils raise attainment in writing which was a key issue in the last report. The attainment of the current Year 6 pupils is an indication of the school's success in the implementation of the National Literacy Strategy. The new co-ordinator is working well with all staff to identify areas for development. The school has addressed all the issues in this subject arising from the last inspection and has used new initiatives to create more opportunities for all pupils to develop their literacy skills. This good rate of improvement has the potential for greater success as staff are committed to raising attainment and work very well as a team to achieve this target. Technical reading skills are well planned and taught but there is a significant gap between pupils' reading skills and their understanding of the texts they read except for the most able pupils. There are examples of good strategies used in some lessons to challenge pupils' analytical thinking but this is not present in all lessons. Handwriting lacks fluency for a majority of pupils and this makes the first drafts of work difficult to read and develop. Re-drafted work is well presented. The library is well stocked and used to support learning and pupils attend the public library on a regular basis, beginning in Key Stage 1.

MATHEMATICS

- 91 Standards in mathematics are broadly in line with national expectations. It is a strength of the school. The 1999 National test results for seven year olds were above nationally expected levels and for eleven year olds they were in line with nationally expected levels. For both year groups this represented very high results compared with similar schools. The percentage of pupils attaining at the higher levels in Key Stage 2 was above the national figure whilst in Key Stage 1 it was well above. The 1999 results in both key stages show a continuing trend of improvement. Inspection evidence indicates that the present Year 2 pupils are unlikely to achieve these levels because of the high percentage of pupils with significant special educational needs.
- 92 The National Numeracy Strategy has been very successfully introduced into the school with the support of the LEA Numeracy Consultant, and has had a positive impact on standards. As a consequence there has been a good improvement in the coverage and balance of the curriculum and in progression through Key Stages 1 and 2 since the previous inspection. The quality of provision for data handling has improved since the previous inspection. In Year 3 pupils were able to interrogate a database and represent their findings in a variety of graphical formats. In a Year 4 class pupils are recording data in the form of line graphs as part of a science experiment and in year 6 pupils had a simple understanding of the terms 'mean', 'median' and 'mode'. Problem solving strategies are taught effectively, for example, in one lesson observed pupils were supported through the use of a structured worksheet that helped them to approach problems systematically.
- 93 The quality of teaching is good overall and occasionally excellent. In Key Stage 2 the quality of teaching was good overall and very good in Key Stage 1. All the lessons observed were well planned and had a clear focus on learning intentions. Work was appropriately matched to the different needs of pupils and teachers planned how they would use their time and that of support staff. Many teachers have a good knowledge of the expected progression in mental and written calculations. Strategies are taught and children are introduced to methods for solving calculations. In one excellent lesson in Year 4 the teacher encouraged pupils to use mental calculation strategies to solve an addition problem and linked them to a written calculation. As a result pupils made very good progress in their learning.
- 94 Resources such as 100 squares, digit cards, counting sticks and small white boards are used effectively to support pupils' learning. Computers are used to support pupils' mathematical development. Satisfactory work was observed in the use of Logo and software is available that supports skills work. A wide range of programs is used to support learning in all year groups.
- 95 Mathematical language is taught very effectively in lessons. Teachers use a range of strategies, which ensures that all pupils, particularly pupils for whom English is an additional language, are able to participate in lessons. Typical of the work in classes was that seen in a Year 1 lesson where the teacher had a 'word-bank'. Key vocabulary for the lesson was displayed on a board and referred to regularly in her teaching. Another strategy used by many teachers was paired discussion. This gave pupils the opportunity to practise using the new words and discuss and reflect on questions posed by the teacher before explaining their answers to the whole class. Assessment is used very effectively by teachers to plan lessons and individual targets to enable pupils to build on their earlier learning. All staff use

diagnostic assessment very effectively to plan for all pupils and mathematics targets are now included in individual education plans for pupils with special educational needs.

