

INSPECTION REPORT

NIGHTINGALE PRIMARY SCHOOL

Rendlesham Road, Hackney, London, E5 8PH

LEA area: Hackney

Unique reference number: 100254

Headteacher: Lynne Harrowell

Reporting inspector: David Marshall
27681

Dates of inspection: 10 – 14 January 2000

Inspection number: 191955

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Rendlesham Road Hackney London E5 8PH
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Appropriate authority:	Governing Body
Name of chair of governors:	Olu Bello
Date of previous inspection:	27 – 30 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Marshall	Registered inspector	Mathematics Music Information technology	How well are pupils taught? How well is the school led and managed? How high are standards? What should the school do to improve?
Deborah Pacquette	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils?
Marilyn Lane	Team inspector	English Art Physical education Design and technology Areas of Learning for Under Fives	How good are curricular and other opportunities offered to pupils?
Stephen Lake	Team inspector	Science History Special educational needs Religious education Geography	Efficiency
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an average sized county primary school situated on the Nightingale estate in the London Borough of Hackney, which is a designated urban regeneration area.

There are 220 pupils on roll including a nursery of 25. Taken together, pupils' attainment on entry is well below that found nationally. There are 88 pupils on the school's special educational needs register, 29 pupils from Stages 3 to 5, and there are seven pupils who have Statements of Special Educational Need. These figures are well above the national average.

The school contains a very wide ethnic mix with 23 per cent of pupils in White European heritage category, 24 per cent in the Black-Caribbean heritage category and almost 20 per cent in the Black-African heritage category. The school's roll includes seven refugees - three from Turkey, one from Africa, two from Kosovo and one from Afghanistan. There are also 20 traveller pupils in the school. Ninety three pupils have English as an additional language – which is 48 per cent of the school roll – 65 pupils are at an early stage of English language acquisition.

There are 121 pupils eligible for free school meals – 62 per cent of the school roll - which is very high and well above the national average.

For the past two years the school has been working closely with the Comprehensive Estates Initiative, which is responsible for the regeneration scheme. A very new development has been the opening of the new nursery. This represents a very significant achievement for the school. This was enabled with a grant from the Comprehensive Estates Initiative of £120,000, which was matched in part by the local education authority.

HOW GOOD THE SCHOOL IS

Nightingale is a very effective school and makes very good provision for its ethnically diverse community. Pupils achieve good standards in relation to their own abilities, and make good progress because the teaching is good and the work they are expected to do is appropriate and demanding. The headteacher, governors and all staff work together very well to improve the school that now provides good value for money.

What the school does well

- The overall leadership and management of the school are very good. The headteacher is a very effective manager and is well supported by governors and senior staff in guiding the school and planning for the future.
- The overall quality of teaching is good and all staff constantly strive to improve.
- The use and contribution of support staff are very effective.
- Relationships with parents are very good and there is a strong community spirit that includes pupils and families of all ethnic backgrounds.
- The school has achieved an outstanding rate of improvement over the last two years.
- The overall provision in the nursery is very good.
- The overall provision for pupils with special educational needs is very good.
- Provision for pupils with English as an additional language at an early stage of language acquisition is very good.

What could be improved

- The overall standards of achievement at Key Stage 2 in English, mathematics and science.
- Resources for learning in all areas of the curriculum, especially the provision of a library and dual language books, tapes and dictionaries.
- Support for those pupils with English as an additional language who are no longer at an early stage of learning the language.
- Although the school has greatly improved the overall level of attendance it is still below the national average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected last in January 1997, the school, then known as Downs Side Primary School, had many serious weaknesses and was giving unsatisfactory value for money. The improvement in all areas, especially in the last two years, has been remarkable. The school has overcome all of the weaknesses identified in the last inspection. Following her appointment, the new headteacher, with her very good interpersonal skills and clear educational vision, has elicited very good support and advice from the governors, has appointed many good teachers and has made many other significant improvements that address all the key issues identified in the last inspection. Raising standards overall by continuing, and building on, the good work in the nursery has been at the forefront of their work. The improvement in the teaching as observed in this inspection shows the success of this aspect. At the time of the last inspection over a third of the teaching observed was unsatisfactory. In this inspection there was no unsatisfactory teaching observed. In particular, there has been a very significant improvement in the standards of teaching for pupils with special educational needs across the school.

