

INSPECTION REPORT

RUSH GREEN JUNIOR SCHOOL

Dagenham Road

Rush Green

Romford

Essex

RM7 ORL

Barking and Dagenham LEA

Unique reference number: 101212

Headteacher: Jeffrey Barrett

Reporting inspector: P E Lyseight-Jones
12641

Dates of inspection: 18th – 21st June 2001

Inspection number: 191950

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	8 - 11
Gender of pupils:	Mixed
School address:	Dagenham Road Rush Green Romford Essex
Postcode:	RM7 0RL
Telephone number:	020 8270 4933
Fax number:	020 8270 4938
Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Nickols
Date of previous inspection:	3 rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12641	Pauline Lyseight-jones	Registered inspector	Design and technology	What sort of school is it? How well are pupils taught? What should the school do to improve further?
9173	Sarah McDermott	Lay inspector		How well does the school work in partnership with parents?
10611	Martin James	Team inspector	English Physical Education Religious Education Special educational needs	How well is the school led and managed?
24251	Chris Thomas	Team inspector	History Music	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupil?
20832	Mohindar Galowalia	Team inspector	Science Geography English as an additional language	Pupils' attitudes, values and personal development
1068	Jan Allcorn	Team inspector	Mathematics Information and communications technology Art Equal opportunities	The school's results and pupils' achievements

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rush Green Junior School is a community junior school for boys and girls aged between 8 and 11 in the London Borough of Barking and Dagenham. It is close to the Havering border and draws between a third and a quarter of pupils from Havering. The school is bigger than many primary schools and currently has 351 pupils on roll. This represents an increase since 1996 when it was 297. This increase is partially due to housing association building near to the school. Housing in the area is both owner-occupied or local authority owned. An extension to the school was built and houses an additional six classrooms, a new library and additional office and staff room. The 1991 Census information indicates that the number of children living in high social class households is lower than the national average and that the number of children in overcrowded households is broadly in line with the national average. The number of pupils from ethnic minority backgrounds has increase. However, this group represents a lower proportion of pupils on roll than the national average. About a third of pupils have special educational needs, just above the national average. Pupils' attainment on entry to the school is generally in line with expectations for their ages. Very few pupils have English as an additional language and no pupils are at an early stage of learning English.

Over a fifth of pupils are known to be eligible for free school meals which is broadly in line with the national figure.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. Pupils' attitudes, values and personal development are very good. The school provides a good quality of education; virtually all lessons are satisfactory and over half of the lessons are good or very good. The head teacher's leadership is good. Since the last inspection governors have taken a more active role and their involvement is satisfactory and contributes to the effectiveness of the school.

The standards which pupils achieve by the time that they leave the school are very good in science. Standards are in line with expectations in mathematics. The school provides satisfactory value for money.

What the school does well

- Individual tracking of pupils' progress and setting targets in English and mathematics.
- Commitment to developing pupils' skills in number work.
- Pupils' positive attitudes and good behaviour.
- Very good relationships between pupils and between staff and pupils.
- The school's commitment to improving the quality of education.
- Well-led school.
- Financial management.

What could be improved

- Standards in English (writing), design and technology and geography.
- Levels of unauthorised absence.
- Personal, social and health education scheme of work.
- Spiritual development.
- Assessment in non-core subjects.

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 significant progress since the last inspection in 1997.

At that time the head teacher had been in post for two terms. Considerable change needed to take place to ensure that the school provided an effective education for its pupils. Planning across the key stage

has been established and schemes of work include model lessons. The English and mathematics programmes are particularly thoroughly planned.

Classes are now taught in year groups and timetables reflect similar proportions of subject time across each year group. Cultural development is now satisfactory, but spiritual development remains unsatisfactory.

Standards in English, mathematics and science have risen, but pupils' attainment in English at the age of eleven remains below the national average. Standards in mathematics have improved and are in line with national standards. Standards in science have improved considerably and are well above average when compared to national standards.

The quality of teaching has improved markedly since the previous inspection; in 1997 teaching was generally satisfactory and 13% was very good or better. However, 20% of lessons were unsatisfactory. Now, 96% of teaching is satisfactory or better. 51% is good or better and 22% is very good or better. 4% of teaching is excellent.

The commitment to continuing staff development is shown by the school having recently being awarded Investor in People status.

The school's budget is set in line with LEA advice and financial management is now good. There are no areas where statutory requirements are not met.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

The standards pupils achieve are in line with those expected nationally for eleven-year-olds, overall, at the end of Key Stage 2; this represents an improvement since the last inspection when standards were generally lower than national expectations.

National Curriculum test results for eleven year olds in English, mathematics and science have improved since the last inspection, particularly in science; in 2000 the test result for English was 70%, in mathematics it was 75% and in science it was 93.5%. The corresponding results for 1997 were 53% for English, 60% for mathematics and 69% for science. The trend in improvement has been above that for schools nationally.

In summer 2000 the overall performance of pupils in the National Curriculum tests was in line with that nationally and equivalent to that of pupils from similar backgrounds. In summer 2000, the performance of pupils when compared to national test in English was below average and it was well below average when compared to pupils from similar schools. Pupils' reading, speaking and listening skills are average, but their writing is below average. In mathematics, pupils' performance was in line with pupil performance nationally and when compared with pupils in similar schools. In science, pupils' performance was well above average when compared with both national results and those of similar schools.

In the three core subjects of English, mathematics and science standards for current Year 6 pupils are in line with those expected nationally for their age in mathematics and science, but, overall, below in English. However, current progress in English is satisfactory in reading, speaking and listening, but in writing, while gains are being made, progress is unsatisfactory.

Standards in information technology and in music are good. Standards in art, physical education, history, religious education are satisfactory. Standards in design and technology and geography are unsatisfactory.

The introduction of single age classes and good quality planning, teaching and assessment in the core subjects have contributed to the gains which have been made.

PUPILS' ATTITUDES AND VALUES

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

Attendance is significantly affected by the large number of holidays taken in term time.

TEACHING AND LEARNING

Teaching of pupils:	Aged 7-11 years
Lessons seen overall	Satisfactory

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.

Almost all lessons seen were taught to satisfactory or better standards; 4% of teaching was excellent. 22% was very good or better, 51% was good or better; 45% was satisfactory and 4% was unsatisfactory. Lessons in year 3 demonstrated the largest proportion of good or better teaching. However, there are significant proportions of good or very good teaching in all year groups. Teachers' planning is very good in mathematics, history and music. In art and geography it is good and is satisfactory in English, design and technology, information and communications technology, physical education, religious education and in science. The basics of English are taught satisfactorily and in mathematics they are taught well. The needs of pupils with special educational needs and those for whom English is an additional language are satisfactorily met. However, improved learning opportunities need to be planned for more able pupils.

The quality of pupils' learning is satisfactory, overall, with particular strengths in the effort and concentration with which pupils' address their work; pupils work hard and do not waste time. They reflect on their previous learning and contribute to class discussion and listen to each other's answers and questions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Broad and relevant. The balance of the curriculum needs some attention, particularly in Year 6.
Provision for pupils with special educational needs	Satisfactory.

Provision for pupils with English as an additional language	Satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral development is very good. Social development is good. Cultural development is satisfactory. Spiritual development is unsatisfactory.
How well the school cares for its pupils	Good. However, the personal, social and health education scheme of work needs to be taught.

The school cares for its pupils well. This is an improvement since the last inspection. The caring ethos supports pupils' development and contributes to their very good behaviour and motivation to succeed. Provision for health and safety is very good. Procedures for child protection are effective and the child protection policy provides clear guidance for staff.

There are good procedures for monitoring and improving attendance and unexplained absences and lateness are followed up consistently. However, the level of unauthorised absence is high; this is largely due to holidays being taken in term-time and needs to be reduced.

There are effective systems for assessing pupils' progress in core subjects and assessment practice is developing in other subjects.

The impact of parents' involvement on the work of the school is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher provides clear direction for the school. He manages the school efficiently and effectively and is well supported by members of the senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	Satisfactory. The governors support the school well. They carry out their responsibilities with interest and commitment.
The school's evaluation of its performance	Good. The school is good at analysing its strengths and weaknesses, and in planning action to address these weaknesses. However, it does not sufficiently monitor the performance of different groups of pupils.
The strategic use of resources	Good. The school makes good use of its resources. The school applies the principles of best value well.

The provision of learning resources is satisfactory, it is good in mathematics and in information and communications technology and they are well used.

Teaching space is well used. However, the development of design and technology and the use of the library are inhibited by a shortage of space.

The quality of leadership and management in the school is good. The head teacher leads and manages the school efficiently and effectively and his strong leadership gives the school a clear educational direction, with a clear emphasis on high expectations and raising standards. Governors successfully fulfil their statutory duties in helping to shape the direction of the school and their involvement in the running of the school is satisfactory.

Teachers are appropriately qualified and experienced in the full range of curriculum subjects. Day-to-day financial management and administration are good. Financial decisions are made in line with best value principles and the school gives satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teacher' high expectations of children. • Progress which children are making. • Children like coming to school. • Able to approach the school with concerns. 	<ul style="list-style-type: none"> • Levels of homework. • Range and number of after-school activities. • Information about how the school works with good and bad behaviour.

The inspectors concur with most of these positive views, but have reservations on the expectations and levels of challenge for the more able.

The inspection team finds that the level of homework set is satisfactory for a junior school and that in the majority of classes it is set regularly. However, some parents are justified in believing that homework set does not match the needs of the child. The school provides a good range and number of clubs and sports compared with most junior schools. The school's systems for managing behaviour are very effective, but the team agrees that the communication of the procedures to the parents is often insufficient and does not do the school justice.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The standards which pupils achieve in education are in line with those expected nationally for eleven-year-olds at the end of Key Stage 2 in mathematics, science, art, history, physical education and religious education. Standards are good in information technology and music but they are unsatisfactory in English, in design and technology and geography. This represents an overall improvement since the last inspection where standards were generally lower than national expectations.
2. National Curriculum test results for eleven year olds in English, mathematics and science have improved since the last inspection, particularly in science. In 2000 at level 4 or above, the test result for English was 70%, in mathematics it was 75% and in science it was 93.5%. The corresponding results for 1997 were 53% for English, 60% for mathematics and 69% for science.
3. In comparison with all schools the school's performance in English was below the national average, in mathematics it was close to the national average and in science it was above the national average. When the results are compared with those of similar schools, English was well below average, mathematics was close to the average and science was above average. The results do not reflect current standards in science in Year 6, which are lower. This difference is put down to the number of lower attaining pupils joining the school during Years 5 and 6. ¹
The overall trend in improvement has been above that for schools nationally.
4. In 2000, eleven year olds performed well above the national average in science as 66% of pupils achieved level 5. Their performance in mathematics was close to the national average for all schools, at 21% and was below the national average in English, where 22% of pupils achieved level 5. When compared to the performance of similar schools the pupils' performance is well above average in science and in English and mathematics it is below average.
5. In most subjects pupils now make at least satisfactory progress and achieve at levels appropriate for their attainment on entry to the school. They make good progress in information technology and music.
6. Standards in speaking and listening and in reading are broadly in line with the national average but they are below in writing. The school has adopted the borough English scheme which covers the same ground as the National Literacy Strategy, yet responds to the needs of local children by emphasising speaking, listening and reading as a foundation for quality writing. As more pupils are taught through the scheme and as pupils come into the school having used the scheme in their infant schools the standards of writing and the rate of progress which pupils make are expected to improve. The school recognises that it will need to ensure that pupils who enter the school after the beginning of year 3, and certainly in year 5 or 6, are thoroughly introduced to the English scheme. Similar action is recognised by the school as being necessary in mathematics. This is because both the English and the mathematics schemes require a particular set of learning styles and practices and these may be unfamiliar to new pupils. In addition, there are expectations about what pupils should already have learned at each stage and these are not presented in the same sequence as the National Literacy and Numeracy Strategies. The school has recognised the need to improve the quality of pupils' writing and has made this a priority in the School Development Plan.
7. In mathematics, pupils' number skills are above average, but work in other areas of mathematics are in line with or are below expected levels. The good progress pupils make in number is due to the high emphasis given to number work in teaching, particularly the development of pupils' mental

¹ At the time of the inspection schools' results for summer 2001 National Curriculum tests and national comparisons were not available.

calculation skills. In other areas of mathematics, such as data handling, graphical work and area, progress is satisfactory and attainment is in line with that expected nationally. However, pupils' problem solving skills and ability to apply their mathematical knowledge are not sufficiently well developed, because there are too few opportunities for pupils to acquire these skills. The school recognises that the most able pupils need a more challenging mathematics programme and now organises weekly lessons where pupils are grouped according to their ability in mathematics.