- 96 The pace of the lessons and quality of interaction between the teacher and pupils has a very positive impact on the motivation and interest of the pupils in what they learn. Engaging activities are used at the beginning of lessons to practise the recall of number facts. 'Show-me' games ensured all pupils were able to respond in whole class sessions. The quality of questioning is good. Pupils are asked to explain their reasoning and demonstrate what they can do on the class board. As a result the pupils have a very positive view of mathematics.
- 97 There is good management of mathematics by the recently appointed co-ordinator who has received effective support from a colleague based in Key Stage 1. The co-ordinator has a clear view of priorities for development. She analyses test data from all year groups, sets curriculum targets and has begun to develop strategies to address the targets. The monitoring of the quality of teaching in mathematics has been undertaken by the LEA numeracy consultant and the headteacher and all teachers have been observed. A thorough subject action plan is in place and leads in to the school development plan. Sample lesson plans from the numeracy strategy have been adapted well to meet the needs of pupils. A great deal of training has been undertaken to develop teachers' skills, knowledge and understanding. This has had a positive effect on the quality of teaching and the standards achieved.
- 98 The co-ordinator has set challenging targets for the school to achieve.
- 99 Parents have been fully involved and informed in the introduction of the numeracy strategy. They receive termly and yearly numeracy targets for their children.

SCIENCE

- 100 Standards in science are below national expectations. In the 1999 teacher assessments at the end of Key Stage 1, the standards that pupils attained were well below the national expectations. However the proportion of pupils reaching the higher level was above the national average. In comparison with similar schools pupils' attained broadly similar standards but a proportion of pupils were well above average at the higher level. Evidence from this inspection indicates that the majority of pupils of the present Year 2 are also likely to attain standards, which are well below national expectations. The 1999 Key Stage 2 national test results show that standards attained by pupils were above national average for similar schools although well below national expectations. The trend over the past three years has been one of steady improvement. There was no significant difference between girls and boys in their test results. Overall there has been satisfactory improvement in science since the last inspections. Inspection evidence shows that attainment of the current Year 6 is below national expectations but an improvement on previous years. Lesson observations and the scrutiny of pupils' work at the end of both key stages supports this. It indicates that pupils' are achieving more and there is good progress in both key stages. However both year groups have a significant large proportion of pupils with Special Educational Needs and pupils for whom English is an additional language. This has an adverse effect on results at the end of both key stages. The weakness in science standards can be attributed to pupils' low-level skills in writing and their poor interpretation of experimental and investigative work and recording of scientific knowledge.
- 101 By the end of Key Stage 1, pupils know what living things require to thrive and are beginning to understand the importance of a healthy life style. They identify correctly the different parts of a plant and understand that plants need water and light to grow. Pupils accurately label parts of the human body and they realise the importance of their senses. They understand that some objects are attracted by magnets and they know about the properties of materials. Pupils learn about the function of batteries and how an electrical current is constructed. They begin to understand the dangers of electricity. When investigating, pupils record their results accurately in simple tables and they are beginning to understand the concept of fair testing.
- 102 By the end of Key Stage 2, pupils know the names of the various parts of the body and can accurately draw and label a diagram of the eye. They can show how light enters the eye and make drawings of how a pinhole camera works. They can name parts of a flowering plant including the correct vocabulary, such as stamen, carpel, stigma and anther. Pupils understand the functions of a root and how water and food are distributed through the vessels of a plant. For example, pupils in one Year 3 class have experimented with celery stalks to show how coloured dye eventually travels to the leaves of a plant. Pupils recognise different habitats and the animals that live above and below the ground. For example, pupils in Year 4 looked at habitats and then studied food chains, recognising key words, such as producer, consumer, omnivore, herbivore and predator. Pupils in Year 5 investigate the effects of air resistance on moving objects. For example, pupils use paper spinners dropping them from different heights to see the effects of the fall. They successfully record this information on bar charts and line graphs. In their study of soil,

pupils in Year 6 recognise that the weathering of rocks eventually breaks down into soil. They set up an experiment to test the acidity and alkalinity of four different soils with litmus paper. Pupils use a pH scale record their results efficiently from the soil profiles. By the end of the key stage, pupils are aware of ensuring a fair test and making predictions. Pupils are able to present their ideas through the use of diagrams, graphs and charts. Their weakness in recording lies in the skill of scientific writing which is due to lack of language acquisition but they make good progress and learn effectively.