The teaching staff have not just continued to provide good cultural, social and moral education, but have improved all aspects. The quality of spiritual education has improved and is now satisfactory. The introduction of new policies and schemes of work in all subjects has made learning outcomes clear and has made a significant contribution to raising the standards of teaching.

A new, spacious, well-resourced nursery has been established which is an asset to the school and the community.

Parental links and overall parental involvement in the school have improved outstandingly since the last inspection. Parents are very pleased with the school and the progress their children are making. Parents now feel very welcome in the school and a part of the school community and their children's learning. They are also very happy with the positive impact that the many community links have brought to the school. The school has also greatly improved the written reports for parents. The new school newsletters and brochure are informative and welcomed by all concerned. Parents are kept very well informed of the progress their children are making, and the best way they can support them at home.

Taking into account the many improvements made since the last inspection and the school's successful drive towards raising standards and meeting its own targets, its capacity for further improvement is judged to be very good.

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
	1997	1998	1999	1999
English	E*	E	E*	D
mathematics	E*	E	E*	D
science	E*	E	E*	D

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

The overall trend of achievement by pupils at Key Stage 2 in English, mathematics and science over the past four years has been up overall. However, it is still very low when compared with national figures. The improvement in the last two years has been remarkable. During this time the school has made significant improvements in all core subjects of the curriculum. For instance in 1997 only 13 per cent of pupils at the end of Key Stage 2 reached the nationally expected Level 4 in English. By 1999 this figure had reached 35 per cent. In mathematics the results had risen from 13 per cent to 40 per cent. In science the rise is from 25 per cent to 50 per cent.

It is important to note that although the school has made 300 per cent improvement in some of these standards of achievement and the pupils are making good progress, there are many other factors to consider. Due to their intake, the very large number of pupils with special educational needs, the exceptionally high pupil mobility factor (the highest in the borough) and the recent necessary staff changes, these results are still below the national average. Pupils reach similar levels of achievement in religious education, information technology and all other subjects of the primary curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall, but there are many pupils who have made significant progress in their attitude to school. Many pupils who were disaffected are now keen to attend.
Behaviour, in and out of classrooms	Overall satisfactory. Most pupils are courteous, polite and respectful. However, there are still a significant number of pupils who display challenging behaviour in the school.
Personal development and relationships	Overall satisfactory – although it is the same significant number of pupils who display challenging behaviour who have an overall impact. Very good relationships exist between all pupils and between pupils and adults.
Attendance	Unsatisfactory. Although the school has excellent procedures in place to secure good attendance and significant improvements have been made, the overall rate is still below the national average.

TEACHING AND LEARNING

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

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

Overall the quality of teaching is good. The teaching observed on the inspection was judged to be good or better in almost two out of every three of the 57 lessons seen, nearly 20 per cent of all lessons were very good, and no lessons were judged to be unsatisfactory. This is now a strength of the school.

The quality of teaching in the nursery is very good, and the teachers support all pupils with great care, good humour and thoroughness. This good teaching is characterised by good planning with very specific learning objectives across all areas of learning.

Teachers' knowledge and understanding of the curriculum and the individual needs of their pupils are good throughout the school. This enables them to teach the essential basic skills well to all pupils. All teachers have very high, but appropriate, expectations of pupils, and class discussions are always lively and challenging. Questions are well focused and designed to bring all pupils into the discussions.

A wide variety of teaching methods are employed to make lessons interesting. Teachers manage pupils well although there are a significant number who display challenging behaviour and could be disruptive. Lessons are consistently of a good pace and the use of support staff is very good. The good quality of day-to-day assessment enables resources and time to be used effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall and all statutory requirements are in place.
Provision for pupils with special educational needs	Very good provision overall. The school's procedures and practice are secure and well documented.
Provision for pupils with English as an additional language	Teaching of pupils from the travelling communities and those with English as an additional language needs is good overall and in one third of lessons it is very good. Overall provision is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Procedures for monitoring pupils' personal development are good. The provision for the pupils' social, moral and cultural development is very good. The provision for their spiritual development is satisfactory.
How well the school	The school cares for its pupils very well.