8. In science, pupils have good skills and make good progress in scientific enquiry. Overall, their progress is satisfactory. The emphasis on scientific enquiry provides appropriate challenge to pupils of all abilities, engages them in learning at appropriate levels and contributes to the quality of the work which is done. They carry out, successfully, a good range of investigations across all areas of the science curriculum.
9. A number of factors have contributed to the improvement in the standards pupils achieve. After the last inspection the school got rid of its mixed age teaching groups, put in place clear year group planning systems and introduced the borough English and mathematics schemes. Both schemes are highly detailed and provide comprehensive lesson plans which largely meet the needs of pupils in the school. There is consistency in teaching and planned progression through English and mathematics. They provide a model which is being emulated in other subjects in the school. This means that teachers are provided with detailed lesson plans for individual lessons. The adaptations which teachers make to the plans allow for the needs of specific groups of pupils to be met.
10. The headteacher, in post for two terms at the time of the last inspection, introduced regular monitoring of pupils' progress in English and mathematics and the setting of individual pupil targets. Pupils are well prepared for the National Curriculum tests through extensive revision sessions.
11. Overall, girls do better than boys in the National Curriculum tests, particularly in English and science. In 1999, when there were more girls than boys in the year group, the school's overall performance was above average. The school recognises that it needs to improve the performance of boys, especially in reading and writing: resources, such as books that interest boys in reading, are beginning to be effective in addressing this issue. During the inspection, no significant differences were observed in the attitudes and performance of boys and girls in lessons. The significant number of pupils who join the school in Years 5 and 6 adversely affects National Curriculum results in English and mathematics for reasons discussed above. In the current Year 6, the majority of these pupils are not predicted to achieve the expected level in the national tests just taken.
12. The good standards in information and communication technology and the good progress which pupils make in their skills, knowledge and understanding by the time they leave the school are due to the high priority which the school has placed on the specific teaching of information and communication technology skills and its investment in the provision of sufficient computers and training for staff. Standards at age eleven in art and design, history and music have all improved since the last inspection and pupils make satisfactory progress in these subjects. The considerable improvement in art and design is due to a greater focus on the teaching of techniques and skills. In music, progress is best where class teachers are secure in their knowledge and understanding of the subject. Standards at age eleven in geography and design and technology are still below expected levels. Pupils do not make enough progress in geography because there is too little time spent on it, whereas, in design and technology, many pupils do not yet have a secure foundation in the subject. Standards in physical education are in line with those expected nationally, although reported as above average at the time of the last inspection. This does not mean that standards are lower, but the judgement reflects different requirements since the last inspection. Pupils enjoy physical education and do well in local competitions. In religious education, standards have been maintained since the last inspection and are in line with those expected in the local Agreed Syllabus. Statutory requirements are now fully met.
13. Pupils have satisfactory opportunities to develop their speaking and listening skills both in English and other subjects of the curriculum. For example, in mathematics they are expected to explain the strategy they use to undertake a mental calculation. In history, Year 6 pupils confidently talk about the reasons for the use of blackout in the Second World War. However, pupils have too few

opportunities to write at length and in depth, not only in English but also in other subjects such as science, history and geography. This does not help to improve their below average writing skills. Pupils use their number skills well in science and physical education. In science, the range of graphical work they undertake develops further their skills in this area. In physical education, monitoring of performance in athletics provides good opportunities for pupils to use their measuring and counting skills, which they do well. However, in history, timelines are not used often enough to give pupils an understanding of the passage of time. Pupils have good information and communication technology skills. There are some good examples of their use to support pupils' learning in other subjects, such as data-logging in science, the drawing of bar charts in mathematics and searching for information on the Internet in geography and art. However, the use of information and communication technology to support pupils' learning in all subjects of the curriculum is not yet systematic enough.

14. Pupils with special educational needs make steady progress. In most lessons teachers provide appropriate opportunities for these pupils to make the progress they should. For older pupils in mathematics and English, additional withdrawal groups help them to improve their skills. Occasionally in lessons, work is not sufficiently well matched to their needs, but most teachers plan carefully and monitor their progress. The school has a small number of pupils from ethnic minority groups, some with English as an additional language. These pupils make steady progress, but, although their personal and social needs are well met, teachers are not always sufficiently aware of their learning needs.
15. Whilst more able pupils make steady progress, opportunities to stretch these pupils further are not always sufficiently well planned. In both history and English, pupils would benefit from harder worksheets that encourage them to explore a wider range of resources and to choose how to present their work. In music, older pupils are capable of more challenging and creative work, although visiting specialists do provide some opportunities for the more able pupils to achieve good standards in reading and playing music. In mathematics, there is an after school club for the most able Year 6 pupils. Experimental setting arrangements are also being tried in year 6 mathematics lessons at the end of the school week. National Curriculum test results in English and mathematics over the last few years indicate that few pupils achieve at the highest levels. The more able pupils do, but there is scope for more pupils to attain the highest levels.
16. Pupils' progress is well monitored to ensure that any difficulties are identified and additional support provided. The school monitors carefully the performance of boys and girls. However, it does not yet monitor closely enough that of other groups of pupils such as those entitled to free school meals and with English as an additional language. This would check that these groups are making the best possible progress. The school states that pupils entering the school in the upper years do not do as well as they could. This is because the local authority English and mathematics projects rely on pupils starting them at an early age to get the maximum benefit. These pupils are approximately one in eight of the current Year 6. However, no specific strategies are in place to address this difficulty, apart from support lessons for the lowest attaining pupils. Pupils are encouraged to speak in front of the rest of the class and to explain their work with each other. Opportunities are missed to develop pupils' writing skills in subjects other than in English. Pupils are expected to read, understand and to respond to written instructions in subjects other than English.
17. The school has set clear targets for pupils' performance in National Curriculum tests in English and mathematics. These are securely based on pupils' previous achievements. In summer 2000 the school achieved its targets. However, the school should consider making them more ambitious at the higher levels. There is the potential for more pupils to gain above average results in English and mathematics through improving the opportunities which are available for more able pupils and by ensuring that new entrants to the school are efficiently introduced to the literacy and numeracy schemes.

Pupils' attitudes, values and personal development

18. Pupils' attitudes and values are very good and their personal development is good. This represents some improvement on the previous inspection where attitudes, values and personal development

were all good. These strengths have a positive impact on pupils' learning and achievement.

19. Pupils very much enjoy coming to school and keep this positive frame of mind throughout the day. Pupils feel valued by teachers. As a result, pupils feel confident in approaching their tasks and getting involved in what the school offers. Pupils' attitudes to work are very positive. They listen with keen interest and work purposefully with sustained concentration. They enjoy taking up offers to participate in discussions and putting forward their point of view, for example, why they want a specific authority to stop destroying the facilities currently available at a leisure park.
20. Pupils behave very well in lessons and around the school. Incidences of exclusion are few. No oppressive behaviour was observed during the inspection. Pupils are courteous, polite and go about responsibly observing the daily routines of school life including the rules. Their awareness of the impact of their actions on others is good, as is their respect for feeling, values and beliefs. For example, they learn about other faiths with as much reverence and respect as their own.
21. Pupils with special educational needs pay close attention to adults and they persevere with their tasks. They are well behaved and get on well with other pupils.
22. Pupils' personal development is good and their relationships are very good in all spheres of school life. Boys, girls and pupils of different ethnic origins and backgrounds interact, learn and play harmoniously. Pupils take personal responsibilities seriously. They act as effective school councillors and house monitors and feel pride in performing other duties, such as taking notes around the school and distributing playground equipment. Older pupils run activities and clubs for younger pupils, for example, puppet making. They organise the summer fete run for the infant school. They demonstrate empathy for the less fortunate and help in distributing food to the elderly and collecting money for charities.
23. The attendance of the pupils is unsatisfactory. As the national picture has improved over the last four years, the levels of attendance at the school have gradually worsened. At the last inspection, attendance was considered to be good, but in 1999/2000 it was well below the average for primary schools. Most authorised absence is due to sickness and medical reasons, but a disproportionate amount is due to holidays taken in the term time. Over the last year, there have been over a hundred requests for children to miss school for a family holiday. The school is rigorous in demanding that parents complete request forms and does not authorise any holiday absence beyond the government recommendation of 10 days. However, the school is resigned to the fact that growing affluence is leading to more holidays, with the resulting impact on education. In 1999/200 the rate of unauthorised absence was above the national average. Many parents are insufficiently conscientious in notifying why their children are absent or take their children off school for unnecessary reasons. The large amount of absence is not only detrimental to the education of the pupils missing school, but is also disruptive to the teaching and learning of the other pupils.
24. Registration procedures are good. Every class teacher is very prompt in calling the register at the beginning of the morning and afternoon sessions. Registers are neat and tidy and clearly identify numbers present and the reason for any absence. Punctuality is good. The few pupils who are late must come in via the main entrance and are not let through to the classrooms until they have been noted in the late book.

HOW WELL ARE PUPILS TAUGHT?

24. Almost all lessons seen were taught to satisfactory or better standards, with about half of the lessons being good or very good. 22% of lessons were very good or better. Lessons in year 3 demonstrated the largest proportion of good or better teaching. However, there are significant proportions of good or very good teaching in all year groups; in years 4 and 6 some excellent lessons were seen. Unsatisfactory teaching was seen in two lessons. This is an improvement since the previous inspection as there is now very little unsatisfactory teaching and there is a higher proportion of good and very good teaching. In the previous inspection nearly 20% of teaching were unsatisfactory and 13% were very good or better.

25. The school has concentrated on improving the quality of the curriculum offered since the last inspection. It has enthusiastically implemented the local literacy and numeracy schemes which incorporate very detailed individual lesson plans and appropriate assessments. These schemes are designed to cover the range of English and mathematics which the National Curriculum requires. The mathematics scheme of work predates the National Numeracy Strategy and was consulted by the Strategy developers. This means there are similarities of approach between the two programmes. Even so, the advised approach to teaching the local scheme requires pupils to progress as a group. This has been and remains an effective means to ensure that lower attainers do better, but it does not meet the needs of the most able. The local English scheme emphasises speaking and listening. Written tasks are frequently paired or individual and are designed to be relatively brief. The emphasis is on pupils' understanding what they are doing and why. They are also encouraged through the scheme to evaluate their work and the work of others. This means that opportunities for writing, especially extended writing are insufficient. Both schemes are very detailed. This provides a very secure basis for teaching and learning. However, teachers who come from LEAs other than Barking and Dagenham have to be inducted into both schemes. Pupils who join the school after the beginning of year 3 from out of the LEA need to have a thorough assessment made of their previous learning, as the sequence and style of the schemes differs from the National Strategies.
26. Attention has been given to providing detailed lesson plans in all areas of the curriculum and this means that staff are able to concentrate on teaching and on making adaptations where necessary. The planning takes account of the needs of pupils of differing capabilities. However, the school recognises that opportunities for more able pupils can be improved. This issue is being addressed through the School Development Plan. In addition, a mathematics group for more able pupils has been formed. The effective use of support staff in classrooms also contributes to good or better lessons which are characterised by pupils working hard and concentrating well and in which no time is wasted. Overall, planning for teaching is sound.
27. The detailed planning for teaching in English and mathematics ensures that teachers are clear about what they are to teach, with which resources and for what purpose. In good lessons, teachers adapt these plans to meet the needs of all of their pupils more closely. Teachers are generally secure in their knowledge of English, mathematics and science. Their skills and knowledge in information and communications technology (ICT) vary, however. The effective teaching and support provided by the ICT assistant, in conjunction with the ICT co-ordinator, provide a very secure basis for pupils' skills development.
28. The quality of teaching in history and music is generally good. Teaching quality in science and art is satisfactory, overall. However, an excellent science lesson was seen in year 6. while a year 4 art lesson was also excellent, with teachers planning effectively and ensuring that pupils remained interested and involved in the lessons. The teaching of religious education, physical education and geography is also satisfactory. Teaching quality in design and technology varies, but is satisfactory, overall, and, where it is good, the teacher's understanding of the learning objectives and their support in drawing out from pupils their ideas and evaluations of their work are good.
29. Teachers' subject knowledge is generally sound. Teachers' are skilled in teaching basic skills and phonics and this is reinforced by their effective application of the local literacy and numeracy schemes. The use of ICT within lessons varies and teachers' own skills vary, but the staff who have received the continuing nationally funded training programme are demonstrating developing good classroom practice. Teachers' expectations of pupils are generally appropriate and considerable emphasis is given to ensuring that the potentially lower attaining pupils are given support so that they may achieve. Overall, the use and quality of assessment are satisfactory, but there are clear variations between core and non-core subjects. Assessment in the core subjects is focused, appropriate and capable of indicating the next steps for each pupil. Assessment is less well developed in other subjects. The school recognises this and has taken action through including assessment a priority in the School Development Plan. In addition, the school is currently adopting the LEA guidance on Minimum Expected Standards in non-core areas.
30. The quality of teaching is linked directly to the quality of learning. Teachers take seriously their

