

INSPECTION REPORT

CLEVELAND JUNIOR SCHOOL

Ilford

LEA area: Redbridge

Unique reference number: 102798

Headteacher: Mr G Ballinger

Reporting inspector: Mr J Palk
23630

Dates of inspection: 27th – 31st March 2000

Inspection number: 191254

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Cleveland Road Ilford Essex
Postcode:	IG1 1EW
Telephone number:	020 8478 3601
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr I Morris
Date of previous inspection:	13 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J Palk	Registered inspector	Physical education	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?
Ms G Ellisdon	Lay inspector		Pupils attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr A Hicks	Team inspector	Mathematics Information technology Design and technology	
Ms Y Stroud	Team inspector	Science Art	
Ms H Rask		Geography History Music	
Ms S Airey		Religious education	Pupils with special educational needs English as an additional language Equality of opportunity
Ms M Griffiths	Team inspector	English	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cleveland Junior is a very large junior school with 531 pupils on roll. Eighty-five per cent of the pupils are bilingual. This is very high when compared with most schools. The largest proportions of pupils are from India or Pakistan, in addition there are 52 refugees recently arrived from Somalia and the former Yugoslavia. English is the first language for just under twenty percent of the pupils, the other pupils speak mainly Punjabi, Urdu, Gujarati or Bengali. A hundred and twenty-one pupils are at an early stage of English acquisition and are receiving support through the ethnic minority achievement grant. Currently there are five pupils with statements of special educational need, which is below average. There are approximately twenty-two per cent of pupils on the special educational needs register, which is broadly average for similar schools. Forty-five per cent of pupils are entitled to free school meals, which is well above average. There are considerable movements of pupils in and out of the school and nearly half of the pupils in Year 6 were not with the school in Year 4. Most of those entering school during the key stage have low levels of competency in English.

HOW GOOD THE SCHOOL IS

This is an improving school with many good features. Standards are improving at a satisfactory rate. Pupils make satisfactory progress given their previous attainment and competency in English. The quality of teaching is good throughout the school. The headteacher shows good leadership and management in meeting a diverse range of needs. The school provides satisfactory value for money.

What the school does well

- There is a good working atmosphere and relationships between pupils and teachers are very good.
- The school provides very well for the academic and social needs of those with English as an additional language and special educational needs and they make good progress.
- The teaching is good and support teachers make a good contribution to pupils learning.
- The headteacher and senior staff manages the staff well. They keep a close check on the quality of teaching and provide them with the necessary training.
- Pupils have very positive attitudes to learning.

What could be improved

- Pupils not receiving support but who still have a limited grasp of English could do better.
- Systems for regularly assessing many pupils' attainment and tracking their progress could be sharper.
- There is not enough support in all classes to meet the need created by all lower attainers.
- The governors are not clear enough about the strengths and weaknesses of the school and the financial surplus is not being used to raise standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection. Pupils' achievements in reading and writing are better. There is more opportunity for extended writing. Standards in information technology and science are lower, but recent improvements are proving effective in raising pupils' achievements. End of year tests and tasks are now used to check on pupils' progress but there is still room to improve other assessment procedures and particularly to use the information to provide pupils with more support in lessons. There is improved provision for pupils with English as an additional language and they make good progress. The curriculum has been strengthened with the completion of schemes of work. There are good systems in place for improving teaching and learning and developing the role of the subject co-ordinator. Attendance rates are improving.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	D	E	C
mathematics	E	D	E	D
science	E	E	E*	E

Key

well above average A

above average B

average C

below average D

well below average E

E* lowest 5% of schools nationally.

Movement of pupils in and out of the school, their low attainment on entry and large numbers of pupils with difficulty in using English language adversely affect the school's test results. The performance of pupils in English, who have been at the school for the full four years, was above that of similar schools and average in mathematics, but below average in science.

Inspection findings show that attainment is below average in English, mathematics, science and information technology. Standards in other subjects meet the expectations and they are higher in dance than expected. Given limited English skills, the majority of pupils are making at least satisfactory progress and when given specific support make good progress. Lower attaining pupils do not make enough progress to bring them to an average standard. Higher attaining pupils make good progress. Pupils with special educational needs and English as an additional language make good progress. The school is on course to achieve the targets set for this year's National Curriculum tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very good attitudes to learning and work hard. They are keen to take part in the many clubs.
Behaviour, in and out of classrooms	Pupils are well behaved in and out of lessons. There has been one exclusion in the last year.
Personal development and relationships	Relationships are very good. Pupils show initiative and take responsibility.
Attendance	Attendance rates are still below average and unauthorised absence is high. Most pupils are prompt to lessons.

Very good racial harmony; boys and girls co-operate well together in lessons. Pupils respond very well to opportunities to work together. Those families who take extended holidays and those who are rehoused without informing the school affect the attendance rate. More could be done to improve punctuality and attendance.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 or better in 67 per cent of lessons. In nineteen per cent of lessons teaching is very good. It is consistently good across all year groups. Learning is at least satisfactory and often good although many pupils have limited understanding of English language and this affects their rate of learning when not supported. The teaching of those with English as an additional language and pupils with special educational needs is good.

Teachers have high expectations. Well-established and effective team teaching is of particular benefit in literacy and numeracy lessons. Teachers share their subject knowledge and expertise across the school and this helps all pupils. Literacy and numeracy lessons are taught well and teachers have a secure grasp of the methods that work best. Reading is taught well and reading standards have risen. The classes are managed very well allowing pupils to concentrate and get the best out of the time available.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Detailed schemes of work ensure a broad curriculum which is meeting the needs of most pupils.
Provision for pupils with special educational needs	Very good. The teaching team is well managed and provides very good support in and out of class.
Provision for pupils with English as an additional language	Very good for those receiving support through the educational minorities achievement grant.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, this is good. It provides very well for pupils' moral development. There is good provision for social and cultural development whilst spiritual development is satisfactory.
How well the school cares for its pupils	Very good personal support. Bullying is dealt with effectively. Assessment arrangements are unsatisfactory.

There is a satisfactory partnership with parents. Parents are very positive about the school. There are a good range of clubs that make a positive contribution to the life of the school, particularly in sport, dance and music. Assessment arrangements for pupils other than those with special educational needs and English as an additional language are not specific enough to help teachers track their progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other staff	Good. It is effective in raising standards through improvements in the quality of teaching and learning. Co-ordinators lead their subjects well.
How well the governors fulfil their responsibilities	The governors are not clear about the strengths and weaknesses of the school and do not have a strategic plan to address weaknesses over time.
The school's evaluation of its performance	Satisfactory. A regular check is kept on the quality of teaching and the curriculum.
The strategic use of resources	Is satisfactory overall. However the school has a large surplus in the budget and there is not enough support staff to help lower attaining pupils in all lessons.

Resources are of good quality. The extra funding is used well to help pupils improve in English and mathematics. The school identifies ways it can improve and these have been successful in raising achievements in mathematics and the provision for information technology.

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 achievements of those with special needs The good racial harmony and the respect shown towards other people's faiths The good relationships between staff, parents and pupils. The behaviour of the pupils. 	<ul style="list-style-type: none"> Not enough homework and it is not consistent from one week to the next There are not enough clubs.