cares for its pupils	
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The school works well in partnership with parents and provides a suitable and challenging amount of work for pupils to complete at home. The school has effective strategies for teaching the basic skills of literacy and numeracy. The school provides a number of after-school clubs which are very popular and appreciated by the parents, e.g. French club, football, reading and gardening club. The school choir is very popular, and performs successfully in many local community events. The school has very good procedures for child protection and for ensuring pupils' welfare. Procedures for monitoring pupils' personal development are good. Parents support the view that the school cares very effectively for their children. The school offers very good pastoral care for pupils with emotional difficulties, where their views are always taken into account.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher and the senior management team provide very strong leadership in all aspects of the school's work. They are very effective managers of the school with clearly defined roles and responsibilities.
How well the governors fulfil their responsibilities	The governors have developed their strategic management role well over the last two years and fulfil all their statutory requirements effectively.
The school's evaluation of its performance	Very good overall. The headteacher, senior staff and governors have a deep understanding of the school's corporate needs and reflect upon their aims critically and well.
The strategic use of resources	Good overall. Financial planning is carefully linked to the need to raise standards and the school evaluates the effectiveness of all decisions made. Best value is sought in all purchases.

The experience, dedication and expertise of teachers and support staff provide very well for all pupils regardless of ability or background. The shared vision, aims and values of the headteacher, staff and governors have created a very good partnership enabling them to manage the many recent changes very effectively. The head and governors are aware of best value principles and apply them most effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good parent/teacher relationships. • The teaching staff are very encouraging. • The progress of pupils is getting better. • The levels of achievement are now higher - individually. • Information for parents and the communication system are good. • The discipline system is now better. 	<ul style="list-style-type: none"> • Nothing recorded.

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| <ul style="list-style-type: none">• The school is more open and more approachable. | |
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In the pre-inspection meeting for parents, which over 50 attended, and during many discussions with parents during the inspection, it became very apparent that they know that things in school have changed for the better in the last two to three years. Amongst the many things that parents wanted the inspection team to be aware of were the better parental relationships, and how much better information and communications with them are. Parents believe that the teaching staff are now more encouraging, and as a result the progress of pupils is better. Parents are aware too of the very different levels of ability that pupils in the school have and believe that levels of achievement are now higher - individually.

The discipline system, which they now understand, is better – pupils know that they “will be pulled up”. The school is more open and more approachable and looks after their children well. There is now a good suggestions box, for both parents and pupils, and the school acts quickly on suggestions in relation to bullying. All other complaints are always handled well. There is a very strong overall feeling for the headteacher, and the parent governors are also very involved, which the parents greatly appreciate. Inspection findings support these very positive feelings the parents have for the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The overall standards in English and mathematics throughout the school are well below average at the end of both key stages when compared with the national test results of other schools. However, pupils come into the school with very low skills in speaking and listening and many have difficulty in relating to each other and adults. This affects their ability to focus on the tasks that are expected of them. The teaching is good throughout the school and enables all pupils to make significant improvement, but is not able to compensate fully for the very low starting point of many by the time they leave the school.
2. In the last two years the school has made significant improvements in all core subjects of the curriculum. For instance in 1997 only 13 per cent of pupils at the end of Key Stage 2 reached the nationally expected Level 4 in English. By 1999 this figure had reached 35 per cent. In mathematics the results had risen from 13 per cent to 40 per cent. In science the rise is from 25 per cent to 50 per cent.
3. When the overall school intake, the very large number of pupils with special educational needs, the exceptionally high pupil mobility factor (the highest in the borough) and the recent necessary staff changes are taken into account, these results are testament to the school's success in meeting its own agreed high targets for improvement.
4. During their time in the nursery, pupils make good progress across all areas of learning. However, most are still well below achieving the desirable learning outcomes by the time they reach five years of age. Nevertheless, most children have begun to listen with increasing attention during whole-class reading sessions. Many are enthusiastic about books and stories and some are learning the sounds and formation of letters. All have regular opportunities to 'count' and to compare size and shape, and enjoy outdoor activities, and explore colour and textures with enthusiasm.
5. The results of the National Curriculum tests in reading, writing, speaking and listening, and mathematics, at the end of Key Stage 1 show that pupils' attainment is well below the national average when compared with all schools. However, when the large number of pupils with special educational needs and the very high pupil mobility factor are considered these scores show significant improvement.
6. Pupils make good progress in all subjects throughout the school. The headteacher and senior staff have set high targets for their overall achievement and are beginning to see a rapid overall improvement. All teachers work very hard to analyse pupils' performances in order to see where there are particular strengths or weaknesses in pupils' performance and adjust the curriculum appropriately. They then set appropriate, but challenging, targets for all pupils, often also related to their behaviour and social skills.
7. In Years 5 and 6 the percentage of pupils on the school's register of special educational need is much higher at over 50 per cent of each class. This is due to several factors. First, the school is seen as successful in meeting the needs of