responsibility to provide a curriculum which engages pupils' interest and to ensure that pupils behave well and co-operatively in lessons. This leads to a setting for learning which is very positive and which means that most pupils have good opportunities to make progress and to achieve levels which are generally in line with their abilities. Teachers' management of pupils is very good. This arises from teachers taking seriously their responsibility as teachers, planning properly, ensuring that appropriate resources are available, using appropriate teaching strategies and pacing their lessons to ensure that the sessions are brisk. In this setting, pupils work hard, use lesson time well, concentrate hard and achieve appropriately.

31. Teachers ensure that they organise their teaching spaces to meet the requirements of the planned lessons and the needs of the pupils being taught. The information and communications technology suite provides a good setting for the teaching of information and communications technology skills. However, its dual use as a library will need to be reconsidered, if it is to work effectively. The music room is too small for its purpose. The design and technology room provides a satisfactory resource base, but will not be able to support an expansion or development of the design and technology curriculum, because it is too small and the furniture is suitable only for the younger pupils. This inhibits the quality and range of the design and technology which can be undertaken.
32. The school uses local borough schemes which provide detailed programmes for the teaching and learning of English and mathematics. The use of these schemes means that all teachers are guaranteed a thorough grounding in appropriate strategies to support the development of literacy and numeracy. In mathematics, there is successful work in developing pupils' number skills. In English, pupils develop satisfactory speaking and listening skills, but their opportunities for writing at length are comparatively few and this leads to a weakness in their learning.
33. Support staff are used effectively, especially to meet the needs of pupils with special educational needs and the teaching provided for pupils with special educational needs is satisfactory. The teachers and learning support assistants have a clear understanding of the needs of the pupils, they work closely together and arrange a suitable range of activities and work for them. Positive relationships are established and help and support are constantly provided.
34. There are few pupils with English as an additional language and the school supports their needs satisfactorily. The differences between boys' and girls' achievement has been identified in core subjects. The school has identified this as a priority area within the School Development Plan and is putting into place strategies to improve boys' achievement, for example, improving the suitability of books available for boys.
35. The progress of pupils in the school is well-tracked in core subjects and targets are set in English and mathematics. This ensures that the progress of pupils is closely monitored and that teachers can take steps to ensure that most pupils make at least satisfactory progress. Minimum expected standards are identified in the other curriculum subjects. However, teacher assessment and record-keeping in subjects other than English, mathematics and science are not yet satisfactory. Teachers' plans frequently identify questions which need to be asked to check what pupils have learned. Teachers used whole class time at the end of lessons to evaluate the quality of what has been learned. Pupils work is marked regularly. Assessment has been identified by the school as a priority within the School Development Plan and progress is already being made.
36. The homework set is appropriate for the age, interest and capability of most pupils, but, sometimes, the match of the task to the pupil's capability is not close enough. Overall, the use of homework to support pupils' learning is good.

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

37. The curriculum provided by the school is appropriately broad and includes all subjects of the National Curriculum, religious education and sex education. It is, however, not well balanced with too little time spent on subjects such as geography and history to ensure that appropriate progress

is made. This is particularly the case in year 6 where there is an over emphasis on the core subjects in preparation for the national tests. Pupils have equal access to the curriculum. It is generally relevant to their needs and it makes a satisfactory contribution to the educational standards achieved.

38. Since the last inspection, planning has improved. There are policies and schemes of work in all subjects and religious education follows the locally agreed syllabus. As a result, curriculum coverage is consistent across year groups. The structure of the planning is designed to ensure equality of opportunity for all pupils. However, although the planning provides a consistent framework it can lack the necessary flexibility to meet the pupils' learning needs. This is often the case for higher attaining pupils, where tasks can lack depth and creativity or are simply too easy.
39. The curriculum is appropriate for almost all of the school's pupils. Progress is monitored effectively and appropriate provision is made for pupils to receive extra support. However, the linguistic needs of pupils with English as an additional language are not always met in class as staff are not sure how to plan for this. This means that, sometimes, these pupils do not have equal access to the curriculum.
40. The provision for pupils with special educational needs is satisfactory. Clear procedures are in place and they closely follow the Code of Practice on the identification and assessment of pupils. Individual education plans are provided for pupils who are at Stage 2, and beyond, on the school's special needs register and these are of good quality. They are reviewed each term. Pupils at Stage 5 on the special needs register are provided with most suitable support, in line with the requirements of their statements. Their statements are reviewed annually.
41. The school has effective strategies for teaching literacy and numeracy. The Improving Primary Mathematics Project and Primary English Project provide a comprehensive framework for teaching these basic skills. However, there are insufficient opportunities for pupils to practise their writing skills in other subjects of the curriculum. Consequently standards are lower than they should be.
42. The provision for personal, social and health education is in the early stages of development. At present there is no policy and no scheme of work. There is a policy for sex education and an appropriate programme, but no policy for drugs education, which at present does not take place. All classes have time for personal education at the end of the day and a weekly circle time. However, the lack of a planned programme means that the quality and content of these sessions are variable. The school is taking part in the national Healthy Schools Initiative and has begun work on promoting healthy living. The initiative is identified in the new school development plan as a key priority.
43. The provision for pupils' moral development is very good. There is a comprehensive behaviour policy, which is consistently followed by all staff. Assemblies promote clear moral values, such as honesty and fairness. School rules are prominently displayed in classrooms and public areas of the school. There is a strong emphasis on mutual respect and consideration for others. Strategies, such as the School Council, foster a growing awareness of equal rights and responsibilities. As a result pupils have a very well developed understanding of right and wrong.
44. The school promotes pupils' social development well. Pupils of all ages are encouraged to voice their opinions through the School Council, which is chaired by a pupil from year 6. Each class has an opportunity in Circle Time to raise issues with the class representatives who then take the issues forward to the School Council meeting. The Council is run in a highly mature and responsible fashion. Pupils are expected to formulate their own class rules, based on the school code of behaviour. There are opportunities for pupils to work and play co-operatively, for example in paired reading. Pupils of all ages are encouraged to take responsibility, for example, for keeping the book corners tidy. Older pupils run clubs for younger pupils in Golden Time, when pupils choose which activities they would like to do. Pupils are also encouraged to develop an understanding of citizenship. They raise money for charities, such as Comic Relief and become involved in community activities, such as supporting their local museum at Valence House. However, in lessons, there are too few opportunities for pupils to demonstrate initiative and take

responsibility for their own learning, because of the tightly structured nature of the lesson planning.

45. Pupils receive a satisfactory range of cultural experiences. This is an improvement since the previous inspection. Pupils learn about festivals and traditions from a variety of faiths and cultures. For example, in Year 4, they learn about the importance of the seder plate to Judaism and the symbolism of the various foods. Pupils listen to music by composers such as Bach and Gershwin and come to appreciate the work of artists, such as Gainsborough, Van Eyck and Hockney which are displayed in the public areas of the school. They learn how to make African masks and weave patterns based on the traditional colours of Guatemala. However, pupils have too few first hand experiences of the art, literature and music of a wide range of different cultures for them to fully appreciate the cultural diversity of British society.
46. The provision for pupils' spiritual development is unsatisfactory. This has not improved sufficiently since the previous inspection. The school meets the statutory requirements for a daily act of collective worship and pupils are helped to explore values and beliefs in religious education. However, there are few planned opportunities for spiritual development across the curriculum. Assemblies and Circle Time support moral and social development but, except in rare instances, do not enable pupils to reflect on their place in the world. An exception to this was in year 4. Pupils shared memories prompted by reflecting on lighted candles floating in a bowl of water. They discussed the feelings of joy and grief the memories generated and this contributed powerfully to the development of their spiritual awareness by fostering their understanding of human needs.
47. The curriculum is enriched by a wide range of extra-curricular activities . The after school clubs cater for a variety of interests, including sport, mathematics, music and art. The school newspaper issues regular editions, which are sold to the school community. In the week of the inspection one edition had reached the final of a national competition. Pupils in year 4 and 5, who show an aptitude for music, are able to learn to play a musical instrument. There is a residential trip each year for years 4, 5 and 6 have the opportunity to learn to sail at Mayesbrook.
48. There are good links with the community which contribute effectively to pupils' learning. Pupils in all classes make visits to places of interest in connection with what they are studying. For example, during the week of the inspection, year 3 visited the local country park as part of their science work and there are visits to the Tower of London, Colchester Castle and the Imperial War Museum. In the week of the inspection, a visit from the curator of the local museum to year 6 stimulated pupils' interest in the Second World War, through showing them a variety of original artefacts. The school makes effective use of the internet with connections with schools in Connecticut and Oregon.
49. The links with the infant school on the same site have developed appropriately since the last inspection. There is a good exchange of information and appropriate strategies to introduce pupils to the junior school. The school has good links with the main secondary schools to which year 6 pupils transfer. All pupils attend an induction day prior to transfer and two secondary schools invite year 5 pupils to a sample lesson. There are less effective links with the schools in other boroughs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school cares for its pupils well. This is an improvement since the last inspection. The caring ethos supports pupils' development and contributes to their very good behaviour and motivation to succeed.
51. Provision for the health and safety of the school community is very good. There is a comprehensive health and safety policy and a planned programme to improve the security of the site. The site is securely fenced and gates are kept locked at all times when pupils are on the premises. The governing body keeps an overview of procedures and the caretaker makes a good contribution to these matters, checking the school daily to ensure that it is safe and secure for pupils.
52. Procedures for child protection are effective. The child protection policy, although in need of review, provides clear guidance for staff, who know how to raise concerns. Arrangements for caring for

pupils who are ill or injured are good, with well - trained welfare staff who report and record incidents carefully. However, there are too few first aid boxes in classrooms. There is satisfactory support for the school from the local authority on these matters, including the services of a school nurse. However, the support for the growing number of pupils from a neighbouring borough is less satisfactory, making it difficult for the school to pursue issues such as unsatisfactory attendance.