- 103 Pupils' learning through the school is consistently good. Pupils with special educational needs and those pupils with English as an additional language make good progress. Their learning is very well supported by a hard-working team of support teachers and learning support assistants. These members of staff work effectively alongside pupils ensuring that they fully understand the context of their work. Higher attaining pupils make good progress as their achievements and results are better when compared with schools of similar circumstances. All pupils make progress in experimental and investigative science and are acquiring the appropriate scientific skills of perceptive observations but levels are still poor. Their improving vocabulary in discussions contributes well to their development of literacy skills. Pupils take measurements using metre sticks recording in block and line graphs. They also use a forcemeter to measure in Newtons making predictions and recording results in tables and charts. Pupils in one Year 4 class made a survey of animals and plants in a small garden habitat and recorded data as part of a mathematical exercise. All of these activities contribute to pupils' skills in numeracy.
- 104 Pupils enjoy practical activities and have a good attitude to the subject. They follow instructions carefully, work well in small groups or paired work and discuss their work positively. For example, a group of pupils in one Year 6 class visited a local secondary school for a science lesson based on investigating soils. During this lesson, pupils worked extremely well with each other supporting and helping each other as they handled a range of resources. Pupils are keen to contribute their ideas and to learn more about the subject. Pupils in Key Stage 1 concentrate well and sustain their concentration throughout the session. Pupils in Key Stage 2 are well motivated by the teachers and are mature and sensible in their attitude. Behaviour in all lessons is good which has a positive impact on pupils' learning.
- 105 The quality of teaching is good and there is some very good teaching. Teachers have secure subject knowledge and lessons are carefully planned with clear learning objectives. In the most effective planning every stage of the lesson is thoroughly outlined, tasks are differentiated to cater for the different abilities, the pace of the lesson is brisk and there is effective questioning by the teacher. In their introduction, teachers give clear explanations and build successfully on pupils' prior knowledge of facts. For example, in one Year 3 class, the teacher recalled pupils' knowledge of parts of a plant before moving on to test the passage of coloured dye through the plants' stem. All teachers have very high expectations of what pupils can achieve and for their behaviour. The management of pupils is very good, calm and consistent with a very good range of skilful strategies used by all teachers. Where teaching is most effective, there are clear explanations with good scientific language, secure subject knowledge and interesting challenging activities suitable for all pupils. For example, in one Year 6 class, the teacher gave a very thorough explanation of how soil is formed using words such as weathering, compost and sediment. One pupil reacted immediately to inform the class that compost heaps are hot due to chemical reaction. The use of time, support staff and resources is excellent. Support staff are well briefed for all lessons and provide excellent support for all pupils. They translate where necessary and scientific word cards in Bengali and English are available for pupils to consult where appropriate. These are an excellent homemade resource made by the EMTAG staff. On-going assessment is very good with staff consistently marking work and circulating around the room assessing work and helping pupils. All science lessons have an effective plenary session, which draws together everything that has been learned and consolidated.
- 106 Sufficient time is given to science and there is a good balance between the different areas of the subject. However lessons tend to be taught in one block of time each week, which makes the lesson very long. The last inspection report stated that skills in experimental and investigative science were below average in lessons. This has significantly improved as pupils are now better prepared and their standard is close to national averages in lessons. Curriculum planning is very good and based on a published scheme with exemplars from the national guidance. There is very good coverage of the curriculum across the school with good cross-curricular links. Procedures for assessment are very good and information from assessment is used to guide planning and teaching. Records of pupils' progress are maintained and exemplary work is annotated and kept in a school portfolio.
- 107 Leadership in science is good. The co-ordinator is knowledgeable, experienced and well focussed on building further on the good attitudes to science across the school. Monitoring of planning and pupils' work is firmly established. The co-ordinators' role in monitoring teaching in science is being further developed. The headteacher and co-ordinator track pupils' progress across the school. They use this information effectively to ensure that pupils' attainment and progress is carefully monitored from the Early Years.

- 108 Resources are very good although information technology is not widely used to support scientific learning. There is a very good range of scientific books in the library. The school makes an excellent link with the local secondary school, sending pupils there for occasional science lessons. The wildlife area is well cared for and used by all pupils. This is also a quiet reflective area and contributes very well to pupils' spiritual and social development. Displays are very good and include data handling on recycled materials, healthy diet graphs and observational drawings of habitats. Overall, resources make a most positive impact on pupils' learning.