pupils with special educational needs by the parents and community, and, as a result, pupils are moved in from other schools. This includes pupils who have been excluded from other local schools. Secondly, the high turnover in the area and the number of people placed in the area in temporary accommodation results in the school gaining pupils at Key Stage 2 who have fallen well behind with their education due to disruption. These factors have a profound effect upon attainment at the end of the key stage.

8. Pupils with special educational needs achieve well in relation to their prior attainment. The school's records show that in relation to prior attainment these pupils make good progress and their achievement is better than would normally be expected. Despite this good achievement, the very low starting point for many of these pupils means that their attainment is extremely low. This is particularly true for those pupils who have joined the school later in their school career.
9. The overall attainment of pupils who are learning English as an additional language and who are new to the school, is below, and sometimes well below, that expected nationally of all pupils at the end of both key stages. However, a small minority of pupils are attaining standards which are at least in line with those pupils for whom English is their first language. A major factor in this level of attainment is their length of stay in the school. Those who have arrived in the country relatively recently, or with very limited or disrupted educational backgrounds, have very low attainment. Pupils from the travelling communities are attaining standards that are well below those expected nationally for all pupils. There is little evidence of differences in the attainment of boys and girls.
10. Pupils with English as an additional language make sound progress overall. They make good, and sometimes very good, progress where they are receiving additional specialist help. Their attainment is also enhanced where they are taught in small groups and where teaching is of a very good standard as in the Year 6 class. Many pupils attain levels of competence in English that enable them to function on a day-to-day level with their peers, and understand what is required of them in the classroom. However, their comprehension of texts is often weak and their vocabulary limited. This is especially true of the specialist language of subjects. They frequently understand more than they can express and make many mistakes. Sometimes they lack an awareness of the nuances of English. Given the very low levels of attainment on entry, many pupils are achieving well because of the great efforts made by the school, although they do not attain average levels. A limiting factor in the progress made is the lack of specialist support provided in Key Stage 2. Some pupils in this key stage with very little English receive as little as 30 minutes per week of specialist help. Many pupils who are learning English as an additional language are also deemed to have special educational needs. In many cases their learning has been adversely affected by poor teaching in the past and this has resulted in low achievement and other problems. Some pupils have had poor educational experiences that have ill prepared them for school here. Assistance from speakers of the same language and cultural groups has been helpful to the school in some instances. However, the level of this support made available by the local education authority is very limited.

Pupils' attitudes, values and personal development

11. Overall, pupils' attitudes to school are satisfactory. Most pupils enjoy coming to school. They are motivated, keen to learn and enthusiastic. This was very evident

from the large range of pupils who actively participated in the well-structured school council meeting held during the week of the inspection. During lessons there was a significant number of pupils who can not sustain concentration for very long periods and find working independently difficult.