53. The school is part of the Healthy Schools Initiative and through this, is beginning to promote healthy living successfully. It has run a health fair and strongly promotes the benefits of exercise, both through events such as this and its participation in a wide range of sporting activities. Pupils are aware of the dangers of smoking and provided the winning entry in a local competition to design a poster to support a no smoking campaign. Pupils are encouraged to take responsibility for their own safety around the school building with reminders such as "It's safer to walk" prominently displayed.
54. There are good procedures for monitoring and improving attendance through an agreed, shared policy. Unexplained absences and lateness are followed up consistently. Strategies such as certificates for good attendance which are presented in assembly and the weekly cup for the class with the best attendance are making pupils aware of the importance of attending school regularly. There is an attendance governor who is alerting parents to the effect of absence on pupils' learning. However, these measures have not yet succeeded in reducing the high level of unauthorised absence, largely due to the significant number of holidays taken in term time and lack of local authority support.
55. The school is highly successful in promoting very good standards of behaviour. The school policy makes expectations very clear and rewards and appropriate sanctions are used consistently by all staff. Pupils are involved in deciding the rules for classroom behaviour and there is a very strong emphasis on mutual respect, which is reinforced through the School Council and Circle Time. Through careful monitoring, staff are aware of developing patterns of behaviour and provide positive support, such as the club for pupils finding it difficult to behave appropriately in the playground. As a result of these highly effective measures, pupils are polite, considerate and sensible. The playground is a pleasant place to be in with pupils playing co-operatively at games, such as snakes and ladders. No bullying or harassment of any kind was observed during the inspection week.
56. The provision for assessment has improved since the last inspection. There are good systems for tracking the progress made by individual pupils in the core subjects. These are supported by a coherent assessment policy and benchmarks for the expected level of attainment for each year group. These systems are currently being extended to other subjects, but are not yet in place. As a result of the good monitoring of progress in the core subjects, pupils who need extra support are quickly identified and are helped with their learning, for example, through the Reading Enhancement Programme. The school analyses the attainment of girls and boys and, as a result, has focused on improving standards in writing, particularly for boys. Although the progress of individuals is monitored effectively, the school has yet to analyse the attainment of different groups of pupils, other than by gender. This limits its ability to identify the appropriate action to take, for example, to support pupils from different ethnic groups, more able pupils or those who are learning English as an additional language. This has been identified as a priority for the next school development plan.
57. Teachers give pupils clear guidance about how pupils can improve their work in the core subjects through agreeing individual targets and termly group targets which are based on the results of regular assessment. Targets are realistic and provide appropriate challenge for pupils. The school has recently introduced a system called active marking. Through this system, teachers write helpful comments and acknowledge good learning when they mark pupils' work. At present, the system is not implemented consistently.
58. Pupils with special educational needs are regularly assessed and a wide variety of information is recorded to help identify pupils' current attainment. The information gained is also used effectively to provide suitable future work for the pupils. The learning support assistants, working with pupils

with statements, keep detailed records that help ensure that the tasks provided for them are particularly relevant to their present needs.

59. Teachers and support staff know their pupils well and respond to their needs in helpful and positive ways. However, there are still no formal systems for recording progress in pupils' personal development. This makes it difficult for the school to judge the impact of the strategies it uses.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. Parents support the school. The small number of parents who attended the meeting and the quarter of parents who returned their questionnaires gave a positive view of the school. They particularly like the progress that their children are making and the high expectations of the teachers. Nearly all parents said that their children like coming to school and that, as parents, they feel comfortable to approach the school if they have any concerns. The inspectors concur with most of these comments, but have reservations on the expectations and levels of challenge for the more able.
61. A significant number of parents are not happy with the levels of homework, be it too much or too little. The inspection team finds that homework is satisfactory for a junior school and that in the majority of classes it is set regularly. However, some parents are justified in believing that homework set does not match the needs of the child. A number of parents believe that there are not enough activities for their children outside lessons. It is judged that the school provides a good range and number of clubs and sports compared with most junior schools. Other parents are not clear about the way the school deals with misbehaviour or rewards good behaviour and work. The school's systems are very effective, but the team agrees that the communication of the procedures to the parents is often insufficient and does not do the school justice.
62. The quality of information provided to parents is satisfactory. The twice-termly newsletters (also available via e-mail) are lively and positive in tone, providing a good range of information and reasons for celebration. Each term, parents are given a useful summary of the topics to be covered in each subject, so that they can borrow books from the library and share in their children's learning. The parents' forum also gives parents a good, regular opportunity to find out more about the school curriculum or management issues. Meetings have been held about how to use the internet and to discuss the building plans. The prospectus and annual report from governors provide legally required information, but are uninspiring and do not give a real feel of the school. The governors' report fails to include sufficient information about the targets for the Key Stage 2 national tests for the forthcoming year. The school has done some good work in improving the format of the end of year reports. Parents are now informed in good detail about their children's standards and the progress which they have made in the subjects studied, as well as the reading age, spelling age, effort and general attitude of their children; targets also published in the report. However, many parents would find the over extensive total of 34 separate targets difficult to check, particularly as some, such as "to extend his knowledge of different forces and their effects", are too general. Overall, the school has built up effective links with the parental body for the benefit of the pupils' learning.
63. Parents of pupils with special educational needs are kept well informed of the reviews of their children's individual education plans, so that they are fully aware of the provision being made for them. Parents of pupils with statements are invited to the annual review meeting.
64. The impact of parents' involvement on the work of the school is satisfactory. Currently, there is no formal parent-teacher association, but parents are good at attending events involving their children. Three separate concerts are held at the local church to accommodate all the parents at Christmas. Many parents work outside of the home and a few are willing to help in the classroom and on outings. During the inspection week, a good number of parents accompanied a Year 3 class to the local Countryside Park for a science lesson. The school is committed, via the School Development Plan, to involving parents more in their children's education. Parents have already been consulted

on arrangements for the cafeteria and are regularly asked for their comments following receipt of their children's reports. The contribution of parents to their children's learning at school and at home is satisfactory. Most evenings, the orange homework diary goes home, so that parents can see what their children are learning, but many parents are not sufficiently conscientious at reading with their children or adding relevant comments to the diary. There is normally good attendance at the parent teacher consultation meetings, because the school is persistent at reminding and accommodating the parents. The majority of parents are good at sending their children to school regularly, but there is a significant number of parents who too readily take time out of school for family holidays and disrupt the progress of their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The quality of leadership and management in the school is good. The head teacher leads and manages the school efficiently and effectively and his strong leadership gives the school a clear educational direction, with a clear emphasis on high expectations and raising standards. The deputy head teacher, senior management team and subject co-ordinators ably support him, with the role of the co-ordinators having been improved significantly since the previous inspection. The action taken in addressing the Key Issues from the previous report has been very largely successful. There continues to be a significant degree of commitment amongst staff to continue these, and other, improvements still further. The very valid aims of the school are well reflected in its work, and there is a most positive ethos founded on very good personal relationships.
66. Governors successfully fulfil their statutory duties in helping to shape the direction of the school. Their involvement in the running of the school is satisfactory. The chairman and vice-chairman, in particular, are keenly involved in school life, supporting the head teacher and staff well. All governors are active in formulating, supporting and monitoring initiatives for school improvement, especially in relation to the Action Plan and the school development plan. They are also frequent visitors and are committed to carrying out their monitoring roles in their particular areas of responsibility.
67. The governors and staff identify the strengths and weaknesses of the school properly and accurately. The detailed School Development Plan addresses all necessary areas for improvement as well as the areas which need to be maintained. The resulting development plan has appropriate targets, reasonable time scales and is regularly monitored by the head teacher and governors for progress towards meeting targets.
68. The monitoring and evaluation of teaching are good. The head teacher and deputy head teacher regularly observe lessons and provide appropriate feedback to teachers. A number of subject co-ordinators, including those for English and mathematics, also take part in these monitoring exercises and, although not all co-ordinators are presently involved, plans are in hand for this to happen. The monitoring of the curriculum, by the head teacher and senior staff, is being performed well. Extensive data are collected, to measure both progress within the school, as well as the school's progress in relation to other schools. Clear targets are set and a close check is kept on the school's performance in relation to them.
69. The management by the special educational needs co-ordinator of the provision for pupils with special educational needs is satisfactory. Pupils are identified through a variety of procedures and placed on the special needs register. Pupils at Stage 2 and beyond are provided with individual education plans, which set clear targets for improvement. These plans are reviewed each term, with new targets being set, if appropriate. The special needs co-ordinator keeps extensive records and the progress made by the pupils is carefully checked. The governor appointed to monitor the school's provision for pupils with special educational needs regularly visits the school and fulfils their role satisfactorily.
70. Financial management of the school is very good and finances are efficiently monitored by the governing body. This management is supported well by a most detailed school development plan,

which fully addresses appropriate areas for school improvement. All funds, including specific grants, are carefully matched to the priorities that have been established in the plan. There are clearly defined routines, which enable the head teacher and governors to monitor the deployment of resources. Best value principles are well used when measuring improvements in the quality of teaching and standards achieved and when purchasing resources. The use of these principles can be clearly seen in the school's decision to take full responsibility for its cleaning.

71. All members of staff form a dedicated and enthusiastic team. Teaching staff are adequate in number to meet the demands of the curriculum and they are well supported by a good number of support teachers and learning support assistants. Teachers are appropriately qualified and experienced in the full range of curriculum subjects. At the time of the previous inspection, limited expertise was noted in information technology, music and religious education and these weaknesses have been fully addressed. All teachers have additional responsibilities, as outlined in their job descriptions and the role of co-ordinator has developed well since the time of the last inspection. There are very good procedures in place for supporting newly qualified teachers, and all staff new to the school are properly briefed and assisted. Teachers are now regularly appraised and this, together with the priorities of the school development plan, are used as a basis for planning their training. The school has recently been awarded its Investors in People status, and this reflects the very good procedures and practices that now exist. Support teachers and learning support assistants work closely with teachers and are well briefed to fulfil their roles. They are much appreciated for their work. Lunch time staff and cleaning staff are clearly seen as very much part of the staff team and everyone carries out their duties conscientiously and efficiently.
72. The provision of learning resources is now satisfactory and shortcomings identified in the last report have been rectified. At that time, shortcomings were noted in English, art, design and technology, history, geography and religious education. Provision is now adequate in all of these areas. Resources are good in mathematics and a good range of computers is provided in the suite and within classes. Resources are generally accessible and well used. Generally, the school uses the space available well and classrooms are suitably equipped and set out. However, the development of design and technology and the use of the library are inhibited by the shortage of space. Outdoor space is well used for physical education and for other lessons in the summer, for example, music. Small areas at the back of the school and in courtyards are starting to be used by pupils as quiet spaces.
73. Day-to-day financial management and administration are good. Routine administrative procedures operate efficiently and unobtrusively. The school secretary and administrative assistant give good support to both staff and pupils. Good use is made of information technology systems to maintain financial control and accountability. This administration effectively supports the smooth running of the school.
74. Taking into account the use of available resources, the quality of teaching and learning, the progress achieved by pupils, the improvement since the last inspection and the income that is received, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to raise standards and to further improve the quality of education that the school provides, the head teacher, governors and staff should:

a) raise attainment in English by:

- setting specific targets for the improvement of writing, such as ensuring the correct use of punctuation;
- increasing pupils' knowledge, understanding and use of a wider range of vocabulary;
- providing more opportunities for pupils to practise their writing skills in other subjects of the curriculum; and
- introducing further strategies to improve the attainment of boys, especially the more able.

(paras 1, 6, 11, 13, 15, 16, 17, 25, 32, 41, 76, 79, 82 and 83).

b) raise attainment in geography, by ensuring that the subject is given sufficient time in the school curriculum: (paras 37 and 119)

c) raise attainment in design and technology by:

- ensuring that pupils are given greater opportunities to have access to a wide range of resources to support their learning, especially in control; and
- ensuring that the accommodation for design and technology lessons is suitable for the needs of all pupils.

(paras 1, 31, 111, 115 and 117)

d) Minimise the level of unauthorised absence by developing further appropriate strategies: (paras 23, 54 and 64)

e) implement and improve assessment practice in foundation subjects and in religious education by:

- setting targets for individual pupils and for groups of pupils;
- identifying a range of assessment methods;
- devising recording procedures and materials for the assessments;
- offering training for staff on assessment practice;
- agreeing appropriate intervals for formal and informal assessments; and
- linking the results of assessment with planning for teaching, so that all pupils' academic needs are met.