ART

- 109 Pupils' attainment in art is above that expected for their ages in both key stages. Seven year olds can develop artwork based on their own portrait sketches and a discussion of Picasso's portrait in blue. They worked on the theme of change and identified ways in which Picasso had changed features and chose which feature of their own portraits they were going to change. They produced portraits that were full of interest and chose to divide their pictures into sections, which they coloured with pastels. These seven year olds can mix colours with control and manage watercolours with skill. Pupils in Year 1 based their collages on ideas observed in a picture by Kandinsky. They chose a range of materials and sewed them onto a fabric base to create abstract designs. They have well-developed observational skills for their ages and are beginning to understand that artists use a wide range of materials and techniques in their work. Pupils build on these skills through Key Stage 2 and Year 4 pupils develop their sketches of chairs into sculptures using paper sticks. By the age of eleven pupils are able to apply their skills in handling media to creating an environmental art collage. They took photographs of the local 'Green Bridge' and modified the pictures into abstract designs, which were being reproduced in collage during the inspection. Pupils in Year 6 use computers to develop pictures and experiment with changing line, shape and texture. They enjoy drawing and painting and have well-developed illustration skills, which they use to enhance book reviews and poems.
- 110 High levels of commitment were apparent in the lessons observed as pupils worked independently and in groups. They respect each other's work and take pride in producing their very best no matter how challenging the task. All pupils will discuss their work with enthusiasm and gain in self-esteem as they see their work attractively displayed both in school and local galleries.
- 111 The quality of teaching is always at least good and very good in Key Stage 2. Teachers have good subject knowledge, teach basic skills well and challenge pupils very well, both creatively and technically. The use of resources to support learning in art is outstanding through the school. Teachers work in teams to help pupils explore new ideas and make very good progress, as observed in Year 2 when pupils with special needs excelled in portrait painting and produced very good quality work with minimal support. The art curriculum is exciting and challenging in content and presentation. The balance between two and three-dimensional work is excellent together with an impressive array of outside agencies involved with pupils to further enrich their opportunities to make and appreciate art works. The subject is led by an inspired and talented co-ordinator who shares her expertise through the school. This support is supplemented by work with professional artists, which provides pupils with many opportunities for learning about artists and creating art works.
- 112 The high standards that pupils achieve in art are reflected in the excellent standard of display that is characteristic of this school. The vibrant quality of display reflects the ethos of the school, which is based on joy and sharing.

DESIGN AND TECHNOLOGY

- 113 Because of the schools' planning cycle and because of the greater emphasis on literacy and numeracy and a reduction in the time for design and technology, no lessons were observed in Key Stages 1 and 2. In order to maintain the subject, a design element has been incorporated into art. Some of the evidence of work completed by pupils is on display. A wide range of evidence was seen which demonstrates pupils' attainment being in line with national expectations at Key Stage 2. By the end of the Key Stage 2 the pupils have had a range of experiences from batik pictures to making a bridge. Year 4 was involved in a very exciting project to design and make a chair from rolled paper to take their weight. They went through the design and make process which culminated in a chair for the Queen of Hearts. Year 6 made moving models using K'nex. However the reduced time available for design and technology means that opportunities for designing and working with construction kits is limited in Key Stage 2.
- 114 At Key Stage 1 a wide range of construction toys provides opportunities for the pupils to design and make objects. Year 2 were involved in making purses out of binca and embroidery. This work was at the appropriate level of expectation for pupils of this age. Pupils' attainment at the end of Key Stage 1 is in line with national expectations.

However, due to the reduction of time for this subject the pupils are not able to refine their skills with different materials and components and they do not extend their skills to making more imaginative products. Resources for design and technology are good, including a wide range of materials with sufficient tools.

- 115 In the previous report attainment was judged to be satisfactory and progress was sound and occasionally good, although experiences were limited. Currently the range of experiences has been extended but time has been reduced. However, attainment is still satisfactory and progress sound.
- 116 The school's curriculum for design and technology is in place, it is based on a commercial scheme. Whilst standards have been maintained the subject has not been significantly developed and improvements since the last inspection are only satisfactory. At present the head teacher is co-ordinating the subject.