The inspection team agreed with the parents' positive views. Since the last inspection, the school has established a good range of clubs which at present are all over-subscribed. The inspection team judged that there is room to improve the use of homework to help individual pupils. It is best in mathematics where it closely matches the needs of children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Overall, levels of attainments in National Curriculum tests at the end of 1999 were well below average in English and mathematics and very low in science. Pupils who were with the school for the four years leading up to the 1999 tests achieved above average in English and average results in mathematics. Their performance in the science tests was below average. In the 1999 tests, 11 per cent of pupils gained the higher Level 5 score which is a good achievement. When compared to similar schools pupils' test scores were average in English, below average in mathematics and well below average in science. This has broadly been the picture for the past four years. The overall trend in performance is in line with the national trend, however, the gap between the school points scores for English and science is widening. The attainment of pupils on entry is very low when compared to national averages and those pupils who join the school during the key stage often have little or no English. This group of pupils amounted to 30 per cent of the 1999 cohort. Pupils with English as an additional language at the higher levels of competency in English achieved better in the tests when compared to the Redbridge average. Overall, pupils' performance in the national test is at least satisfactory when compared to their previous attainment. The few higher attaining pupils make good progress.
2. There is a large group of lower attaining pupils and this is reflected in the appropriate targets set for end of year National Curriculum tests. Most of these pupils have difficulty in using English and expressing their ideas. This group of pupils is now identified at an early stage and forms a target group in each class to receive additional support in some lessons, particularly literacy and numeracy. This is helping to raise standards. Consequently, the school has set targets that are more challenging for the future. There is still scope to improve the performance of this group of pupils through more effective assessment, a sharper focus on identifying the skills they have acquired and are still needing, and additional support in lessons.
3. There were a number of discrepancies between the teacher assessments in mathematics and science made in 1999 and the actual performance of the pupils in the tests. Teachers underestimated the pupils' attainments in science and overestimated those in mathematics. This further raises the need to improve assessment strategies in order to improve teachers' abilities to make these judgements accurately during the key stage.
4. The majority of pupils enter the school with limited basic skills in literacy. They are achieving well in reading given their earlier attainment. Most pupils are making satisfactory progress overall in their writing and speaking skills as a consequence of some effective teaching, well organised opportunities for extended writing and the successful introduction of the literacy strategy. This is helping to raise standards. Lower attaining pupils who have difficulty using English language do not always receive enough support in class and this affects their achievements in English. The pupils who receive regular additional literacy support make good progress in both reading and writing.
5. Inspection found that standards in mathematics are slightly below those expected at the end of the key stage. Pupils are achieving well given their prior attainment, which is often well below that expected. The quality of mathematics teaching is good and

combined with the setting arrangements in Years 4, 5 and 6 and the booster classes is having an impact on the good progress all groups of pupils are making and the improving standard.

6. Standards in science are below those expected but pupils are making satisfactory progress overall as a result of more teaching and a useful scheme of work. This is beginning to raise standards. The use of homework to support work undertaken in class is also having a positive impact on pupils' achievements in this area. Many pupils' ability to investigate independently and explain their scientific thinking is below that expected, as a consequence of low competency in English.
7. Pupils with special educational needs make good progress as a result of detailed programmes of support, good teaching and individual help with literacy and reading skills where appropriate. In a number of lessons the smaller teaching groups, a good programme of support from a trained assistant or teacher and well-chosen tasks have a good impact on their learning. In addition, there are programmes of basic skills teaching in literacy and numeracy, for a minority group, which helps them build up their confidence.
8. The progress made by pupils with English as an additional language receiving specific support is also good. In literacy lessons these pupils are included in the whole class activity and the support teacher discretely explains the meaning of words used in order to promote better understanding. These pupils make good progress in lessons such as literacy and numeracy and in subjects such as religious education and science where they receive good additional support.
9. The attainments of pupils in all strands of information technology are below those expected of pupils towards the end of Key Stage 2. The pupils are now making good progress in the communication strand because of regular use of the information technology suite.
10. The work seen in religious education is in line with that expected of the locally agreed syllabus. The pupils' knowledge and understanding of Christianity and other major religions is satisfactory, as a result of good teaching and good quality resources. Standards in music, art, design and technology, geography and history are broadly in line with expectations. Standards in physical education are broadly in line in games, above in dance and below that expected in swimming. Overall pupils are achieving well because of good teaching, the appropriate use of resources and well planned schemes of work.
11. The key issues for action at the time of the last inspection concerned the need to raise standards. These issues have been addressed satisfactorily and the school is better placed to raise the attainment of pupils who enter school with very low levels of competency in English and mathematics. A clear programme to develop writing skills is supported by individual writing targets for pupils and they now make satisfactory progress. Pupils' results in National Curriculum Key Stage 1 tests are recorded and their progress against the end of year test papers is monitored. However, there are insufficient assessment arrangements for tracking many pupils' performance in relation to the attainment targets in English. This affects the progress of lower attaining pupils who are not receiving specific support for English as a second language. There are now better systems in place for checking the attainment and progress of pupils having special educational needs or receiving support for English as an additional language and these serve as good models of practice.

Pupils' attitudes, values and personal development

12. The parents' view that pupils are generally well behaved and have very good attitudes was confirmed during the inspection. The high standards have been maintained. The school's success in its aim to value every child contributes greatly to the pupils' progress. Pupils enjoy school and are proud to be a part of it. Many enthusiastically participate in the wide range of extra curricular activities on offer.
13. In lessons, pupils are eager to learn, settle quickly to work and concentrate on the task in hand. They are keen to do well and enjoy talking with visitors about what they have done. Some, particularly older pupils, respond well to challenges and persevere hard, for example, to get a stitch in right or in developing a control sequence for a robot. They show pleasure when they succeed. Pupils with special educational needs and English as an additional language show interest and sustain concentration. Their attitude to learning is often very good and they are seen to persevere and make learning gains encouraged by teachers and support assistants.
14. Relationships amongst all members of the school community are very good. This is one of the school's real strengths. Pupils co-operate well in groups, for instance when discussing mathematical problems or creating a dance routine. Playtimes are sociable occasions when pupils from all backgrounds play harmoniously together. No oppressive behaviour was seen during the inspection and exclusions are extremely rare.
15. Pupils display caring attitudes towards one another. This was exemplified when two boys showed considerable concern for a classmate who had been hurt in the playground. Pupils relate well with staff and are open, warm and welcoming towards visitors. Through the strong and supportive ethos of the school, pupils learn to respect the values, feelings and beliefs of others. They are tolerant and accepting. They willingly help any new arrivals to settle into school. They listen attentively and with great interest to stories about other people's faiths. Pupils are positive about each other's efforts and achievements as they showed by spontaneously clapping poetry readers in a sharing assembly.
16. Pupils respond well to opportunities for their personal development. They willingly take responsibility for such things as distributing registers in the morning, helping a new pupil and tidying the library and perform these duties conscientiously and with pride. They look after equipment and take care of their own and the school's possessions.
17. Behaviour in class, around the school and during off-site visits is good overall. In lessons and assemblies pupils put up their hands and wait to answer questions and listen attentively to teachers and one another. They queue quietly before leaving classrooms and entering the school after breaks. At lunch they maintain the school's high expectations by collecting and eating food and clearing cutlery sensibly with minimum supervision. The mature and sensitive behaviour of a Year 3 class whilst at the public library was particularly impressive. Occasionally when lessons lack pace or pupils are unclear about what they should be doing, behaviour is less acceptable.
18. Although overall attendance has improved since the last inspection, it is still below the national average and unauthorised absences are well above the national average. The school's attendance record continues to be adversely affected by such things as parents removing children for extended holidays during term time, families in temporary housing moving on without informing the school and pupils who are absent for two or more weeks on medical grounds. Punctuality has also improved.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall. In 67 per cent of lessons teaching was good or very good. There was only one unsatisfactory lesson observed. The quality of teaching is consistently good in each year group, with the very best teaching in Years 3 and 6. The school has further improved the high standards reported at the last inspection.
20. The teaching is effective in raising the achievements of pupils in all subjects. Teaching is most effective where there is support either from additional teachers or classroom assistants. In some lessons, where there is no support, teaching is less effective because the majority of pupils have limited language experiences and have difficulty assimilating questions and explaining their ideas without help. In these situations teachers often plan work that places less demands on pupils' intellectual effort in order that pupils can work independently. This limits the progress pupils make in areas such as research and enquiry.
21. Very good use is made of teachers subject strengths in each of the year group teams through sharing in the planning and evaluation of lessons. This is ensuring that realistic expectations are set for all pupils. Teachers modify their planning in response to each other's experiences and this has a positive impact on the overall effectiveness of their teaching and pupils' learning. The planning is satisfactory ensuring that a good pace of working is maintained. Teachers have drawn successfully on the model of teaching suggested by the national literacy and numeracy strategies. This ensures that in all lessons pupils are clear about the objectives and that questioning always extends these objectives. Teachers make time to evaluate the pupils' work with them at the end of lessons.
22. Pupils receiving English as an additional language support are taught very well. The language work is focused and enables pupils to learn at the appropriate level. The dynamic and experienced teachers of English as an additional language teach effectively alongside the class teachers to provide good all round support for the pupils' language needs in a range of different subjects.
23. Class teachers are successful in meeting the needs of those with special educational needs and are involved in setting targets for their individual education plans. Much work has been undertaken by the special educational needs co-ordinator in supporting target setting that has influenced the quality of teaching for pupils with special educational needs.
24. Pupils with special educational needs and English as an additional language learn very well. They show interest and concentration and are encouraged to be independent learners by the teachers and assistants. Many of the pupils with English as an additional language are also able to discuss their own learning gains and to set further targets for themselves.
25. The basic skills are taught well to all pupils. Literacy is taught well and this is having a positive affect on standards. Texts are chosen carefully, for example the newspaper reports on flooding in Mozambique were recent and relevant to some of the Year 5 class. Teachers are now teaching writing skills more effectively and are identifying the broad targets for individual pupils to achieve. The guided reading is particularly effective in improving all pupils' comprehension and understanding. In a Year 3 lesson, pupils were invited to read on in order to confirm their own speculations, successfully re-enforcing reading strategies. Unfamiliar vocabulary or expressions that will prove difficult for pupils are identified well in advance. The literacy work is generally well

matched to pupils' different abilities, although there are occasions where activities were too demanding or not challenging enough. Higher attaining pupils' needs are met well in extension activities, for example in the Year 6 lesson using rhyming couplets.