12. Pupils' behaviour in the classroom and when moving around the school is now satisfactory. This has improved since the last inspection. Most pupils are courteous, friendly and helpful, and respond well to the high expectations of the staff. There are still a significant number of pupils who display challenging behaviour in the school. However, their needs are well identified and the school has clear and positive strategies for managing their behaviour. The school is working hard to ensure that the level of exclusions is minimal, and they do manage very well with pupils who have been excluded from other schools. Parents attending the Parents' Meeting before the inspection supported the view that the school works hard to promote good behaviour. No litter or graffiti is present in the school. Most pupils respect and care for the school's property and environment.
13. Overall, pupils' personal development is satisfactory. Their personal development is encouraged through personal and social education lessons, circle time, the school council, library monitors, achievement assemblies and the school's anti-bullying agent scheme. Pupils' personal development has a beneficial impact on their attainment and progress.
14. Very good relationships exist between all pupils and between pupils and adults. The relationships in school between parents and staff are now very good. All staff know the pupils well. Most pupils work well collaboratively and support each other in their learning. Most pupils show respect to staff, each other, and to visitors. Pupils are keen to take responsibility and show initiative when fulfilling a number of tasks around the school. They respond well to doing basic tasks in the classroom, at assemblies and in the playground.
15. All classes contain at least two or three pupils whose behaviour is unsatisfactory. Teachers work very closely with support assistants to control and modify the behaviour of these pupils and to ensure that the disruption to the rest of the class is kept to a minimum. In many cases this behaviour modification makes a very good contribution to the personal development of these pupils. Excellent support in this behaviour management is provided by a link person from the Hackney Action Racial Equality paid for under a National Lottery Grant. This person is extremely effective in supporting pupils from various ethnic groups but particularly the black boys and in liaising with their families. The high quality of the support is a key factor in improving the attitudes of these pupils towards their learning.
16. Attendance of pupils overall is unsatisfactory and continues to be below the national average. This is due to high levels of unauthorised absence and the few persistent latecomers. The school has a very comprehensive policy on attendance and has implemented a number of very good strategies to improve attendance. The improving attendance has begun to make a positive contribution to the quality of learning in the school.

HOW WELL ARE PUPILS TAUGHT?

17. Overall the quality of teaching is good. The teaching observed on the inspection was judged to be good or better in almost two out of every three of the 57 lessons

seen, nearly 20 per cent of all lessons were very good, and no lessons were judged to be unsatisfactory. This is now a strength of the school. The overall quality of teaching enables pupils to make good progress throughout the school. The previous inspection report identified the need for the headteacher and staff to raise the standards of teaching in all subjects as a matter of urgency. The school has very successfully addressed this issue. The inconsistency in teaching identified in the last inspection report where expectations of achievement and of behaviour were not uniform throughout the school and over 30 per cent of the teaching observed was judged to be unsatisfactory or worse, have now been dramatically improved.

18. All teachers are very aware of the very differing needs of pupils. Work within classrooms matches the needs of all pupils well. Pupils of average or high prior attainment are well catered for with appropriate extension activities. The use of support assistants and parents to support pupils is very good. Most teachers are experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a number of lessons when the teachers moved from whole-class exposition in literacy or mathematics sessions to group work.
19. The quality of teaching in the nursery is very good, and the teachers support all pupils with great care, good humour and thoroughness. This good teaching is characterised by good planning with very specific learning objectives across all areas of learning. The organisation to facilitate progress is good and ensures a good pace of learning throughout each session. The range of activities available through the careful planning means that the children are always on task and well challenged.
20. The good teaching at Key Stage 1 reflects the overall good subject knowledge of teachers across most of the curriculum. Planning is successful and clearly identifies what pupils are to learn, and how the groups of pupils of differing prior attainments are to be taught. For example, in mathematics, teachers plan a good variety of practical work which pupils can undertake independently. Pupils of all abilities are given good support which results in their good progress. Classroom organisation is good and all activities selected are appropriate to the identified learning objectives in teachers' plans.
21. The good teaching at Key Stage 2 is also characterised by good subject knowledge and understanding, and very clear planning. The links which the teachers make at this stage between different subjects produces cross-curricular activities which are particularly valuable. Again there is a strong emphasis on investigative work that leads to independence and the overall good personal development of all pupils. The very effective teaching of mathematics in the set classes in Years 5 and 6 was an example of where the considerable individual teaching strengths of the two teachers concerned had been utilised to the very best effect.
22. Throughout the school, teachers have appropriately high expectations of pupils, and class discussions are always lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. This helps all pupils to make quick progress towards the particular learning objectives. Teachers use a good range of methods and groupings which are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions, well introducing new ideas with care and clarity. For example, in a mathematics lesson concerned with the properties of two-dimensional shapes, the teacher used open-ended questions to elicit the required

responses from all pupils. He then moved to the group activities at the optimum time with a very good range of resources to reinforce the ideas from the discussion.