GEOGRAPHY

- 117 Pupils' attainment at Key Stage 2 is in line with national expectation for pupils of this age. By the end of the key stage pupils are aware of environmental issues. They can discuss the merits and demerits for building an eco-bridge in their local community. They are able to research information from the Internet and use it as a basis to form their own opinions. They can also explore an environmental issue. As only one lesson was observed at Key Stage 1, the evidence for this report is largely from the analysis of pupils' work. The evidence suggests that attainment is in line with the expected level for this age group. This is not as high as the last inspection when attainment was above national expectations in Key Stage 1. In the lesson observed pupils were reading a postcard from Barnaby Bear's travels around the world. They were recognising geographical features on postcards and could find the place on the globe. Throughout the key stage they are increasingly being made aware of the wider world.
- 118 Pupils' progress throughout Key Stage 2 is satisfactory. Pupils study the local area, local environmental issues, Cairo, the River Nile, environmental change and environmental management and develop appropriate geographical skills. At Key Stage 1 pupils' progress is also satisfactory. Year 1 study the local transportation system and explore the locality by going for a ride on the tube and the Docklands Light Railway to Greenwich. They study key geographical features during the journey and are made aware of direction routes and notable features.
- 119 The current national emphasis on literacy and numeracy has reduced the time allocated for geography. However the school is determined that geography should remain a vibrant and important part of the broader curriculum and is therefore involved in local initiatives such as The GlobeTown Partnership in Education Initiative (PIE) which contains a geography and history component. Much oral work is done that supports speaking and listening in the English curriculum as well as providing opportunities for writing for a purpose. This work is recorded in pupils' writing books.
- 120 Pupils at both key stages enjoy their geography lessons especially when involved in a field trip. Pupils work co-operatively, researching information on different countries. However some of the texts used were too advanced for pupils for whom English is an additional language in Year 3, resulting in pupils losing interest. Younger pupils enjoy reading the postcards sent by the travelling bear. They are curious about different parts of the world.
- 121 Teaching at both key stages is often good and never unsatisfactory. Teachers plan effectively. Their explanations of concepts and the work to be covered are sound, and sometimes good. Learning points are made clear. In the better lessons the expectations are high. The work is generally well matched to pupils' abilities. At both key stages, units of work are well planned although opportunities for individual enquiry and research are not widely available. In the better lessons teachers work hard to ensure that lessons are interesting, by preparing stimulating activities, supported by a range of resources.
- 122 Geography is well established in the school even with the reduction of allocated time. The co-ordinator has worked hard to draw up schemes of work in preparation for Curriculum 2000 as well as linking with the Numeracy and Literacy hours. Geography supports work in numeracy and literacy and the literacy hour often has a geographical interest. Attainment has remained at the same level as the last inspection by the end of Key Stage 2 although progress is not as good as previously. Similarly teaching has dropped from good to satisfactory. This is largely the result of the national emphasis on literacy and numeracy.

HISTORY

- 123 Due to the school's curriculum organisation, no history lessons were seen at Key Stage 2 and only one at Key Stage 1, as the focus was on geography this half term. This reflects the schools planning for history and geography. The evidence base for the inspection included an analysis of pupils' work, teacher's planning and a discussion with the co-ordinator.
- 124 The evidence indicates that by the end of Key Stage 1 pupils' attainment is in line with national expectations. Pupils in Year 2 know that Florence Nightingale was alive about 150 years ago and was called the Lady with the Lamp. They also know that in order to produce her character profile it is necessary to gather evidence from different sources. Younger pupils in Year 1 gain a sense of chronology by sequencing the clothes they wore when they were young.
- 125 By the end of Key Stage 2 pupils' attainment is also in line with the national expectations. At the age of 11, pupils know where to look for evidence to help them with their research on the evacuation that is then converted into a long story. They are able to interrogate sources extracting relevant information. Much of the work done in history supports literacy. However there is insufficient emphasis on pupils' individual enquires. Throughout the key stage pupils learn about different periods of British history and the history from the wider world. They are also developing appropriate knowledge and understanding. As in geography time for history has been reduced. There are attractive displays in the corridors on the Henry V111 and his wives and Ancient Egypt. Progress at both key stages is satisfactory.
- 126 Pupils at both key stages enjoy learning history. They speak enthusiastically about the work they did which is on display. A very good range of resources supports their learning. The subject is well co-ordinated, and new schemes of work have been produced, based on national guidance.
- 127 As in the previous inspection, attainment has remained satisfactory at the end of both key stages. Progress has also remained satisfactory. Enquiry skills were identified as an area for development and they remain in need of further development. Progress in improvements to history provision has been slowed by the national emphasis on literacy and numeracy. Overall, however improvement is satisfactory.