26. Numeracy is well taught and pupils make good progress. Teachers place good emphasis on using correct mathematical language and this is of benefit to those with limited English. Lessons are very well organised, objectives are clearly displayed and teachers plan suitably different work within each of the sets. Numeracy skills are reinforced well as pupils calculate angles in setting procedures for on screen turtles or make comparisons of graphical information in science. The setting arrangements in Years 4, 5 and 6 for teaching mathematics are successful and help teachers match work appropriately.
27. Classes are very well managed and a good pace of working is maintained throughout lessons. The movement between classes for mathematics setting is quick and efficient and demonstrates pupils' enthusiasm to get on with learning. Rewards for good effort and attitude are regularly given and in the very best lessons teachers' explain why the reward has been given. Praise is used effectively to maintain everybody's interest and involvement, and in particular to reward those who make a contribution following teachers' direct questioning. In this way, teachers demonstrate the high expectations they have of their pupils. Challenges are given to 'beat the clock' or 'beat the teacher', which succeed in motivating pupils to keep up with each other and in the best lessons teachers steadily increase the complexity of their questioning during the lesson.
28. There are not enough support staff, but where they are used, they have a good effect on the pupils' progress. Good use is made of two additional teachers to support numeracy lessons through the creation of an additional set and as team teachers. Team teaching is very successful. Teachers share in the responsibility to focus the pupils' thinking and complemented each other's delivery of the lesson. They make good use of time to reinforce the teaching or to demonstrate the principles to individuals or groups as the lesson is being taught. Occasionally they monitor pupils' responses to track the progress individuals are making but this good practice is underdeveloped.
29. Teachers have a satisfactory understanding of the levels of attainment their pupils have reached, but do not always have sufficiently focused information to plan to meet their needs effectively. They make use of end of unit tests and a good start has been made in setting broad targets for pupils in writing and mathematics. Marking is satisfactory and where targets have been set these are used to help pupils see the progress they have made. However, it is under-used to raise questions and stimulate further thinking, particularly in mathematical reasoning and scientific investigation. There is insufficient structure to the present assessment procedures and the specific National Curriculum attainments are not identified in regular assessment records.
30. Homework is satisfactory. For pupils with special educational needs and English as an additional language the work set is linked closely to individual targets and ongoing assessments. Whilst homework is often differentiated for other pupils, for example in mathematics and English in Years 5 and 6, it is not as tightly linked to meeting individual targets.
31. The school has built on the well-established and effective team teaching found in the last inspection to maintain the consistent quality across all the year groups. The schemes of work are of better quality, particularly for English and mathematics with

the introduction of the national strategies, and a satisfactory start has been made towards individual target setting. Overall, the quality of teaching has improved.

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

32. The curriculum is good and meets statutory requirements with an appropriate emphasis on literacy and numeracy. All subjects now have schemes of work, which is an improvement on the previous inspection. Religious education is taught using the locally Agreed Syllabus. Opportunities for personal, social and health education are planned across the curriculum and drug awareness is part of the programme in Year 6. The governors have decided that sex education should not be taught. The school offers a balanced curriculum including physical and creative opportunities as well as providing for all pupils' academic needs.
33. Pupils with special educational needs and English as an additional language receive their full entitlement to the National Curriculum. The provision for these pupils is very good. If pupils with special needs are withdrawn for a programme of basic skills, it is generally during literacy lessons and care is taken to ensure that pupils are given extra support on return to lessons in order to fully understand the work. The special needs staff and teachers of English as additional language plan work closely with class teachers to ensure that appropriate work is provided. Pupils with English as an additional language have a wide range of very good quality resources to help them understand and use English language. The additional support for pupils with emotional and behavioural difficulties and learning difficulties provided by the appropriate support services plays an important part in the good personal development and positive attitudes of these pupils.
34. The overall planning for literacy and numeracy is good. The National Literacy and Numeracy Strategies are fully in place in the school. The school has identified the need for additional time for writing and this has been allocated to improve the attainment of pupils in this area of the curriculum. Similarly, extra time has been allotted to group reading time in order to improve pupils' reading skills. The 'booster' sessions for Year 6 pupils after school and the additional lunchtime science sessions help extend pupils' knowledge and understanding and prepare them well for the National Curriculum tests.
35. The curriculum is enhanced by a very good range of extra-curricular activities held after school and at lunchtimes. A diverse and interesting variety of clubs, including music, dance and games are available to all pupils. The curriculum also extends into the wider community; pupils in Year 3 visited the Epping Forest Field Centre and some Year 6 pupils have enjoyed a residential visit to the Wat Tyler Centre at Basildon. These visits and others help extend pupils' research and enquiry skills. There are satisfactory links with local secondary schools in the introduction of new pupils but there are few other links that would extend pupils' experiences.
36. The school's provision for spiritual, moral, social and cultural development is good overall. Spiritual development is satisfactorily advanced through collective worship and religious education. During assemblies and in some lessons, the pupils have good opportunities to reflect on their own achievements and to share and appreciate the successes of others. A time for reflection is provided in the daily act of collective worship and this is used, for example to consider the jealousy of Joseph's brothers and how they felt.

37. The provision for the pupils' moral development is very good. The whole ethos of the school is directed towards understanding what is morally right from wrong. In a religious education lesson, pupils consider Judas selling a friend for money and in history, pupils develop understanding of how such societies as the Egyptians had different views on right and wrong. In all classes there is evidence of the way that positive rules for behaviour are consistently reinforced. All members of the staff provide very good role models for the pupils.
38. The provision for social development is good. Most lessons include opportunities for pupils to work together in pairs or groups. Opportunities are also given for pupils to take on responsibility for aspects of school life. Such roles include taking the registers to the office, giving out drinks at lunchtime or being classroom monitors. They care for pupils coming into Year 3 through a 'Buddy System' and have raised money for Blue Peter Appeals by fund-raising events.
39. Cultural development is good. In art and music, pupils learn about the work of famous painters and composers. Throughout the school, the pupils show understanding of cultural diversity. Pupils regularly celebrate their own cultural traditions and festivals. The Indian Dance club is an activity much enjoyed by the pupils. There are pupils from many different cultural and religious backgrounds within the school and this is a strength that the school uses very well. Pupils develop an understanding of their own culture and heritage through geography and history studies. In history, for example, they learn about the Old Man of Ilford and they visit the British museum to study at first-hand artefacts from ancient Egypt. There is a rich collection of musical instruments, which encourages pupils' interests in other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has maintained the high standards of pastoral care noted in the previous inspection. Parents rightly applaud the school's caring, supportive and friendly ethos.
41. The school continues to be successful in promoting good behaviour amongst pupils from a variety of backgrounds and previous experiences. A positive approach and the development of the pupils' self esteem are central to the school's behaviour policy. All staff understand and effectively implement the guidelines in the policy. They have high expectations and consistently praise good work and behaviour which are further reinforced by the award of stars, team points and commendations. They apply discipline firmly but fairly. Pupils have been involved in the development of a code of conduct and are clear about what is expected of them. Strategies for dealing with poor behaviour laid out in the policy are also well applied. Parents confirm that bullying is rare and any incidents are dealt with speedily and effectively.
42. The school has well established links with outside agencies to ensure that pupils with special educational needs and English as an additional language receive any additional support required. There is also a strong commitment to equal opportunities for all pupils, supported by a whole school policy which permeates through all aspects of school life, and an inclusive ethos for pupils with English as an additional language and special educational needs. There are good arrangements for diagnosing and assessing the work of these pupils. Individual Education Plans are clear, precise, and easy to measure. This means that teaching is clearly focused. The requirements of statements are implemented well and annual reviews are fully in line with statutory requirements. The assessment arrangements for other pupils are not as regular or as sharply focused on tracking their progress. In particular the progress of lower attaining pupils who have English, as an additional language, but are not receiving support, is

not assessed precisely enough to ensure that teachers' planning regularly meets their needs. As a consequence this group of pupils is not achieving as well as they could. The database of end of year attainment levels is a useful device for tracking these pupils' progress against broad attainment targets.