(paras 29, 35, 38, 39, 56, 57, 108, 119, 122, 127, 134, 138, 142 and 146)

d) improve the provision for personal, social and health education by:

- improving the expertise of all staff; and
- developing a policy and a scheme of work for PSHE.

(Paras 42 and 59)

e) improve the provision for pupils' spiritual development by:

- developing a planned framework for spiritual development across the curriculum;
- ensuring that assemblies contribute to the development of spiritual awareness; and
- improving the expertise of staff in the use of Circle Time.

(para 46)

The governing body may also wish to consider the inclusion of the following minor issues in their action plan

a) improve the analysis of pupils' performance by groups of pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	18	29	45	4	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	351
Number of full-time pupils known to be eligible for free school meals	70

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	111

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

Unauthorised absence

	%
School data	1.8
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	38	39	77

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	29	35
	Girls	30	29	37
	Total	53	58	72
Percentage of pupils at NC level 4 or above	School	70 (73)	75 (75)	94 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	25	29
	Girls	29	28	31
	Total	51	53	60
Percentage of pupils at NC level 4 or above	School	66 (74)	69 (77)	78 (82)
	National	75 (70)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	8
Black – other	10
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	323
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes**Qualified teachers and classes: Y3-Y6**

Total number of qualified teachers (FTE)	14.7
Number of pupils per qualified teacher	23.8
Average class size	27

Education support staff: Y3-Y6

Total number of education support staff	8.0
Total aggregate hours worked per week	156

Financial information

Financial year	2001/2
	£
Total income	858134
Total expenditure	967861
Expenditure per pupil	
Balance brought forward from previous year	122859
Balance carried forward to next year	13132

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	321
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	48	4	2	0
My child is making good progress in school.	53	36	10	0	0
Behaviour in the school is good.	37	48	11	1	1
My child gets the right amount of work to do at home.	36	44	17	3	0
The teaching is good.	45	52	1	1	1
I am kept well informed about how my child is getting on.	43	47	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	55	37	6	2	0
The school expects my child to work hard and achieve his or her best.	57	38	2	0	2
The school works closely with parents.	38	49	9	1	2
The school is well led and managed.	49	40	2	6	2
The school is helping my child become mature and responsible.	45	47	1	2	3
The school provides an interesting range of activities outside lessons.	27	40	21	6	6

The inspectors concur with most of these positive views, but have reservations on the expectations and levels of challenge for the more able.

The inspection team finds that the level of homework set is satisfactory for a junior school and that in the majority of classes it is set regularly. However, some parents are justified in believing that homework set does not match the needs of the child. The school provides a good range and number of clubs and sports compared with most junior schools. The school's systems for managing behaviour are very effective, but the team agrees that the communication of the procedures to the parents is often insufficient and does not do the school justice.

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

ENGLISH

76. Standards at the age of eleven are broadly in line with the national average in speaking and listening and reading and below in writing. Overall, standards are below average. However, pupils are making satisfactory progress and this is an improvement since the time of the previous inspection. In the national tests at the end of Key Stage 2 in 2000, standards showed a similar picture, and were below average. When compared with similar schools, results were well below average. At the time of the school's previous inspection, standards were reported to be in line with the national average in speaking and listening and below average in reading and writing. Since that time the school has made intensive efforts to improve reading, with regular reading sessions and careful assessment of pupils' performance. As a result, standards improved steadily from 1997 to 1999, but they dipped by three percentage points in 2000. Girls generally perform better than boys in the national tests; a higher proportion of girls than boys achieved level 5 and this was particularly marked in writing. To improve standards, the school has identified boys' writing as a priority in the school development plan and as the pupil objective element of performance management.
77. At the age of eleven, pupils' standards in speaking and listening are broadly average. Most listen carefully to their teachers and to other pupils and their responses show they have understood what they have heard. A significant number of pupils demonstrate their speaking ability by producing answers and observations confidently and concisely, when asked. Many pupils are happy to speak at length in front of adults and other pupils, having the confidence and an adequate vocabulary to express themselves in some detail.
78. At the end of the Year 6, pupils' reading skills are average, overall. Whilst a small number of pupils find reading difficult, most read accurately and many introduce suitable expression into their work. In talking about what they have read, many pupils make appropriate reference to characters and events in their books and they have little difficulty in explaining clearly the meaning of their text. Many pupils are able to find information, using reference books, and more able pupils have mastered the skills of skimming and scanning.
79. At the end of the Year 6, pupils' writing is below the national average. Most pupils produce both factual and imaginative writing, often producing work of some length. However, pupils are inconsistent in their use of punctuation and few pupils introduce enough variety and imagination into their vocabulary, to improve the quality of their writing significantly. Few pupils have difficulty with their spelling and they make regular use of dictionaries to help them improve their skills in this area still further. The handwriting of the majority of pupils is clear, neat and well presented, with letters being carefully joined.
80. The overall quality of teaching and learning is satisfactory, with good and very good practice also being observed during the inspection. Teachers have a sound subject knowledge and lessons are satisfactorily planned and well organised, with teachers carefully following the requirements of the local literacy scheme. Satisfactory progress is made by pupils with special educational needs, those with English as an additional language and those who are more able. However, in their planning, teachers do not always provide work that is suited to the needs of all pupils, particularly more able pupils, and this limits their chances to significantly improve the standard of their work. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction and they make good use of intonation in their voices to help maintain pupils' interest. Teachers often provide opportunities for pupils to speak at length and develop their speaking skills, for example, by making good use of questioning and discussion. On occasions, however, teachers do not provide pupils with enough chances to speak, for instance, when the same pupils are asked for answers, limiting the chances for others to contribute.
81. Teachers are most careful to provide appropriate reading books for pupils and all pupils have books suitable to their needs. Many opportunities are provided for pupils to read, both in lessons and to

parents and other adults, contributing significantly to the improved standards being achieved. Very detailed records are kept of the books read and pupils are regularly provided with new ones. Pupils are keen to read and many of them profess a great interest in books.

82. Teachers throughout the school provide a range of writing activities for their pupils during lessons in English, but opportunities are missed to develop pupils' writing skills in other subjects, such as science, history and geography. Teachers emphasise the need to develop handwriting skills and to take care with spelling, but, as at the time of the previous inspection, they do not always remind pupils about the need to introduce interest, depth and quality into their writing, through the use of appropriate vocabulary. Pupils use word processing programs to record and present their work, but they do not yet draft and edit their work sufficiently. Pupils respond enthusiastically to the opportunities provided in all aspects of the subject, and all pupils, including those with special educational needs and English as an additional language, make satisfactory gains in their knowledge and skills. Where teaching is good or very good, and where pupils are provided with challenging activities and expectations are high, pupils make significantly better progress. Good relationships are developed between teachers and pupils, and teachers provide effective support and guidance during lessons. Lessons are usually brisk in pace and pupils are kept busy throughout. Occasionally, introductions are too long and, in such circumstances, a minority of pupils begin to lose interest. Pupils' attitudes to English are good and often very good and this enhances the progress they make. Apart from a very small number of pupils, the majority behave well and set about their various tasks with concentration and interest. They work well on their own, and with a partner, when required, and they persevere with the work set. They generally know what to do, but also readily turn to adults if necessary. Most pupils are keen to produce a neat and careful standard of presentation in their books, with just a minority taking less care. Teachers mark pupils' work regularly and, whilst some add little comment, many provide useful words of advice and encouragement.
83. The school uses the local literacy strategy as its scheme of work and all the various aspects of work are suitably covered. Resources for the subject have improved since the last inspection and they are now satisfactory and well used. The co-ordinator is hard working and knowledgeable and she provides very appropriate support and advice to her colleagues. Through studying teachers' planning she is aware of the work that is being covered throughout the school and she is also provided with opportunities to monitor that work in the classroom. She has had a significant influence on the overall improvements being achieved in the school and she is fully aware of what the school needs to do to improve standards further. In particular, she is aware of the need to increase the attainment of boys and promotes the provision of suitable reading books as being effective in this respect. A good range of assessment procedures is in place, with teachers keeping a variety of information about each pupil's performance. The recorded information is used effectively to identify pupils' current attainment, the progress they have made and to help the planning of appropriate future work. Teachers also provide pupils with suitable targets each term. Limited use is made of other curricular subjects to help develop pupils' literacy skills, but information and communication technology is a regular feature of pupils' work, for example, in word-processing samples of their writing.

MATHEMATICS

84. Standards in mathematics for eleven-year-olds are in line with the national average, overall. However, there are variations in the standards reached across different aspects of mathematics. Number skills are above average, but the ability of pupils to apply their mathematical knowledge, in problem solving activities, is less well developed and is below average. Standards in other areas of mathematics are at the expected level. Pupils make sound progress, including those with special educational needs and the most able, throughout their time in the school. However, boys' attainment at Level 5, overall, is lower than that of girls. Boys' achievement has been identified as a priority in the school development plan. However, insufficient information was available about the standards of pupils for whom English is an additional language. Generally, pupils build satisfactorily on their achievements on entry. This is an improvement since the last inspection, when the progress of pupils was considered too slow.

85. These standards reflect National Curriculum tests results for eleven-year-olds over the last few years. Performance in the tests has been at least in line with the national average and in summer 2000 it was equivalent to that of similar schools. However, a lower proportion of pupils than nationally achieve the highest grades in the National Curriculum tests. The best results were obtained in 1999, when performance was above average. The school attributes this to a higher proportion of girls in the year group, as they perform better than boys in the tests. However, during the inspection, no significant variations in the performance of girls and boys were observed in lessons. Pupils who have been in the school since Year 3 make better progress than those who have joined since that time. Currently, there is a significant number of pupils in Year 6 who have joined the school in the last year. Most are not expected to achieve the nationally expected level in their National Curriculum tests. One of the possible reasons is the order of topics within the borough mathematics scheme, which is different from that found in most other schools.
86. By the age of eleven pupils' number skills are above average. Pupils have quick recall of their times tables up to ten and confidently add, subtract, multiply and divide, using two digit numbers. They work competently with fractions and decimals. They make good progress throughout the school in developing their mental calculation skills, acquiring a range of appropriate strategies. This is because teachers give a high emphasis to the teaching of this aspect of mathematics. By the end of Year 4 many pupils work accurately with numbers up to a thousand. They are beginning to use effective strategies for multiplying numbers by 10,20,30 etc. and to explain how they arrive at their answers. This is above the national expectation for their age. Pupils achieve well in number. Considerably fewer pupils have low basic number skills than at the time of the last inspection.
87. Whilst pupils' number skills are above average, work in other areas of mathematics is in line with or below the level expected for pupils by the age of eleven years. This is because there are not enough opportunities for pupils to develop their skills to the highest levels. The oldest pupils in Year 6 have a sound understanding of facts associated with angles at a point and on a straight line. They know the names of basic shapes, such as a square and a hexagon and some of their properties. The most able can calculate unknown angles in a triangle. Work undertaken on displaying information on bar charts, pictograms and graphs is appropriate, but would be of a higher standard if tasks were more demanding and there was a greater expectation for pupils to explain their results. Opportunities for pupils to develop early skills in algebra and to investigate patterns and problems in mathematics in a systematic way are more limited. Where they do occur teachers do not take full advantage of them. For example, in work exploring the number of ways in which the same total occurs on different dominoes, pupils had not fully appreciated the pattern of the results and had made no comment on what they had found.
88. Pupils are able to use their number skills at an appropriate level in other areas of the curriculum, for example science, art and physical education. In science they record and analyse the data collected in experiments. They also develop and use their graphical skills, sometimes to a higher level than they do in mathematics. In physical education, pupils count and measure when assessing their performance in athletics. Few timelines were seen in history. The development of pupils' speaking and listening skills receives good attention in mathematics lessons, with pupils being asked to explain their results to the class as a whole. Teachers make sure that pupils can read and understand key technical words such as 'tally', 'data' and 'chart' when collecting information for bar charts in Year 3. However, the high use of worksheets in mathematics does not encourage pupils to present their work well. Although they have good opportunities to explain their answers orally, little evidence was seen of pupils writing about what they have found out, for example interpreting information collected for bar charts and pictograms.
89. The teaching is satisfactory, overall, with half the lessons observed good or very good. One unsatisfactory lesson was seen. Teaching is particularly good in the mental mathematics sessions at the beginning of lessons. These short sessions use a range of appropriate activities and are usually delivered at a good pace. They keep pupils focused and on task and provide good consistent practice of basic skills. They contribute significantly to the good number skills pupils achieve.