INFORMATION TECHNOLOGY

- 128 Overall standards in Key Stage 1 and 2 are below national expectations. The school has strengths in the communications aspect of information technology but has weaknesses in modelling and measurement and control. There are satisfactory examples of handling data in both Key Stages. There have been unsatisfactory improvements since the previous inspection.
- 129 The teaching of information technology is good overall, although there is a wide variation in teacher's knowledge, and confidence, which affects provision. Teachers base their planning and learning intentions on local authority guidelines and the national guidance. New skills taught in lessons enable pupils to build upon previous learning. This ensures that pupils make good progress. In Key Stage 1 the information technology was observed in art lessons and good connections were made with the work of Picasso. In a lesson in Year 6 pupils were taught how to insert a table into a Word document and through skilful questioning were encouraged to think how they might use this feature to help present their work. Although information technology is taught across the curriculum it is not consistently identified in planning or used in a way, which will enable pupils to develop their skills as they move through the school. However individual examples seen were often good, for example in Year 5 where pupils had Desk Top Published news items that incorporated text and graphics and in Year 1 when a class used a programmable robot to learn about space, direction and position.
- 130 The ICT policy is based upon a comprehensive LEA model. Targets for improvement are fully integrated in the school's four-year plan but systems of assessment are not in place and pupil progress is not tracked effectively.
- 131 The co-ordinator is new to the post of responsibility and developing her role satisfactorily. She is supported by the deputy headteacher. The co-ordinator monitors planning and provides feedback and advice to staff on a regular basis. The co-ordinator recognises the need for improvement and has identified those areas that need to be developed. There are plans to improve the level of resources, the expertise of all teaching and support staff and assessment procedures. A technician is employed for one day a week to maintain equipment. He is also able to provide expertise and advice to the staff.

- 132 An effective aspect of the ICT provision in the school is the way it is used to support pupils with special education needs. Good links are being developed with the local secondary school by the co-ordinator who runs a computer club there for pupils on the SEN register. The use of laptop computers was also observed in a number of lessons. This enabled pupils with special educational needs to participate effectively and make good progress in their learning.

MUSIC

- 133 Pupils achieve standards in music that are appropriate for their age at both key stages. Standards achieved in recorder playing are high in Key Stage 2 and pupils were observed practising a range of techniques to improve their playing. Their performance of the theme tune from the film 'Titanic' was very moving and reflected their well-developed musical skills. By the age of eleven pupils can compose movement sequences as part of their learning about the content and language of music. They based their sequences on ceremonies and refined the movement content to focus on the rhythm, shape and changes of intensity of the patterns created. These patterns, accompanied by sound in the lesson observed, are the first stage in developing extended musical compositions. Pupils in both key stages enjoy singing in large groups and seven year olds are able to sing a round rhythmically and tunefully. They sing songs from many cultures in a range of styles. The school has strong links with musical institutions, such as the Guildhall School of Music and Drama, and students lead workshops on composition in which pupils extend their knowledge and understanding of music making. All pupils are able to achieve in music, as the emphasis is on working in social groups with choice and mutual support at the heart of pupils' working practices.
- 134 Pupils' behaviour is good in lessons and their very positive attitudes to both composing and learning helps to promote good quality learning. They work very well in groups and learn to accept responsibility for the quality of their contribution to group composition and performance.
- 135 The quality of teaching was very good in the small number of lessons observed. No direct teaching was observed in Key Stage 1. There is considerable skill amongst the staff in music and good use is made of a specialist teacher to lead instrumental work. Even though the range of opportunities to learn to play different musical instruments is limited, all pupils at Key Stage 2 have the opportunity to learn to play the recorder to a high standard and many do. Some pupils attend music sessions at the local secondary school in their own time and learn to play instruments of their choice. There are some very competent trumpet and clarinet players in the current Year 6 who have benefited from this scheme. Pupils attend concerts and benefit from working with music students and professional musicians on a regular basis.