43. Arrangements for monitoring of pupils' social skills and behaviour are informal. However most teachers know the children well and provide appropriate opportunities for their personal development and this is helping raise their achievements.
44. Procedures for monitoring and promoting good attendance are satisfactory. There are sound routines for recording lateness and unexplained absences are always followed up, though not always on the first day. Registers are checked weekly by the Education Welfare Officer who contacts the parents of any child whose absence or lateness is a cause for concern. Parents are reminded of the importance of regular attendance and punctuality through the prospectus and governors' annual report. The governors are anxious to further improve attendance and to reduce the number of unauthorised absences. However, the action taken so far is not specific enough to ensure the parents are fully aware of consequences of long and unnecessary absence.
45. The school shows great concern for the pupils' health, safety and welfare and makes good provision for them during the day and when out on visits. The school premises are kept very clean and are well maintained in a safe condition. Safety checks are regularly made and concerns quickly dealt with. The school takes every precaution to meet fire safety requirements but pressure of space means that pupils' coats and bags sometimes impede free passage. The school is seeking ways to deal with this problem. The school's child protection arrangements comply with local authority recommendations and all staff are aware of procedures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Overall, the school has maintained the satisfactory partnership with parents that makes an effective contribution to the pupils' quality of learning and personal development.
47. Parents are kept informed about general matters through the prospectus, the governors' annual report to parents and occasional newsletters. The prospectus reports the National Curriculum test results in a helpful manner but the presentation of these results in the governors' annual report is not clear. Curriculum information is given regularly and there are a good number of opportunities to meet to discuss literacy, numeracy and the structure of National Curriculum tests. Open days are held each year when parents learn about the methods of teaching. Parents express satisfaction with these arrangements.
48. Parents are encouraged to come into the school and they feel very welcome. Some give valuable support by helping with reading under the guidance of teachers, or by running the bookshop. Others help on school trips or with swimming. A few give talks, for example, about their own faith.
49. Parents are satisfied with the ways they are kept informed of their children's work and progress. Formal meetings are held in the spring and summer terms for this purpose. Parents are encouraged to approach teachers at any other time to share concerns about their child's education and the majority feels able to do so. They find the staff very approachable. The pupils' annual written reports contain all the required elements and most reports give clear details of pupils' attainment. Design and technology is

however incorrectly reported with information technology. There is space for parental comment, and reports can be discussed with teachers at the summer term parents' meeting.

50. In general parents are very supportive of the school and are very happy with most of its aspects. However some parents say it does not provide an interesting range of activities. Inspectors do not agree with this view. They found the curriculum broad and balanced with a wide selection of extra curricular activities available to the children. Other parents express concerns about homework. They say the use of homework is inconsistent and they are unclear as to how they may help their children. Inspectors found these views to be partly justified. The homework partnership is not as effective as it could be. Homework that consolidates classroom learning is now being given regularly throughout the school for mathematics and science. The school is making efforts to assist parents in helping children at home, for instance, by distributing a useful leaflet describing appropriate mathematical activities and through reading workshops. Reading homework is an established part of the partnership with parents and makes a good contribution to the standards children achieve.
51. Parents of pupils with special educational needs are involved in annual reviews and are kept well informed about progress. Parents of pupils with English as an additional language also receive appropriate information about the progress of their children and information is sent home in the appropriate language if necessary.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher and key staff provide good leadership and management. They have maintained an effective learning environment for pupils of all abilities built around strong systems for ensuring good quality teaching and positive attitudes to learning. There is a positive working atmosphere in the school which aims to improve the achievements of all pupils. This has led to high quality relationships and effective team working.
53. The senior staff have a good grasp of the school's relative strengths and weaknesses and the action needed to raise standards. The headteacher has continued to develop systems for monitoring the attainments of all pupils and has been successful in implementing strategies to improve their achievements. National test data and standardised scores are used to identify areas of success and underachievement and have led to setting for mathematics and the release of the mathematics co-ordinator to work with other teachers. Recent developments in teaching reading and writing have been well supported by employing additional teaching and non-teaching staff, as for example in staffing the fifth set for mathematics and the additional literacy support for lower attaining pupils in Year 3. These developments have been effective in raising standards.
54. The teaching teams are well managed by co-ordinators who meet regularly to discuss issues and ensure that there is continuity of teaching practice across the school. Responsibilities for planning, monitoring, and evaluating teaching have been successfully delegated and the management structures in place ensure that the headteacher maintains a very good overview of the quality of teaching and learning. Subject co-ordinators meet with the headteacher regularly to monitor curriculum developments and the quality of subject teaching. This ensures that development plans for subjects are matched to the needs of pupils.
55. Many new teachers have joined the staff in recent years. These have been

successfully integrated and supported providing the necessary continuity in learning for the pupils. All teachers receive helpful evaluations that identify ways forward. The newly qualified teachers receive good quality training in their first year, with visits to colleagues' classes, demonstration lessons and support from experienced teachers. All teachers' planning is evaluated by the subject co-ordinators and this ensures that the consistent practice in identifying and planning for different needs is monitored. This is having an impact on teaching and helping to raise expectations and standards. The co-ordinators are effectively influencing the work of teachers through evaluating planning and their involvement in some observation. The results of both formal and informal monitoring help the school identify training needs. A comprehensive programme of staff training for all teachers has improved their effectiveness as literacy teachers, ensured the successful introduction of the numeracy strategy and provided more strategies for dealing with the language needs of many pupils.

56. The quality of management of special educational needs is good. The policies and other documentation are detailed and staff employed within the learning support department are given clear direction. The management by the co-ordinator is effective and informative both for members of the team and for teaching staff. The procedures for auditing and distributing key information about pupils on the special needs register is good and statutory provision identified in statements are correctly managed.
57. The management of provision for pupils with English as an additional language who are receiving specific support is also good. Teachers from the language service are regarded as part of the school team and this good working arrangement benefits the pupils as teachers' plan and work together co-operatively. Best use is made of the time available to raise the achievements of these pupils. However, the school is not doing enough for the small number of low attaining pupils who still have difficulty with English as a language but are not receiving support.
58. The school development plan is a satisfactory tool for raising standards. The plan is drawn up by the headteacher and curriculum co-ordinators who work together to identify priorities for improvements. There is appropriate emphasis placed on curriculum and staff development and the provision of adequate resources, including staffing. However, the targets set do not explicitly identify what and how standards are to be raised. The present success criteria are too general and do not link back to the improvements being sought. This makes it difficult for managers and governors to monitor and evaluate the effectiveness of actions taken.
59. The governors' role in monitoring school developments is unsatisfactory. It is limited to regular governors' meetings when reports are given. There is very little delegation of responsibility within the governing body to evaluating the action being taken to raise standards and little has been done to strengthen the partnership between governors and the school since the last inspection report. The governing body meets statutory requirements.
60. The use of resources to support pupils of different abilities is satisfactory. There is a budget surplus of 18 per cent which has been retained against a projected fall in pupil numbers. However, the school has an above average number of low attaining pupils and some of those who experience difficulty using English do not receive sufficient support in lessons for them to achieve their best. The overall management of the budget is satisfactory. There are sufficient funds to allow subject co-ordinators the opportunity to plan for their subject development and to monitor and support all teaching staff. The use of funds specifically designated to support ethnic minorities, special educational needs, the additional literacy strategy and booster classes have all

been very effectively managed with a positive impact on the achievements of pupils. The school is beginning to apply the principles of best value. It compares its performance data with that of other schools with similar characteristics and actively seeks ways to raise the performance of various groups of pupils. It considers best value when making purchases and the governing body monitor expenditure thoroughly.