90. A particular strength of the teaching is very good planning and organisation. Teachers in each year group plan together. They follow the very detailed guidance in the local authority's Improving Primary Mathematics (IPM) project. This has had a very positive impact on developing the teaching of mathematics in the school, giving the teachers useful strategies for the delivery of a topic and good resources. It increases their confidence in teaching the requirements of the National Numeracy Strategy. In the best lessons, teachers capture pupils' interest and use practical resources effectively to make the work easy to follow and to understand. In a lesson on comparing and ordering numbers up to 100,000 the teacher caught the pupils' interest by a diagram showing the number of males and females in different London boroughs. The numbers were put in a realistic context through pupils thinking about their own borough of Barking and Dagenham. The teacher's questioning was very good as it provided opportunities for pupils to learn how to read, say and match spoken numbers to the written text. There was a good emphasis on the correct use of language such as 'larger than' rather than 'bigger than' when comparing numbers.
91. Relationships between teachers and pupils are good. Nevertheless, teachers expect pupils to work hard and behave well. Pupils enjoy mathematics and, as a result, are keen and enthusiastic in lessons, work hard and take full advantage of the well planned learning opportunities provided for them. Behaviour is good. Where teaching is good or better, work is set to meet the wide range of learning needs found in each class: an easier worksheet for the lower attaining pupils, an extension activity for the most able. The teacher also carefully monitors the work of these pupils, particularly those who do not always find the work easy. For example in a mental mathematics session, where pupils had to complete a sheet of multiplication questions in a set time, the teacher quietly indicated to less confident pupils the appropriate questions to answer. This helped them to achieve their best possible result. Learning support assistants, supporting pupils with behaviour and learning difficulties, are well used in most classes. However, a more effective strategy in some situations would be for the learning assistant to work with a group of pupils rather than moving round and helping each individually. Homework is regularly set and makes a positive contribution to pupils' learning, especially in Years 5 and 6.
92. In many otherwise competent lessons, pupils' learning would be improved further by a better use of time. Occasionally, teachers spend too long on the introduction to the main activity. A few pupils become a little less attentive and slightly restless and not enough time is left for consolidation and practice of the skills that have been taught. This tends to occur when teachers do not adapt the learning programme to meet the needs of their class. Although all teachers finish lessons with a recap of the work covered, this was often the less effective part of a lesson – usually because insufficient time had been left to go over the learning intentions of the lesson and what had been achieved. Where teaching was less successful work was not well enough planned to meet the needs of all pupils, particularly those with learning difficulties. This was a significant factor in the one unsatisfactory lesson observed.
93. The management of the subject is sound. However, the LEA's project team undertakes much of the monitoring of teaching and learning and of the standards pupils achieve. Full feedback is given and the school uses the results of this to remedy any weaknesses. The non-project lesson at the end of the week revises topics that the test results indicate have not been done well. The monitoring and tracking of pupils' progress is very effective. The school keeps very good records of pupils' performance in national tests as they progress through the school to check that they are performing at expected levels. Target setting for pupils is in place and older pupils are well aware of what they are expected to achieve in national tests. The use of information and communication technology in mathematics is still an underdeveloped area. A suitable range of computer software is beginning to be used by teachers, but is not yet mapped to the tasks in the mathematics scheme. Year 6 pupils have successfully used the BBC website revision pages.
94. The school is very aware of the need to ensure that both the least able and the most able make the best possible progress. There are small withdrawal groups to support less able older pupils. The most able Year 6 pupils have an extra class after school and in the weeks before the National Curriculum tests Year 6 pupils undertook their revision in attainment groups. However, in lessons, able pupils generally had to undertake the work set for all pupils before moving to an extension

activity. This was not always necessary. The school is currently experimenting with different pupil groupings, other than mixed ability groups, for one or two lessons a week. At the end of the week teachers within each year move pupils between classes. This groups the higher attainers and those with learning difficulties in separate classes. However, due to the days they were in school, inspectors were unable to observe the effectiveness of this strategy. The school must continue to keep this aspect of its work under review.

95. Overall improvement since the last inspection has been good. Fewer pupils are attaining below the level expected for their age and the teaching is more effective. The introduction of the IPM project has had a positive impact on work in mathematics. The school now needs to place a greater emphasis on problem solving and the interpretation of results. This would help more pupils achieve better than average results in the National Curriculum tests. The developing use of information and communication technology now needs to be systematically incorporated into the scheme of work.

SCIENCE

96. Pupils' knowledge, understanding and skills in science are firmly founded on scientific enquiry. The standards of attainment seen during the inspection are in line with the national average and similar to those found in the last inspection. Pupils' performance in national tests in 1997 was above average. In 1998, it was in line with the national average. In 1999 and 2000, it rose steeply to well above the national average. In 2000, it was also well above the average for similar schools. The decline in standards from well above average of last year to average this year is because some pupils have joined year 6 late in the year and they have not been taught the full science curriculum. Attainment of boys and girls in the school is similar, except at Level 5 where girls achieve better than boys. Pupils with special educational needs receive satisfactory support and make reasonable progress. There are few pupils who are learning English as an additional language and they are well integrated in the classes, allowing normal processes of language acquisition to progress satisfactorily. As a consequence, these pupils make satisfactory progress. The scrutiny of pupils' work shows that they make most progress in Year 4 and least progress in Year 5. Overall, there is satisfactory teaching and learning and pupils' very good attitudes to learning science contribute to their satisfactory achievement.
97. Eleven-year-olds have good skills in scientific enquiry. They plan and carry out a good range of investigations across all areas of the curriculum. For example, they select suitable equipment to explore how pollutants, such as oil, affect plant growth and know they have to make their tests fair. They record their observations, comparisons and measurements, using tables and bar graphs and are beginning to present data as line graphs. They interpret patterns to build up knowledge and understanding of science. More frequently they describe their observations. They are at an early stage in offering explanations for the patterns they observe. For example, they write, 'when we put the jar over the candle, the flame is extinguished', 'shorter the wings of a spinner, faster they move'. They do not explain why and how what they observe relates to scientific processes and phenomena. They have good knowledge and understanding of other areas of science. For example, they describe how to separate mixtures, using filtration, and give examples to show their understanding of reversible and irreversible changes. They investigate friction of different surfaces and how different forces affect landing of a parachute or a spinner.
98. The emphasis on learning through scientific enquiry is seen in all years. This provides appropriate challenge to pupils of all capabilities and engages them in learning at appropriate levels. Year 3 pupils know several characteristics of plants that they use for classifying them. These include shape and size of leaf, flower and stem. They understand that opaque objects produce shadows by blocking light. Year 4 pupils investigate how insulation slows heat loss and illustrate their knowledge and understanding of reversible change, how substances such as jelly, chocolate and ice melt on heating and solidify on cooling. Standards are below average in Year 5. They link cause and effect, for example, a bulb failing to light because of a break in circuit. However, their predictions show weaker understanding of science. For example, 'the last flower to grow will be the table number three (referring to germination of seeds in a pot containing sand) because they haven't got any water to help it grow'.

99. Teaching and learning are satisfactory. The range varies from excellent to satisfactory. Consistently good or better teaching and learning are in Year 4. In contrast, teaching and learning in Year 5 are satisfactory. There is excessive use of work sheets in some classes, particularly in Year 5 where a cohesive approach to teaching science is lacking. Marking is regular and helpful in guiding pupils how to improve their work. The best teaching develops independent scientific enquiry skills. Teachers begin well-prepared lessons with a brief and effective review of previous work and sharing of lesson objectives. These help pupils to develop a framework of scientific ideas. Discussions are thorough and relevant, for example, the role of 'Greenpeace' in fighting oil disasters. These provide intellectual stimulation and provide relevant contexts for investigations. Relationships and management of pupils are good, ensuring smooth, productive learning. Most lessons end with effective sharing and consolidation of new learning. In most lessons, the teachers set high expectations of pupils and develop knowledge, skills and understanding. For example, in Year 4, effective demonstration and clear explanation of Venn and Carroll diagrams informed pupils how to use these for grouping plants and animals. Prior to independent working, the teachers ask some pupils to demonstrate their understanding of how to complete these. This practice ensured that the whole class understood how to use these correctly. Challenging examples of plants and animals were given to pupils to enhance their skills and understanding. This work was subsequently extended to include the use of keys to identify plants and animals.
100. In most lessons, most pupils respond very positively to the opportunities offered for acquiring skills, knowledge and understanding of science. They demonstrate good motivation, concentration and co-operation. These help them to learn effectively. Teachers' close monitoring of pupils' working ensures that they engage productively and use resources responsibly and safely.
101. The leadership and management of the subject are good. Monitoring of teaching is effective, though it requires reviving to include the work of recent new teachers and monitoring of Curriculum 2000. Procedures for assessing pupils' attainment and progress are effective in raising standards. Application of information and communication technology, literacy and numeracy skills make a satisfactory contribution to pupils' learning of science. Regular provision of homework for older pupils is effective in extending pupils' learning in the classroom.

ART AND DESIGN

102. Standards are in line with those expected nationally for eleven-year-olds. This is a considerable improvement since the last inspection and is due to the school putting a greater emphasis on the progressive teaching of skills and techniques. All pupils, from the least able to the most able, now make sound progress from the time they enter the school.
103. Pupils' drawing from observation is good. All pupils have a sketchbook and these sketchbooks are beginning to be used well to record experiences and to explore ideas for future work. In Year 3, pupils' observations of training shoes, where they looked for different shapes and viewed them from different angles, resulted in carefully drawn high quality work. Pupils use their observational drawing skills to good effect in science to observe the world around them. Year 3 drawings of fruit, including cross sectional cuts, and Year 6 drawings of 'Living Things' show close examination and thoughtful recording. Poems and work in history are carefully illustrated.
104. Pupils' use of different media, such as paint, pencil, papier-mâché, collage and clay is developing well and satisfactory standards of work are achieved. Year 5 African masks show creative and imaginative use of coloured paper. Paintings in Year 4, based on the work of Patrick Caulfield show a clear understanding of his style and use of colour. Pupils learn how to print on both paper and fabric, producing good quality results. In work with clay, pupils use different tools effectively to create different effects and textures when designing a tile in the shape of a house.
105. In all lessons observed pupils were enthusiastic and interested in the tasks set. They work with great care and concentration and, as a result, develop their skills and produce work they are proud to show to others. They behave very sensibly in evaluation sessions where they look at each other's work, identify the best practice and share how work may be improved. The best work is

appreciated, but pupils are also helpful and sympathetic when work has not gone well. In a claywork lesson, one pupil was disappointed with his outcome because of his using too much water. His friends made helpful suggestions as to how he could rectify the mistake. Pupils are given good opportunities to talk about their work, but do not always express themselves as well as they might. Their written evaluations of how well they have done are better. They use their knowledge and understanding of symmetry in mathematics when designing Guatemalan prints and Navajo Indian blankets.