PHYSICAL EDUCATION

- 136 Pupils' attainment in physical education at the end of both key stages is broadly similar to that seen nationally for seven and eleven year olds. Many pupils have low levels of physical development when they start school so these standards represent very good progress and achievement. This is the result of the provision of a broad physical education programme, the enthusiasm and hard work of the co-ordinator, the in-service training of teachers and the good range and quality of the resources. The school has also received good support from the local authority. This is an improvement since the last inspection.
- 137 In Year 1 pupils' learn effectively and make good progress attaining appropriate standards for their age, for example when learning to throw and catch. They can explain techniques likely to lead to success, such as keeping their eye on the ball, aiming before throwing and using cupped hands when catching. This understanding leads to good improvements in their performance. These skills are further developed in Year 2 when pupils practice the activities in lessons, throwing beanbags for accuracy and throwing them high into the air and catching them. The whole class learn games suitable for pupils with disabilities, such as baccia.

- 138 In gymnastics, by the end of Key Stage 1 pupils are developing their control of movement and their awareness of space. They learn to run into space and perform star jumps, landing in a controlled way. They can analyse their movements and describe the features, which make it successful, or not.
- 139 In Year 3 pupils are able to develop sequences in gymnastics. They practice their twisting and turning movements, linking them together in floor work and on apparatus. They improve the quality of their movements through the teacher's use of questioning about well-controlled movements. Attainment is in line with expected levels and learning and progress is good. Throwing skills are further developed in Key Stage 2 during athletics field event circuits. They improve their accuracy over short distances and technique is improved for greater distance. An extra-curricular club further develops these skills and is well supported by boys and girls from a wide range of ethnic backgrounds. Football skills are developed well using external support from a local professional football club. As a result of the high quality teaching and coaching learning is very effective in relation to ball control skills. There is a sharp focus on the necessary skills and the practices reinforce these.
- 140 Pupils in Year 4 and 5 learn effectively, achieve well and attain at levels expected of their age in swimming and now meet national expectations. Higher attaining pupils swim lengths of the pool using recognised strokes and good quality coaching improves their technique. Lower attaining pupils become very confident in the water and begin to develop appropriate skills. Pupils with particular special educational needs are very well supported and are enabled to play an effective part in the lessons.
- 141 Pupils of all ages enjoy their physical education lessons. They co-operate well in gymnastics and athletics lessons, listen carefully to instructions and try hard to succeed. Behaviour is almost always good. They willingly take responsibility for resources sorting them out, collecting their own and putting out gymnastic apparatus.
- 142 The quality of teaching is never less than satisfactory and frequently good. It is enhanced by the use of visiting experts, such as football and swimming coaches and teachers for particular programmes and schemes. Staff in the school have a good level of expertise and have benefited from a range of in-service training activities. Lessons are well prepared and the very good range of resources available is used well to achieve the objectives of lessons.
- 143 The curriculum for physical education is broad and balanced and is well supported by a range of extra-curricular activities. The co-ordinator has proved very effective in managing the subject. Working alongside teachers and providing example lessons has enabled other teachers to develop a good level of skill and understanding.

RELIGIOUS EDUCATION

- 144 Standards of attainment in religious education meet the expectations of the locally Agreed Syllabus at the end of both key stages.
- 145 By the end of Key Stage 1, pupils know about two principal religions, Christianity and Islam, together with some aspects of Judaism. Pupils learn about the significance of the Bible, the Quran and the Torah. They learn that these books are holy and therefore special. Through the themes of families, communities and homes, pupils become aware of different rituals and ceremonies. Pupils visit the local church and can recognise the altar, lectern and font. With the guidance of the local vicar, pupils learn to identify the different colours of vestments and when they are worn during the liturgical year. They realise that all the objects in a Christian church have a special function and that it is a place for quiet and prayer. Pupils learn that the mosque is a place of worship and that Muslims pray five times a day (salah). They know that Muslims prepare for prayer by performing an essential aspect of worship with water called wudhu. Pupils learn the importance of Shabbat to the Jewish people. They recognise the different festivals of Christmas, Eid and Hanukah and the stories associated with these festivals.
- 146 By the end of Key Stage 2, pupils know about Christianity, Islam and Judaism, with aspects of Buddhism, Hinduism and Sikhism. Pupils in one Year 3 class discuss why the community is important to the Hindus. They understand that Hindus practise their religion at home and in a mandir. Pupils recognise that homes have shrines where praying takes place in a ritual called puja (worship). Pupils discuss the festival of Raksha Bandhan where bracelets are given by sisters to brothers. In one Year 4 class, pupils look at the parables of Jesus taken from the Bible. Pupils discuss the parable of the prodigal son and form their own opinions whether the outcome of the parable is fair or unfair. In the study of Hinduism in Year 4, pupils learn of the early life of Krishna from the collection of stories mainly about