61. There is a good match of teachers to meet the needs of the curriculum. There are more teachers than classes and the additional teaching staff are effectively used to teach alongside other teachers. However, in many lessons there is no additional help for lower attaining pupils who have difficulty with English language but are not receiving specific support. Where welfare assistants are used, they make a good contribution to the progress made by pupils with special educational needs and those receiving additional literacy support.
62. The accommodation is satisfactory and well maintained. The playground is small but pupils play a range of games and have attractive rest areas. A start has been made on decorating the walls which surround the playground but there are still a number that are under-used to enrich the curriculum. The disused storage area has been usefully converted into a dance and drama studio. There are good resources for most subject areas with the exception of physical education where there is little equipment for athletics and adventurous activity. Resources are used effectively and have been further improved by the addition of a computer suite. Access to computers during lessons to allow pupils to research information is limited. The library is well stocked.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The following issues should form the basis of the school's action plan.

- (1) Raise the standards of some lower attaining pupils by providing more support in lessons (*paragraphs: 2,4,6,20,57,61,67,83,106*).
- (2) Raise standards in information technology by planning systematically to teach control skills and data handling (*paragraphs: 104,105*).
- (3) Strengthen assessment procedures; identify the specific attainments of lower attaining pupils in order that their progress can be regularly tracked and planning can be more sharply focused (*paragraphs: 2,11,29,42,73,80,85,97*).
- (4) Improve systems for financial planning that address the needs of the school in order to reduce the budget surplus (*paragraph: 60*).
- (5) Improve the partnership between the governors and the school by sharing in the identification of clear targets for improvement and drawing up the school development plan (*paragraph: 58*); delegating responsibilities for monitoring and evaluating school developments (*paragraph: 59*).

The following minor issues to be also considered:

- i.* A tighter policy on attendance (*paragraphs: 18, 44*)
- ii.* Access to computers during lessons (*paragraph: 102*)
- iii.* Ensure provision to enable the majority of pupils to gain the average standard in swimming by the end of the key stage (*paragraph: 114*) and extend the use of the school grounds for athletics or adventurous activity (*paragraph: 117*).
- iv.* Extend the links with the secondary school (*paragraph: 35*).
- v.* Improve the quality of homework to meet more closely the individual needs of pupils (*paragraphs: 30,50*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	96
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	47	34	1	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	531
Number of full-time pupils eligible for free school meals	-	239

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		116

English as an additional language

	No of pupils
Number of pupils with English as an additional language	445

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	99
Pupils who left the school other than at the usual time of leaving	82

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	2.2
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	66	71	137

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	32	32
	Girls	52	33	34
	Total	57	47	48
Percentage of pupils at NC level 4 or above	School	57(59)	47(50)	48(51)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	36	20
	Girls	50	45	26
	Total	80	81	46
Percentage of pupils at NC level 4 or above	School	58(56)	59(56)	34(47)
	National	68(65)	69(65)	75(72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	17
Black – African heritage	46
Black – other	8
Indian	135
Pakistani	180
Bangladeshi	38
Chinese	1
White	76
Any other minority ethnic group	30

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	24
Number of pupils per qualified teacher	22
Average class size	33

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	103

Financial information

Financial year	1999
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	£
Total income	815259
Total expenditure	736915
Expenditure per pupil	1420
Balance brought forward from previous year	66019
Balance carried forward to next year	144363

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	530
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	3	1	1
My child is making good progress in school.	52	36	6	2	3
Behaviour in the school is good.	54	34	9	1	1
My child gets the right amount of work to do at home.	38	41	16	6	0
The teaching is good.	61	35	0	1	2
I am kept well informed about how my child is getting on.	54	34	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	63	30	2	2	3
The school expects my child to work hard and achieve his or her best.	65	29	5	1	0
The school works closely with parents.	46	46	5	1	2
The school is well led and managed.	53	35	3	0	8
The school is helping my child become mature and responsible.	48	48	3	1	0
The school provides an interesting range of activities outside lessons.	38	32	15	6	9

Eighteen percent of the parents responded to the questionnaire.

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

ENGLISH

64. Given the context of the school with the high number of pupils with English as an additional language and additional learning difficulties, the pupils make satisfactory progress in English throughout the school. The school is on course to achieve the targets set in this year's National Curriculum tests. Pupils with special educational needs and those with English as an additional language make satisfactory progress and where they have specific support, progress is good. The performance in the end of key stage tests of those pupils who spend the full four years at the school is above the average when compared to similar schools.
65. Many pupils listen well and demonstrate their understanding in the answers that they give but for a significant minority, understanding is limited. Progress in speaking and listening is satisfactory because of the emphasis teachers place on spoken language in their lessons. In some lessons, the pupils are encouraged to discuss ideas together, such as in a Year 3 class when pupils were asked to discuss what the word 'thwang' might mean. Pupils are also encouraged to contribute to class discussion during the plenary session. Some pupils speak at length and with confidence, although not all pupils have sufficient breadth of vocabulary to explain their ideas accurately and as a result standards at the end of the key stage are below those expected.
66. Standards attained in reading overall are below average at the end of the key stage. The majority of pupils make good progress in reading given their attainment on entry. The separate reading lessons are effective and contribute to the good progress pupils make in developing reading skills. Pupils follow the shared text carefully. Pupils in Year 3 talk about the different characters in the book that they are reading and know the difference between fiction and non-fiction books. They use dictionaries to help them in their work. Year 5 pupils are keen readers and higher attainers have a good knowledge of how to use a library for reference. However, by the end of the key stage many children do not understand the deeper meaning of stories.
67. The majority of pupils make satisfactory progress in improving their writing skills although standards at the end of the key stage are below national averages. Lower attaining pupils, not receiving additional support, do not make satisfactory progress. The school has targeted writing as an area for improvement following the last inspection and allocated additional time for writing in classes and this has helped raise standards for most pupils. Throughout the school, most pupils recognise that writing changes for different purposes. Many of the pupils in Years 3 and 4 use capital letters and full stops correctly and understand sentence structure. Year 4 pupils begin to understand what a paragraph is and demonstrate this when sharing a text about 'Penguins'. Although the majority of pupils in all classes write neatly and form letters clearly, many still use print, although good examples of joined script are also evident in Years 5 and 6. Pupils take pride in their writing and work hard during handwriting lessons when they practise joining letters. Spelling mistakes are frequent but pupils try hard with sounding out words and take spellings home to learn each week which is helping them to improve.

68. Literacy skills are well used in other subjects and enable pupils to record their work and research information in other subjects. Pupils use carefully chosen texts to develop computer skills in the information technology lessons, for example to re-organise text or to use a glossary to improve the clarity of a passage. In science, pupils write predictions about what they think will happen to a piece of celery placed in water coloured red. In religious education, a pupil writes about 'A Special Place', their home that they have left in Croatia.
69. Most pupils work well in their groups and persevere with their tasks. They organise resources well and handle books with appropriate care and respect.
70. The quality of teaching of English is good and often very good. Teachers have a good understanding of the subject and promote language development consistently well during English lessons and across the curriculum. Team teaching is very effective and this improves pupils' learning in lessons. They encourage discussion, help develop pupils' ideas and share in their achievements. Teachers use skilful questioning effectively to extend pupils' thinking and encourage positive attitudes. Pupils in Year 4 enjoy changing the gender of characters in 'Little Red Riding Hood' and choosing appropriate names for the new characters. The pupils in Year 6 enjoy the humour of some poetry and after listening to appropriate texts, write their own structured sound poems, inventing nonsense words as appropriate. Shared and guided reading and writing activities are used effectively to promote pupils' understanding of punctuation, vocabulary and text. Teachers use and discuss a range of literature in lessons to develop pupils' appreciation and understanding of texts. Resources are well prepared, and when tasks are suitably varied for different ability groups, good progress is made. Most lessons have good pace and structure.
71. Teachers have very good relationships with the pupils and effective guidance is given throughout lessons. In the best lessons, the teachers encourage the pupils to evaluate their own writing, have high expectations, and guide the pupils well in how to improve their work. Consequently, pupils' response to English lessons is good.
72. The library is well-resourced and the books are well-organised to make them accessible and they have been colour coded which pupils find more simple to use than the Dewey system. The computers are mainly accessible during timetabled information technology lessons and consequently are not used during English lessons to support language skills.
73. The co-ordinator provides good leadership. She has efficiently monitored and evaluated recent developments such as the focus on group reading and additional writing lessons. The booster classes for all pupils in Year 6 are well planned and offer good quality individual support to pupils. Appropriate training has supported the introduction of the literacy hour. End of year tests and tasks ensure that a broad picture of pupils' attainment in English is gained. This is used well to allocate additional literacy support in Year 3 and to identify pupils in other year groups who need additional support. However, systematic checks to help decide what skills to teach next and what pupils need to learn next are not regularly carried out and this affects the quality of planning and the overall rate of progress of lower attaining pupils.