106. The teaching has a good focus on the research, design, creating and evaluation process, and is at least satisfactory and often good. The lessons observed ranged from excellent to satisfactory, with three out of the five seen being good or better. Teaching is satisfactory, overall. Teachers plan and organise art and design sessions carefully such that pupils have easy and safe access to the materials they need. This enables the lessons to move at a good pace and keeps pupils involved and interested in what they are doing. The best lessons occur where teachers are confident in their skills and have a particular enthusiasm for the subject. This was clearly observed in a Year 6 lesson to develop and build on pupils' previous, but fairly limited, experiences in using clay. The lesson was broken down into clear separate stages, where the next technique in the process was explained, followed by appropriate pupil activity. The teacher's very good knowledge and demonstration ensured that pupils made very good progress, such as getting an even piece of clay of an appropriate thickness on which to design their house tile.
107. Pupils have good opportunities to study the art of other cultures. Where this is best, the teacher ensures that pupils understand how the way the people live and work and their beliefs are reflected in the art they produce. For example in a Year 4 lesson, to design a Navajo blanket, the teacher discussed the lifestyle of Native American people, how colours can reflect mood and how symbols can portray aspects of the way people live. Pupils were encouraged to offer their own suggestions as to which colours might reflect anger, happiness and sadness. As a result, they understood that the design on a blanket is not just an attractive pattern but also tells a story. The design process for their own blankets was undertaken with great care and thought and pupils were able to talk about what they were trying to show.
108. Management of the subject is good, although the subject co-ordinator was not in school at the time of the inspection. Since the last inspection, the school has provided training and support for staff in the development of skills and techniques for the teaching of art and design: some have been more successful than others. However, this training is now well reflected in the work being undertaken by pupils and in the clear and useful scheme of work being developed by the new co-ordinator. More 3-D work is being undertaken, but it still needs to be more progressively taught throughout the school. For example, the clay work undertaken with Year 6 should be introduced earlier, allowing more demanding and creative work to be introduced for older pupils. Pupils' evaluate their work as a group in most lessons and the co-ordinator is currently developing an appropriate form by which pupils can assess, for themselves, how well they have done. Although planned for the future, there is as yet no co-ordinated programme for recording how well pupils achieve. Resources are adequate, but there is a lack of artefacts and first hand experiences: for example postcards and pictures are used as examples of Guatemalan fabric prints and of African masks rather than actual objects. There was little evidence of visits to art galleries and work based on the styles and techniques of other artists. Pupils have good opportunities in information and communication technology lessons to design, using a paint program, but the use of the skills they acquire needs to be incorporated clearly into the art and design curriculum

DESIGN AND TECHNOLOGY

109. No judgement on standards was made in the previous inspection as too few lessons were seen. In this inspection, standards in design and technology are below average at the age of eleven. However, there is broad variation in standards across the school, with standards of attainment in half of the lessons seen being in line with expectations and the other half being lower than expected. Some pupils work systematically and creatively and their work is in line with expectations. For example, in year 4 pupils undertook an investigation which was also to be used as an assessment task. This required them to compare critically the materials to be used for an

axle and the appropriate methods of attaching it to a chassis. In this lesson, pupils evaluated and tested materials, they trialled their models in the courtyard and they were able to explain why they had made their choices and to speculate about the improvements which they would make to their buggies. In contrast, pupils in a year 6 lesson worked to a lower level than expected. This is because they were relatively new to the type of group work which was required and their concentration was not held by the task.

110. Pupils are developing their design and technology capability through being given opportunities to design and make items; their readiness to discuss their work and to improve it is clear, but their level of skill is not yet good enough, for example, in their use of tools to cut resistant materials. The new scheme of work addresses this and offers better opportunities for consistent and appropriate skills development than was previously the case.
111. Standards of teaching vary too much and insufficient time is given to design and technology in year 6. The standard of teaching is equally divided between good and unsatisfactory. Good lessons are characterised by the teachers' good choice of resources and lesson content which linked well to day-to-day life, as was seen in a year 3 lesson where pupils were designing pennants for use at the school fair. Unsatisfactory lessons occurred because the task set did not interest pupils sufficiently, they were not challenged and the outcomes were not representative of their capabilities. For example, in a year 5 lesson pupils were designing a bag which was required to be attractive. The task gave pupils little opportunity to choose materials which were suitable for the purpose, although they were able to make more than one attempt at a design. The teaching plans did not emphasise enough pupils' responses and actions, but, rather, focused, on what the teacher should say. This meant that opportunities to build on pupils' initiative and creativity were not recognised sufficiently.
112. Pupils' learning is equally divided between good quality and learning which shows unsatisfactory features. Where learning is good pupils' are making choices about the design of their projects and the materials which they will use. In a year 4 lesson where pupils were designing and testing buggies, the pupils were keen and inquisitive, they worked at a good pace and were well able to evaluate their work and to suggest solutions or improvements. Some pupils are able to make links between their work in design and technology and other areas of learning. For example, a year 3 pupil used accurate and complex sentence construction to compare the design process for his pennant with previous work which he recalled on co-ordinates in mathematics.
113. Where learning was unsatisfactory pupils' responses to their work were superficial. For example, in year 6 pupils correctly identified the material which was used in the manufacture of children's games, but most did not comment on the key feature of its suitability and durability.
114. Pupils' attitudes to design and technology are generally satisfactory or good – they listen well, use materials safely, clear up readily and help each other.
115. The school has taken steps to establish the design and technology curriculum during the last eighteen months and there is now a suitable scheme of work. It is recognised by the co-ordinator that control needs to be fully put into place; the software and hardware have been bought and it is expected that satisfactory progress in this aspect of the design and technology curriculum will be made. Assessment is currently unsatisfactory and is being improved; assessment sheets are currently being trialled and the school is to adopt the LEA framework of Minimum Expected Standards.
116. Resources are sufficient to teach the planned curriculum. However, as the subject develops and teacher knowledge and confidence grow the resources will become insufficient to support a broader design and technology curriculum. Information and communications technology is used as a research tool for both teachers and pupils, for example, collecting information from the borough website on bridges.
117. The specialist design and technology room is well kept and clean; there are safety displays and work in progress is kept there. A conservatory, leading to an enclosed garden, is reached through

the design and technology room. This gives further working and storage space. The garden provides a worthwhile testing area – which the pupils making the buggies used to good advantage. Overall, good use is made of the available space; it provides adequate accommodation for the subject. However, the low tables and chairs make it increasingly more difficult for pupils to work comfortably. Some tools cannot be used properly at the height of the tables and clamps cannot be fixed properly.

118. The design and technology co-ordinator is a well-qualified specialist and is proving to be a good, enthusiastic and effective leader. Planning for teaching is satisfactory; the plans are devised by the co-ordinator and they include general guidance on the changes which would need to be made to ensure that each lesson meets the needs of the least and the most able pupils. The school has recently turned its attention to the development of the subject and good progress has been made in the eighteen months since the co-ordinator took over responsibility. Nevertheless, the subject remains in need of development and this has been appropriately recognised in the School Development Plan.

GEOGRAPHY

119. Pupils' attainment is below average at the end of the Key Stage as it was at the time of the last inspection. The subject, after a period of neglect, is gradually developing. However, the gap has been too great for Year 6 pupils to have caught up. In addition, the time allocated to teaching geography is insufficient to raise standards to the levels expected of 11-year-old pupils. The work seen during the inspection shows that boys and girls attain similar standards. Pupils who are learning English as an additional language and those with special educational needs make comparable progress to their peers. Pupils' achievement is satisfactory as a result of sound teaching and learning in the school.
120. Year 3 pupils have sound knowledge and understanding of the physical features of a river and describe these, using the appropriate vocabulary. Year 4 pupils make the best progress. They gain first hand experience of the physical and human features of a seaside resort. They compare and contrast localities such as Chembakoli and Rush Green. However, the teachers do not always ensure that this comparison is not interpreted to reflect life in the whole country. An example from a pupil's work states, 'people in India are very poor; they only have homes made out of sticks'. Year 5 pupils develop an understanding that different places may have both different and similar characteristics. Year 6 have sound understanding of how human processes can change the feature of a place and how these changes affect the life of people. Their understanding of geographical patterns and processes and geographical skills are below average. For example, they describe places on maps, using only two-figure co-ordinates. Field trips are undertaken to a local environmental reserve.
121. The overall quality of teaching and learning is satisfactory. Lesson planning, including the learning objectives is thorough. Introductions are effective in motivating pupils. Lessons are well organised and structured and good management of pupils ensures that they engage in tasks productively and learn at a good pace. Engaging pupils in arguing for protecting geographical sites is not always as effective as it could be because of availability of time for preparation. Occasional restlessness of pupils in one class led to less productive learning. Occasional, insufficient explanations of new vocabulary, for example, a landfill site or of skills, for example of scale, hinder learning, especially of pupils who are not as competent in English as others.
122. The leadership and management of the subject are satisfactory. A new scheme of work has been drafted very recently and is being gradually implemented. Procedures for assessing pupils' attainment and progress and the monitoring of teaching and learning are unsatisfactory. Literacy, numeracy and information and communication technology make sound contributions to pupils' learning of geography.

HISTORY

123. Standards in history have improved since the last inspection and, by the end of the key stage, they are in line with national expectations. Pupils' knowledge and understanding of events and people in the past are good. This is largely due to the effective teaching and the increasing emphasis placed on developing the skills of enquiry, interpretation and explanation.
124. By the age of eleven, pupils have a good knowledge of key dates, periods and events in British history. They develop and use this knowledge appropriately, for instance, when discussing the effects of the Blitz on the ordinary people of London. In a lesson in Year 6, stimulated by the good range of contemporary resources, pupils talked with confidence about the reasons for the blackout, the use of different kinds of shelters and why people used the underground for protection from bombing raids. Pupils are developing the ability to present what they know in a variety of ways. For instance, a class in Year 4 wrote and acted a play for assembly based on the information they had found out about the Spanish Armada. In Year 6, pupils presented their information about daily life in wartime Britain in the form of a diary entry of a housewife called Mrs Allpress. Pupils are able to write an account of the development of transport in the nineteenth century and draw conclusions as to its effect on people's lives. However, pupils have too few opportunities for work of this kind because there is too little time given to history within the curriculum plan.
125. Pupils are developing an understanding of how history can be interpreted in a variety of ways. In a year 5 class pupils could explain why a rich person's view of the poor in Tudor England might be different from that of a poor person. The higher attaining pupils were able to draw the conclusion that they needed to bear this in mind when reading a contemporary account. Also in year 5, pupils could distinguish between fact and opinion when comparing different contemporary accounts of the slave trade. However, this aspect of history is not yet planned for consistently enough across the key stage. For instance, in year 6, although pupils were using newspaper articles from the period to study the effect of the Blitz, the opportunity to discuss fact, opinion and the use of propaganda was missed.
126. Teaching is good throughout the school and, because of this, pupils learn well in lessons observed. Learning over time is only satisfactory because insufficient time is allocated for the development of historical skills. Teachers plan carefully and lessons are well structured. Teachers have precise learning objectives which they explain clearly to their pupils so they know exactly what they are learning. There is a good balance of questioning and detailed explanation which helps pupils use and build on what they have already learnt. A good illustration of this occurred in the lessons in year 3. Following a clear explanation of the meaning of words with Greek origins pupils were able use their knowledge of English vocabulary to find other words influenced by Ancient Greek. By the end of the lesson pupils were beginning to understand that one period in history can influence another. Lessons move at a good pace so pupils are well motivated and work hard with real interest. However, occasionally, activities on work sheets lack sufficient challenge for the more able pupils. These pupils would benefit from being able to use a wider variety of sources of information and choosing their own way of presenting it.
127. The co-ordinator provides satisfactory leadership and management and has delivered recent staff training on the teaching of historical skills. The training has contributed to the improvement in standards since the last inspection. However, she has had no opportunity to monitor the quality of teaching. The recently developed framework for teaching in year 6 should lead to further improvement in pupils' learning. Assessment is unsatisfactory and procedures are not in place. Visiting speakers contribute to the curriculum. For example, there was an effective presentation about World War II. The school has just acquired a range of artefacts and this ensures that resources are just sufficient for the effective delivery of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

128. Standards in information and communication technology are above average by the time pupils reach eleven years of age. Throughout their time in the school pupils make good progress in the

use of a wide range of computer programs and become confident and skilled users of information and communication technology. Achievement is good. Pupils learn how computers are used in everyday life, for example, to produce newspapers, print images from a microscope or digital camera and record changes in temperature. Pupils know how to use a wide variety of equipment such as tape recorders, calculators and overhead projectors.