the gods. Year 5 pupils study Jesus, Mohammed and Moses as “special people”. In one Year 5 class, pupils make relevant comparisons with their lives recalling moments when each of these “special people” went to quiet places to reflect. They also learn about the life and teachings of Guru Nanak. Through the study of the Sikh faith they understand the equality and opportunity for men and women in this religion. In Year 6, pupils study places of worship realising the importance of prayer and the belief in a deity.

- 147 The pupils make good progress in their learning throughout the school. Progress in understanding religions is supported well by teachers’ questioning skills. Opportunities are provided for pupils to discuss issues. For example, pupils in one Year 1 class discussed the importance of sharing which was linked to the theme in the locally Agreed Syllabus. The use of a very good range of artefacts from the major religions makes a significant contribution to pupils’ knowledge and understanding of symbolism. Pupils talk knowledgeably about Jesus, Mohammed as well as the Bible and the Quran.
- 148 All pupils have good attitudes to religious education including those pupils with special educational needs and pupils for whom English is an additional language. They show deep interest when learning about different religions, traditions and are willing to make contributions to the lesson. Pupils learn and demonstrate respect for religious belief and how it affects peoples’ lives. This helps them to understand life in a culturally diverse society. Pupils’ presentation of work is on occasions untidy. Behaviour was good in all lessons observed across the school.
- 149 The quality of teaching is good in all key stages. All lessons have clear learning objectives and demonstrate good subject knowledge. Teachers in each year group plan together ensuring consistency in lesson content. Good dialogue between pupils and teachers gave pupils opportunities for pupils to express themselves and encouraged the development of speaking and listening skills. For example, during one Year 5 lesson, pupils discussed in pairs “quiet times” in their lives in comparison with lives of special people in the Bible and Quran. Very good organisation and management in lessons with smooth routines allows pupils to complete their tasks. These strong points in the teaching seen during the inspection produced good progress amongst the pupils. Relationships are good in most lessons and an atmosphere of trust is established. The use of time, support staff and resources is very good. Support staff are very sensitive to pupils’ needs. They offer excellent support and pupils’ progress is good when they are receiving additional support. The use of resources is an established strength in teaching religious education. For example, in one Year 2 class pupils visiting a local church identified the chalice, paten, crucifix and the vestments worn by the priest. Also in one Year 3 class, pupils were given the opportunity to examine several artefacts from their study of Hinduism. On-going assessment is very good and used effectively through marking and questioning.
- 150 The curriculum is very good. The locally Agreed Syllabus is used as the scheme of work and statutory requirements are met. Religious education makes an excellent contribution to pupils’ spiritual, moral, social and cultural development. Assessment is established and examples of pupils’ work are collected and annotated to provide a clear picture of attainment and areas for development. Discussion work from pupils is taped as part of assessing pupils’ speaking and listening skills. The use of assessment to guide curriculum planning is well established in the school. The school is also piloting assessment strategies in Year 5 based on the level descriptions of the new national religious education guidance.
- 151 Leadership is good. The subject is well led by an enthusiastic co-ordinator. She monitors planning and pupils’ work. Monitoring of teaching religious education is being developed to strengthen the role of the co-ordinator.
- 152 Resources are very good and very well used. The school has artefacts of all the principal religions, posters and a very good range of videos and books. Visits to places of worship include a church and a synagogue. Visitors into the school include the local vicar and some representatives of the local community. Display work in religious education is very good and offers a wide range of cultural aspects. All the principal religions are displayed very well with a very good range of artefacts, books and posters. For example, the display on Buddhism followed on from a visit to the Buddhist Centre. The life of Guru Nanak is well displayed with work on the Guru Granth Sahib. Islamic designs are well emphasised in the displays. Overall, resources for religious education enhance the richness and quality of the curriculum.