MATHEMATICS

74. Large movements of pupils into and out of the school affect the overall levels reached in national tests each year and create fluctuations from one year to the next. However, the performances of those pupils who spend the full four years at the school are average when compared to similar schools. Inspection found that standards are rising, although they are still below average at the end of the key stage. With the effective introduction of a range of strategies to raise standards, the school's target in this year's National Curriculum test is achievable.
75. By the end of Key Stage 2 pupils calculate with numbers up to 1000 and beyond. Higher attaining pupils know the standard written procedures for adding, subtracting, multiplying and dividing and are developing secure mental calculation skills. They also use decimals with confidence, for example calculating answers to questions such as £78.75 divided by 15. Average attainers calculate with whole numbers and decimals, but work with smaller numbers, and they are less confident especially where work involves multiplication and division. Pupils use good estimating skills to help them check their answers, but in examples involving multiplication and division, some pupils were unsure which operations to use. The work of average and lower attaining pupils shows that in work on multiplication and division answers are often affected by insecure mental recall of number facts, such as multiplication tables. Higher attaining pupils are beginning to explore negative numbers, and for example can put them in order. They also have a good intuitive grasp of addition and subtraction involving negatives in contexts such as rising and falling temperatures. Overall, pupils make good progress in this area of mathematics given their prior attainment.
76. Work on shape is well developed and pupils are making good progress. Most pupils calculate the area and perimeter of shapes based on rectangles. Average and higher attaining pupils extend this work to include triangles. They know the formulae for the area and perimeter of rectangles and triangles and use these in examples made up from a mixture of these shapes. Pupils use protractors to measure and draw angles of all sizes. Higher attaining pupils work to greater precision, have a good knowledge of terms such as 'acute' and 'reflex' and know the angle properties of shapes such as triangles. In work on handling information, pupils understand the concept of probability. Higher attaining pupils find averages such as the mode and median of small data sets and draw and interpret line and bar graphs in a variety of contexts.
77. Pupils make satisfactory use of their numeracy skills in other areas of the curriculum. For example, Year 6 pupils use their knowledge of angles in information technology lessons to develop short sequences of instructions to control screen and floor-based 'robots'. They interpret graphs of pulse rates in work on health and exercise in science. Younger pupils are beginning to use co-ordinates and grid references in geography map work and in design and technology, pupils measure materials accurately before assembly.
78. The quality of teaching is good and one third of lessons are very good. Teachers pay very good attention to the needs of pupils for who English is an additional language by emphasising the correct use of mathematical vocabulary. Teachers explain work well and ask challenging questions. For instance, in a Year 4 lesson, effective whole class teaching and questioning clarified pupils' understanding of doubling and halving. In a Year 6 lesson on area, good questioning revised pupils' knowledge from earlier work and extended their understanding by developing the formula to calculate the area of a triangle, which they then went on to use in following work. Whole class oral work and discussions give pupils many opportunities to practise speaking and listening skills, and support well their progress in English as well as mathematics.

79. Lessons follow the structure set out in the national numeracy strategy and planning is generally very detailed. However, the only unsatisfactory lesson seen resulted partly from unclear planning. Setting arrangements in Years 4, 5 and 6 help teachers to plan work to match well the abilities of most pupils in each of the sets. Most teachers provide extension work for higher attaining pupils or modify the teaching approach for the lower set. Teachers make good use of support staff in promoting the progress of lower attaining pupils and those with special educational needs. Work is satisfactorily marked and helpful comments ensure that pupils follow up and correct work where necessary. Teachers make satisfactory use of homework. Tasks are set regularly and complement work which is set in class. Good class management and pupils' positive attitudes combine well to produce busy purposeful lessons and contribute well to the good progress pupils make.
80. The national numeracy strategy has been well implemented and is a significant factor in the rising standards seen. The co-ordinator has promoted high standards through personal example, leading staff development and monitoring of colleagues' teaching. The procedures for assessing pupils' progress and attainment rely too heavily on annual assessments. The methods used for regularly checking attainment and progress are unsatisfactory because they provide insufficient detail for teachers to be able to assess reliably pupils' individual strengths and weaknesses in all strands of the subject. This imprecision contributed to a mismatch between teacher assessments and pupils' performance in the 1999 National Curriculum tests. The over-estimation of attainment demonstrated a lack of familiarity with National Curriculum levels. The school has good resources to support mathematics, although insufficient use is made of information technology in teaching.

SCIENCE

81. In the last inspection, standards broadly met national averages. There has been a gradual decline since then and over the last three years results have continually been below average with little improvement. Inspection findings are that standards of attainment overall are below the national average in Years 5 and 6. However, standards in Years 3 and 4 are similar to those expected, reflecting recent improvements in the scheme of work. The progress most pupils make is satisfactory overall.
82. Pupils in Year 3 name and label parts of the body and relate the function of different parts to their study of plants. They made predictions about which fabrics might be hard wearing and set these out in a chart. Most pupils could explain how they could make the test fair. The higher attaining pupils in Year 4 know that mixtures of materials can be separated by evaporation. Most pupils explain accurately the terms 'condensation' and 'evaporation' and relate this to the water cycle. Pupils in Year 5 know that some surfaces absorb light whilst others reflect and know that this is useful when designing safety clothing. During experiments on dissolving sugar and coffee granules, many pupils were unsure of the variables that they could alter and how this may affect the results. Most pupils in Year 6 have a satisfactory understanding of the facts relating to the size of the earth relative to the sun and the moon, but the majority find it difficult to explain how this gives us day and night.
83. For pupils who have special educational needs or English as an additional language, progress is good when they are supported in class. This was evident in a Year 3 lesson when a small group were helped to explain their conclusions about materials,

and in Year 4 when a group was helped to organise sentences to explain the water cycle. There are substantial numbers of lower attaining pupils who have limited experience of using English. These pupils do not make sufficient progress in developing their own hypotheses or recording their findings in their own words and often have difficulty completing their work when they are not supported.

84. However, effective action is being taken to improve pupils' achievements. Regular homework, the use of revision guides, science booster classes and practical science clubs all contribute to the progress of Year 6 pupils. There is now a strong emphasis on experimental and investigative work across the school. Teachers ensure that pupils use the proper scientific vocabulary and can explain what a fair test is. They help pupils record their findings in a structured way by guiding their thinking and their recording skills. Teachers encourage higher attainers to do this independently and as a result pupils are drawing conclusions in their work effectively. There is insufficient support in lessons for lower attaining pupils to develop their observational and recording skills and this affects the progress they make in this practical area of science.
85. The quality of teaching is satisfactory overall and some is good. Teachers successfully kept lessons moving along, maintaining pupils' interest and motivation. Pupils respond well and co-operate purposefully during their investigations. This plays an important part in raising their achievement. They questioned pupils skilfully, encouraging them to both use and understand relevant scientific vocabulary. Teachers are beginning to keep samples of pupils' work to help them assess their levels of attainment. However there is not sufficient guidance on helping teachers make the correct judgements and these regular assessments do not lead to more specific planning to improve gaps and weaknesses in pupils' knowledge and understanding. Teachers effectively emphasise the quality of presentation and this encourages methodical working. Good use is made of charts to plot data such as temperature of cooling liquids over a given time. The marking of pupils' work is satisfactory and used well to encourage pupils. For example, teachers' comments on the revision work undertaken by pupils in Year 6 were helpful to the pupils in extending their explanations.
86. The recently appointed co-ordinator demonstrates sound leadership of the subject. The action plan for improving coverage and raising standards is appropriate and those initiatives already started are having a positive impact on the progress of pupils in Year 6. There are now updated comprehensive schemes of work for each year group, including detailed plans for each term. These guide teachers on what to teach and when, ensuring that there is a developing structure to science. This has helped to improve the quality of science teaching since the last inspection.