129. Pupils are keen and enthusiastic users of ICT, from the least able to the highest attainer. They know how to save and print their work and to use the menu commands of different programs confidently. They are willing to explore new features of the programs they are using and to experiment with them. They are willing to help each other. Boys and girls are equally enthusiastic and, if working together, take turns in controlling the mouse and putting information into the computer. As a result of the programme of specialist information and communication technology lessons throughout the school, all pupils have good opportunities to learn an appropriate range of computer skills.
130. Pupils know how to get access to the Internet and can send e-mails. Year 4 have a regular programme of correspondence with a school in a small town in Wisconsin in the United States. The relationship has developed well and the ICT assistant visited the town at the invitation of the American school last year. Pupils use their word processing skills to write articles for the school newspaper and can import images taken with a digital camera. The newspaper club has just received an award as one of the top ten entries in a national school newspaper competition. Year 6 pupils are currently developing a presentation for the rest of the school using the Powerpoint program. They are combining images of themselves, taken with a digital camera, with word processed text and then using the hyperlink command to link each pupil's work into one single file.
131. The ability of pupils to use their skills to support their learning in other areas of the curriculum is still a developing area and is satisfactory rather than good. Whilst pupils can use spreadsheets, opportunities to use these to explore and investigate patterns in results and data collected in mathematics and science are not yet sufficiently matched to activities in these subjects' schemes of work. In English, pupils word-process samples of their work, but there was little evidence of computers being used to draft and redraft their work.
132. Teaching that is provided for pupils to develop their ICT skills is good. The lesson is taken by the information and communication technology assistant, who works to the well-planned scheme of work developed by the co-ordinator. She has a high level of skill and enthusiasm and has undertaken all the borough training alongside the co-ordinator. The school has invested a considerable amount of money in a computer suite, with fifteen machines, and each pupil has a specialist lesson once every two weeks. As a result of the good resources and the knowledgeable teaching, pupils make good progress in learning how to use different software applications in their timetabled computer sessions. Most aspects are well covered, although hardware difficulties have hindered pupils' progress in the use of computers to control machines. These are now resolved.
133. The teaching and use of ICT skills by class teachers is more variable, but is satisfactory, overall. Where teachers are confident users of information and communication technology and have completed the ongoing nationally funded training programme, good classroom practice is developing. Other teachers are not yet using information and communication technology in a planned or systematic way. In mathematics, teachers are beginning to use computer programs to illustrate the results of pupils' surveys. Specific programs also provide practice of number skills for the lowest attaining pupils. Sensors are used in science to record changes in temperature. In geography, aerial photographs of the local area have been downloaded from the Internet. Some pupils word process their projects.
134. The co-ordinator is very knowledgeable and enthusiastic. He has been well supported by the head teacher in continuing to improve the school's teaching of ICT, especially through money being regularly available to upgrade machines and to buy equipment such as sensors and computerised microscopes. An interactive whiteboard is about to be put in place. Schemes of work are continuing to develop. No system is currently in place to assess and record the skills and knowledge pupils have acquired. However, sufficient evidence is available to confirm that this will soon be rectified. Since the last inspection, improvement in the provision of appropriate equipment

and of programmes for the development of pupils' ICT skills has been good. However, the school still needs to identify the application and use of pupils' computer skills in schemes of work to support the development of the subject.

MUSIC

135. Overall, pupils by the end of Key Stage 2 attain good standards in music. This is an improvement since the last inspection. Pupils sing tunefully and rhythmically, with clear diction. For instance, in hymn practice, the calypso, "Sun in the morning" was sung well in tune with good control of pitch and dynamics. Pupils learn to create percussion parts to songs such as "The British Grenadiers" and compose their own pieces of percussion music; a year 5 class listened carefully to the rhythms of some African drumming and then worked in groups to compose their own rhythmic patterns. They are able to comment critically on their own performance and identify what needs to be improved. However, the standard achieved by older pupils is not high enough. They are capable of more challenging creative work. The tuition provided by visiting specialist teachers of brass and strings is good. This enables some higher attaining pupils to achieve well and reach a good standard in their ability to read and play music.
136. The vast majority of pupils enjoy music and are keen to take part. They sing with enthusiasm and work hard to improve their performances. An illustration of this is in a year 3 lesson when the pupils concentrated well on improving their breathing control through practising exercises. In hymn practice the level of pupil involvement is very high, leading to performances of good quality. This is due to the very effective teaching by the music co-ordinator and the use of praise and encouragement of the other staff present. However, the singing in assembly lacks this level of effort with many of the older pupils barely joining in.
137. The quality of teaching and learning is good. There is some very good teaching. This is a considerable improvement since the last inspection. In all classes music is taught by the class teacher. Planning is very good in almost all lessons. It identifies clear learning objectives which are explained to the pupils. These objectives are linked to challenging activities. Confidence and subject knowledge are much improved since the last inspection, but in some cases subject expertise is still not fully secure. Where this is the case, pupils learn less effectively and standards are lower. The very good teaching combined a high level of musical expertise with well structured teaching, The teacher gave clear explanations and demonstrations of technique. For instance in a very good lesson in year 3 pupils were learning "The Orchestra Song" in preparation for singing it in 3 parts. The teacher encouraged the class to listen closely to the melody and to attempt it unaccompanied. She guided their initial efforts with her hand, indicating the shape of the melody. The pupils responded with intense concentration. As the lesson progressed, she provided constructive criticism and opportunities to practise small sections of the melody. Despite the difficulty of the song, by the end of the lesson pupils could sing it tunefully and accurately, while performing actions to the chorus.
138. The co-ordinator is effective in leading and developing the subject. Together with another member of staff she has run a lower school choir which has performed both for parents and for the local community. She has very good subject knowledge and uses this to support her colleagues, for example using hymn practice to demonstrate teaching strategies. The scheme of work is effective in providing a framework for teaching and ensuring that all aspects of the music curriculum are covered. However, there is insufficient range and variety in the styles and cultures of music studied. Assessment is unsatisfactory. Resources are generally satisfactory, although there are insufficient tuned percussion instruments. The music room is not big enough to be used effectively.

PHYSICAL EDUCATION

139. Standards at the end of Key Stage 2 are in line with national expectations. Pupils make satisfactory progress. At the time of the school's previous inspection, standards were reported to be better than those expected. Present inspection findings do not represent lower standards, however, but rather reflect different requirements in standards since that time.

140. At Key Stage 2, pupils develop their gymnastic skills, successfully performing a variety of rolls, jumps and balances, using both the floor and an appropriate range of apparatus. Pupils in Year 6, for example, readily introduce counter-balances into their work, when performing with a partner. Pupils in Year 5 successfully produce a sequence of gymnastic movements, which they practise and then repeat. Pupils in Year 4 confidently take part in various athletic activities, requiring appropriate precision and speed. They perform over various distances and then measure their performance and attempt to improve it. Pupils in Year 4 also confidently take part in outdoor activity and, working in teams, they attempt to solve the problems that have been set. Pupils further develop their outdoor skills when attending a range of residential visits. Pupils in Years 4, 5 and 6 attend swimming lessons, and all show suitable confidence in the water. By the time they leave the school, at least 95 percent of these pupils swim 25 metres unaided and many swim significantly further.
141. The quality of teaching and learning is satisfactory. Teachers provide sound planning, clear instruction and enthusiasm, allowing all pupils, including those with special educational needs and English as an additional language, to make satisfactory gains in their learning. All members of staff change into suitable clothing and they join in and demonstrate for pupils. They have satisfactory subject knowledge and make suitable demands of the pupils' performance. Pupils join in willingly, enjoying themselves and making a satisfactory physical and creative effort. They carry out most activities correctly, but few pupils produce adequate quality in their gymnastic movements. Lessons are generally conducted at a brisk pace, with pupils being kept busy throughout. Teachers generally show good control and management skills, especially where a wide range of activities is being undertaken. Occasionally, a small minority of pupils do not give their full attention to their teacher, either not listening carefully, or preferring instead to carry on with their activities and this slows their progress. Teachers often take the opportunity to use pupils to demonstrate good practice, but opportunities are usually missed to discuss the quality of the work seen and help pupils identify how they might develop their work further. Teachers provide help and support to pupils in all aspects of their work and, in particular, they emphasise the need for safety. In turn, pupils usually show good attitudes, generally behave well, work well alone and with a partner or group and carry equipment carefully and safely.
142. The school has a comprehensive scheme of work and all aspects of work are suitably covered. The co-ordinator, who is newly qualified, is enthusiastic and he has provided support for his colleagues when required. Assessment procedures are satisfactory in swimming and teachers keep suitable records of pupils' performance. At present, there are no procedures in other aspects of the subject and little information is available to help improve the quality of pupils' work. Activities involving counting and measuring, in different aspects of the subject, especially athletics, give effective support to the school's initiative in numeracy. The school makes good arrangements for the provision of extra-curricular sporting activities for pupils and these, together with the residential visits arranged, contribute to the satisfactory standards achieved.

RELIGIOUS EDUCATION

143. Standards at the end of Key Stage 2 are in line with the expectations of the local Agreed Syllabus. Pupils make satisfactory progress. The standards reported at the time of the school's previous inspection have been maintained and statutory requirements are now fully met.
144. Pupils gradually become familiar with Christianity, Islam and Judaism and this is an improvement since the previous inspection. Pupils confidently relate some of the stories of famous figures from each religion, such as Jesus, Mohammed and Moses. Pupils in Year 3, for example, explain the events surrounding Mohammed and the cave. Pupils successfully identify and discuss similarities and differences between religions, such as in clothing and life-styles. Pupils understand that religions have various ceremonies and special occasions and they can, for example, explain the importance of Eid to Moslems, the Passover to Jews and Easter to Christians. Pupils know that faiths may have their own religious buildings and can describe some of the internal features of a church or a mosque. Pupils readily explain the value placed on holy books and pupils in Year 4 can identify the Bible, the Qu'ran and the Torah and relate them to the appropriate faith. Pupils are

aware of the importance of family and community life and those in Year 6 know that relationships within these communities are ruled by codes of conduct, such as the Ten Commandments. Pupils are confident in discussing a variety of issues, such as their feelings on hearing of the sufferings of Job, in Year 5, or of the death of Martin Luther King, in Year 6. Pupils are aware of the need for caring and tolerance in their dealings with other people.

145. The quality of teaching and learning is satisfactory, with examples of good and very good practice also seen during the inspection. Lessons are well planned, with teachers, for example, reading stories sensitively and providing interesting and thought provoking experiences for pupils, such as the computer program on Martin Luther King presented to pupils in Year 6. Teachers now have sound subject knowledge and usually provide clear explanations for pupils, enabling them all, including those with special educational needs and English as an additional language, to make satisfactory gains in their knowledge and understanding. Occasionally, instructions to pupils are unclear, with the result that a minority are uncertain of what they are required to do. Teachers make good use of religious artefacts, visitors to the school and educational visits to churches, for example, to enhance the quality of lessons. Where teaching is at least good, teachers provide much interesting information, expectations are high, pupils become totally absorbed in the work and they make increased progress. Pupils find the subject interesting and concentrate well on the tasks in hand. They listen carefully, reflect on what they have heard and all try hard to explain their feelings and views. Pupils' attitudes and behaviour are good and often very good and this helps them to make appropriate progress. Just occasionally, a small minority of pupils are less attentive. Pupils generally take care with the presentation of their work. Teachers always mark pupils' books, but little comment or advice is usually added.

146. The school closely follows the local Agreed Syllabus and all areas of work are effectively covered. Resources are now satisfactory. The work undertaken provides very suitable support for all aspects of pupils' spiritual, moral and cultural development. The co-ordinator is most enthusiastic and, although she has only recently taken over the subject, she has produced a detailed scheme of work, improved resources and has contributed well to the learning taking place. She checks the work being covered in the school, by studying samples of pupils' books. At present she has no opportunity to observe teachers and pupils at work in the classroom, but plans are in place for this to happen. There are currently no assessment procedures and few records are kept of pupils' knowledge and understanding of the subject. Through the written activities which are provided for pupils, religious education gives limited support for the school's initiative in improving standards of literacy.