ART

87. Standards meet national expectations and match those found in the last inspection. Pupils have the opportunities to discuss the work and style of different artists, for example Kandinsky in Year 3, Matisse, Renoir, Seurat and Cezanne in Year 5, and Andy Warhol in Year 6. In these discussions, pupils show a developing ability to describe the main features of artists' work. This helps them when they attempt practical work. Pupils use a range of materials and stimuli including clay in Years 5 and 6 to make model people and Greek pots and textiles for collage pictures of Tudor kings and queens. These are of sound quality and reflect pupils' growing skills. Pupils make satisfactory progress both in their appreciation of art and their practical skills and this is shown in good examples of black and white observational drawings around the

school.

88. Teaching is satisfactory overall and in some lessons, it is good. In good lessons, teachers show good subject knowledge, give clear explanations and focus pupils effectively in acquiring skills. The lessons are managed well and give pupils the chance to develop their creativity. This has a positive effect on their attainment, especially in two Year 4 classes where pupils designed and sewed bookmarks. In a good Year 6 lesson the class teacher questioned and challenged pupils thoroughly to help them identify the style of Andy Warhol's pictures and his use of colour. In a good Year 5 lesson, the teacher gave a very clear explanation of the techniques of pointillism used by Seurat. Pupils successfully mastered and used the technique to apply tones in their painting.
89. Art is kept under regular review to maintain progress in the subject. The school has a good art and design policy, with comprehensive schemes of work for each year group. These make an important contribution to the strength and efficiency of planning. The time allocated for art is comparatively short, but it is used well and the sound quality of work produced in classrooms reflects the achievements of all year groups in the school.

DESIGN AND TECHNOLOGY

90. Design and technology has been taught only in Years 3 and 4 so far this year, and there was insufficient evidence to form a judgement of the standard achieved by pupils in Years 5 and 6. Pupils reach expected levels and make satisfactory progress in the limited time available for study. These standards are similar to those reported at the last inspection.
91. Year 3 pupils successfully try out ideas for picture frames by making accurate prototypes. They measure and cut accurately and use a variety of joining techniques when decorating the finished product. Year 3 pupils systematically test different types of bread and fillings in investigating personal preferences in sandwiches. They demonstrated a good understanding of the food culture of other pupils when designing their 'ideal' sandwich. Year 4 pupils design and make 'moving toys' which meet specific criteria. Pupils use simple techniques such as adding triangular card stiffeners to corners to make their frames more rigid. In the lessons seen, pupils successfully evaluated each other's work and suggested realistic improvements.
92. Teaching is satisfactory and occasionally good. Lessons are well organised and managed. Teachers have a secure understanding of the whole process of designing, making and evaluating products. In a Year 4 lesson for example, the teacher emphasised the role which design plays in everyday life and took care to ensure that pupils knew the criteria to be used in evaluating their own designs and products. Teachers make good links to subjects such as science and to pupils' cultural understanding for example through the work on food technology. They also plan carefully to ensure that pupils for whom English is an additional language are provided with lists of appropriate vocabulary to aid their written evaluation work. In a good lesson work was made more challenging by requiring pupils to evaluate each other's work. This was a good contribution to pupils' social development through the giving and receiving of constructive criticism.
93. Design and technology is managed well. The scheme of work is based on a high quality commercial scheme and provides a satisfactory range of opportunities for work in structures, food and control technology. Resources to support design and technology are good, well organised in easily accessible storage units in the two halls

and help pupils to produce high quality work.

GEOGRAPHY

94. The standards of work in Years 3, 4 and 5 meet national expectations. There was insufficient evidence to form a judgement on the standard achieved by pupils in Year 6. Pupils make satisfactory progress in developing mapping skills and using different sources of evidence.
95. Pupils in Year 5 accurately read different types of maps to locate places using simple co-ordinates. They use keys to show features on their maps of rivers. They know the names of a number of rivers in France and locate these on a map of France. They make good use of information from a range of books about rivers and use this to describe the effects of rivers and their main features. Following a local visit pupils in Year 3 successfully produce maps of the locality using appropriate symbols. Whilst pupils in Year 4 use their knowledge of the locality to make comparisons with the village of Chembokoli in rural India. Good use is made of the first-hand experiences many pupils have of life in India and this is seen in their drawings and written accounts which are of a good standard.
96. Teaching is satisfactory, although there is an over-reliance on worksheets and the copying of work rather than other forms of recording. Marking is always encouraging, and the best challenged pupils to extend their geographical skills through, for example, focused questions and suggestions for further research.
97. The co-ordinator for geography is newly appointed and although inexperienced in the role, has genuine enthusiasm for the subject and has developed some good resources for the Year 6 focus on Rainforests. She has also made a start to monitoring teaching of the subject during release time and a working party has undertaken a review of the existing scheme of work and policy. This is encouraging staff to look carefully at the way research skills can be further developed. Assessment arrangements are unsatisfactory and are recognised as an area for future development. The previous report highlighted the need to make more use of aerial maps and CD-Roms for research purposes. The school now has the necessary resources and has identified the changes that need to be made to the scheme of work to make use of them.

HISTORY

98. Due to the organisation of the timetable, no history lessons took place during the week of the inspection. No judgement can therefore be made on teaching but scrutiny of work, pupil discussions and class displays, indicate that pupils reach the standards expected in history. The previous report stated that lessons were too long, that there was a need to monitor teachers' planning, and that standards of writing in history were too low. The school has now effectively re-organised the delivery of the history curriculum into shorter blocked lessons for each unit of work, and the co-ordinator has recently monitored and reviewed overall planning to check coverage.
99. Pupils in Year 6 have a sound understanding of chronology and empathise with the experiences of World War Two evacuees. They have a satisfactory understanding of changes which arose in society in post war Britain and the factors which accounted for these. They make connections between past events and their present lives. Pupils in Year 5 explain the significance of particular artefacts, gods and rituals from Ancient Egypt, and relate these to the values, attitudes and beliefs of that society. Year 3 pupils

show a good factual recall of historical events from Tudor times and are able to contrast the lives of rich and poor people in Tudor England.

100. The newly appointed co-ordinator has made a start in reviewing the curriculum to ensure appropriate coverage in line with the new requirements for history. A good start has been made on assessing pupils' historical knowledge and understanding.
101. Particularly good use is made of the Redbridge Drama Centre to provide 'living resources', in the form of, for example, Roman Centurions, an Ilford Victorian resident and Howard Carter's assistant, fresh from the discovery of the tomb of Tutankhamun. This makes an important contribution to pupils' cultural development and promotes historical enquiry skills. There are good links between work undertaken in history and art and music. For example, Year 3 pupils explore Tudor music and Year 6 pupils make posters to illustrate work undertaken on Britain since the 1930's.

INFORMATION TECHNOLOGY

102. Standards in information technology are below national expectations at the end of Year 6, and are lower than standards reported in the previous inspection. Pupils have made good progress in operating a computer network because of regular information technology lessons in the new computer suite. This is ensuring that all pupils make good use of this time to develop other skills. Overall, progress is satisfactory. Progress is good when working in the computer suite but there are insufficient opportunities to work with information technology at other times for pupils to consolidate their skills.
103. Pupils' work in word processing supports literacy well. In a Year 4 lesson seen pupils practised editing short passages of text, re-ordering phrases, adding punctuation and using a glossary to select alternative words. The lesson made a good contribution to pupils' development in reading and comprehension as well as to their development of information technology skills. Examples of persuasive writing, poetry with titles such as 'Parents Evening' and accounts of the school's participation at the Redbridge Music Festival at the Royal Albert Hall show good attention to detail, such as checking that spellings are correct. Work is well presented, and has clearly been edited before finally printing it out. Work on 'advertising France' and the Cleveland Newspaper show effective use of pictures and text, and good technical skill in using the layout facilities provided by the desk-top publishing program. The standard of work in this aspect of information technology is approaching the level expected by the end of the key stage, but too few pupils are yet working at this level.
104. In work on data-handling pupils use a graph drawing program, for example to draw graphs illustrating the effect that exercise has on the pulse rate, based on data they collect themselves. They set questions for others to answer, based on their observations, and type them out on a word processor. Younger pupils enter data into a prepared database of book reviews and print graphs to show, for instance, the popularity of particular authors. However, work in this strand of the subject is not yet fully developed, since older pupils do not refine their work by sorting and selecting records to follow particular lines of enquiry, such as finding the most popular author amongst the boys or the girls.
105. In work on modelling and control technology, pupils control a 'screen turtle' by giving direct commands to make it draw shapes such as triangles and squares. In the Year 6 lessons, pupils used their knowledge of angles well in attempting this work. In two Year 6 lessons small groups of higher attaining pupils worked with support teachers to

develop short 'robot control' programs. They did this well and succeeded in making the 'robots' follow pre-determined courses and actions. Other aspects of this work, for example using information technology to monitor and record data such as the temperature on a winter's night, have not yet been developed.

106. Lessons in Year 4 and Year 6 were observed. Teaching in these lessons was satisfactory overall and one lesson was good and another very good. Teachers have good practical expertise and they understand the software used in lessons. Teachers take care to introduce work thoroughly which helps pupils to make good progress once they start working at the computers. The introduction was particularly effective in the very good lesson seen and was a major factor in the overall success of the lesson. Teachers have a good rapport with their classes and manage them well. Lessons are well organised and proceed at a satisfactory pace. Where support staff are available, they are used well. On two occasions support teachers worked with higher attaining pupils on more demanding work, enabling the class teacher to focus on the remaining pupils. This is an effective arrangement which helps to ensure that all pupils are challenged suitably by work matched to their ability. However, in lessons where no support staff are available lower attaining pupils who have difficulty with English language are kept waiting which reduces the progress they could otherwise make.
107. Resources for information technology are satisfactory overall. The information technology suite contains a good number of computer systems which are robust and reliable. Regular weekly lessons for all classes in the suite have contributed well to the good progress made this year. Other systems around the school are not used well; only one instance of use was recorded during the inspection. The school has a satisfactory range of software to support information technology as a subject in its own right. However, general reference resources such as computer based encyclopaedias and subject specialist reference materials are limited. The scheme of work is new. It is well balanced but not fully implemented. The further development of information technology has been identified as a whole school priority in the school development plan.

MUSIC

108. Standards overall are broadly in line with national expectations. There has been an improvement in standards since the last inspection because of curriculum development, assessment and additional resources. During the week of the inspection, it was not possible to observe the whole range of music lessons, but additional evidence in the form of videos, tape recordings, displays and staff and pupil discussions, was taken into account when forming a judgement.
109. Pupils enjoy singing in assemblies and are able to sustain parts in a round. Pupils compose a range of music, using the very good range of available tuned and untuned percussion instruments from around the world. In lessons, pupils develop critical appraisal of music through the direct focus on musical vocabulary such as timbre, dynamics, beat, pulse, texture and rhythm. This ensures that pupils learning English as an additional language and pupils with special educational needs have equal access to the curriculum.
110. Pupils in Year 3 create their own sound effects to accompany the story of 'The Bear Hunt', and vary both pitch and tempo when using a range of percussion instruments in their groups. When listening and appraising music, pupils in Year 6 listen to Mendelssohn's composition of 'Fingal's Cave', and explore visual images which this music brings to mind. Year 6 pupils identify a range of different instruments in the

orchestra. Pupils make up their own notation of lively percussion compositions based on Gustav Holst's 'Planet Suite'.

111. The teaching of music is satisfactory overall and sometimes good. Where teaching is good, teachers sustain a lively pace, have good knowledge and understanding of the subject, and organise well planned composing activities which offer appropriate challenge to the pupils. As a consequence pupils enjoy music making and usually behave well in lessons, especially when working in small groups. In all lessons observed, particularly good emphasis was made on developing new vocabulary for talking about music.
112. The wide range of extra curricular music offered within the school enhances the curriculum. The school choir provides opportunities for Year 5 and 6 pupils to participate in local community events, such as singing in the Ilford Exchange and local department stores, and cultural enrichment through participation in the Redbridge Music Festival at the Royal Albert Hall. Pupils' knowledge and understanding of different types of music is further developed through visiting musical ensembles. The school also benefits from the peripatetic string, brass and woodwind instrumental teachers who visit the school.
113. The subject co-ordinator has much energy and enthusiasm for the subject and has worked very hard, together with colleagues, to develop music. The school has also gained from training to develop teachers' subject knowledge. A clear policy and the newly reviewed scheme of work takes good account of both composing and appraising in music. The introduction of termly assessments to help monitor pupils is a useful new initiative, and ensures that skills' development is monitored throughout the school.

PHYSICAL EDUCATION

114. Lessons were observed in dance and games. Standards are in line with expectations in games and exceed those expected of pupils in dance. In Year 5, nearly a third of pupils swim 25 metres but there is no opportunity given for the rest of the pupils to achieve the expected standard during Year 6.
115. The teaching is good overall, with some very good teaching in dance. The high standard of teaching contributes to the good progress pupils make in most lessons. For example, the techniques of holding a racquet, receiving a pass or controlling the ball with a hockey stick were clearly demonstrated at the start of lessons and classes were organised to allow small groups to practise these techniques. Small-sided games or challenges encourage the skills to be used competitively. In the better lessons, teachers intervene to give praise to individuals for a correct grip or good control, reinforcing what was expected and leading to a greater effort by other pupils. Teachers are clear about the objectives of the lessons and refer to these regularly during lessons. For example in one Year 3 lesson very good attention was given to the elements of dance whilst pupils rehearsed and this helped the pupils link their movements effectively to create a sensitive sequence.
116. Teachers share their planning between the classes and this is most effective in supporting colleagues who may lack subject expertise. This was evident in the Year 3 dance lessons when the progress of pupils in all four classes was good. Teachers are aware of the different needs of pupils in their class. In some lessons support assistants effectively help those whose concentration is limited, to remain on task, or to co-operate. Teachers effectively encourage participation between pupils and pupils

respond very well to these opportunities. The country dancing demonstrated perfectly the co-operation and harmony of the different races represented at the school.

117. The subject is well led and the issues raised by the last inspection have been well addressed. The scheme of work ensures a good balance of activity in most areas, although there is insufficient detail in the athletics programme and the school grounds are not fully utilised as a resource for adventurous activity. An appropriate action plan is in place to build up the guidelines for teaching the different areas and the co-ordinator encourages teachers to share their particular strengths within the teaching teams. There is a good number of clubs including dance and ball skills and these are over subscribed.

RELIGIOUS EDUCATION

118. Attainment in religious education matches the expectations of the local Agreed Syllabus. By Year 6, pupils have a satisfactory knowledge of Christianity and of some features of other major world religions. They understand that sacred writings are central to the traditions of the various faiths and that the Bible is made up of different types of books. Pupils know about the teachings of Jesus, his ministry and teachings and how he used his disciples to work with him. They also know about the Easter story and why it is important to Christians. They also understand more about the lives and faiths of people and religious leaders who are held up as examples to others. They make good progress when understanding and comparing the special times in the family and different ways of worshipping both at home and at places of worship. These studies enrich pupils' literacy skills as well as their spiritual, moral, social and cultural development.
119. The quality of teaching is good. Teachers plan their work well, have good relationships with pupils, value their opinions and skilfully keep them focused on the point of the lesson. Effective questioning encourages pupils to listen attentively and they are keen to answer and find out more. Teachers make good use of pupils' willingness to share their experiences of their own religions. Good class management and the use of pairs or groups is particularly effective. There is sometimes the opportunity to involve other teachers in guiding the discussion which helps pupils explore moral issues such as the Ten Commandments or 'truth'. Partnership teaching ensures that all pupils can take part in discussion. Resources are also used well to stimulate pupils' interest. In one lesson, the teacher explained about Jesus' crucifixion and how he had to carry his cross and showed pupils a purple robe and a crown of thorns, which helped them to imagine how it must have felt. This held the pupils' attention and prompted some keen questions. Teachers use key words to help re-enforce learning and a variety of tasks are presented to ensure and extend pupils understanding.
120. Teaching benefits from the support of the co-ordinator who assists teachers with planning and ideas. She monitors plans and some teaching and has recently introduced end of unit assessments. A good range of artefacts and books is well organised and readily available to give practical support to the teaching of different religions.