23. All teachers present themselves as good role models, and the most effective teaching ensures that other pupils are also used as good role models. Teachers have very good relationships with their pupils throughout the school. They use praise well to modify behaviour and reward good work. Instructions given to pupils are very clear, and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively, which results in increasingly good behaviour. This was particularly true in a Year 1 lesson when the completed work of one or two pupils displaying challenging behaviour was used as a good example and kept their attention focused.
24. Assessments using informal strategies to gauge pupils' understanding are apparent in all lessons. Groups of pupils are also targeted suitably for assessment, and a range of checklists based on the lesson plans are used. Marking is generally effective overall and the way that the teachers of the younger pupils discuss their results rather than just write them in their books is particularly effective. Homework is used appropriately and effectively to support pupils' progress throughout the school.
25. The specialist teaching for pupils with special educational needs is at least good and often very good. In the classrooms the quality of teaching is more variable but is never less than satisfactory, and on occasions very good. Teachers have high expectations of pupils' attainment and behaviour. They deal with the pupils, many of whom present serious behavioural difficulties, in a gentle and supportive manner. The very good and consistently applied strategies for behaviour management mean that pupils settle to their work in a way that denies the obvious difficulties that many of them have. This is a credit to the professionalism of the teachers and to the good relationships that they establish with pupils.
26. Teaching support for pupils with special educational needs is provided in a variety of ways to suit the differing needs of the pupils. These range from small group teaching with specialist teachers for Reading Recovery, to individual support for pupils in lessons given through learning support assistants. When pupils are taught individually, the teaching is invariably good and, as a result, pupils learn well. Tasks are well matched to the individual needs of pupils, lessons move at an appropriate pace and teachers continually assess the progress that the pupils make. A good feature of many of these lessons is the close link with the work that other pupils in the class are doing in the classroom. Learning support assistants work very closely with teachers and the high quality of their additional help makes a very valuable contribution to the attainment and progress of pupils with special educational needs. The learning support assistants are very knowledgeable and take great efforts to develop their own knowledge and understanding in order to be able to support pupils more effectively. For example, support assistants learn techniques from the visiting speech and language therapist in order to continue the support in the classrooms when no specialist help is available.
27. The teaching of pupils from the travelling communities and those with English as an additional language is good overall and in one third of lessons it is very good. Teachers use a good mixture of strategies and teaching aids such as toys and magnet boards to help pupils to learn. They have a good knowledge of how to teach basic skills and have high expectations of what pupils are to learn. Teachers

manage behaviour well, including some which is very challenging. They work closely with the class teachers, using a mixture of in-class support and withdrawal groups. These groups are of limited duration, are designed to meet specific needs, and the work is always carefully related to that being pursued in the classroom. An example of good support from a class teacher was seen in Year 6 when the activities challenged the pupils in spite of their limited abilities in English. The teacher used a challenging text, *The Grey King*, and supported pupils in finding the meaning of words such as 'mountaineer' and 'pioneer' and in learning how meaning can be inferred from text.

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

28. The curriculum is broad and balanced, meets all statutory requirements and is good overall.
29. The curriculum for children under five is planned mainly towards the Desirable Learning Outcomes and in the reception class it is linked to the National Curriculum. The nursery provides a very good foundation for the next stages of learning.
30. The acquisition of literacy skills is a high priority of the school. The school has also adopted the numeracy strategy and the timetable reflects the importance given to these areas. The school's provision for literacy and numeracy is very good. Lessons are mainly well organised and resources are used effectively.
31. Schemes of work are in place for all subjects although in order to further support planning some aspects of the literacy document are being developed, for example, a spelling policy. Classroom practice in the core subjects has improved considerably since the last inspection. The school is adopting a whole school approach to teaching and learning through the development of a common format for planning. Planning takes into account the National Literacy and Numeracy Strategies. Plans include clearly defined and challenging educational goals for the majority of pupils.
32. Procedures for monitoring and evaluating teachers' planning and classroom practice are in place and are carried out effectively by the senior management team and subject co-ordinators. The needs of pupils with special educational needs are met well, as are those for gifted and talented pupils.
33. Pupils also benefit from visits to such places as the Victoria and Albert Museum; and a local mosque. Visitors to the school also widen pupils' experiences; for example a local cricketer and representatives from Leyton Orient Football Club help to develop further the sports skills and interest of pupils.
34. Provision for pupils' spiritual, moral, social and cultural development is good overall. The school is effective in promoting spiritual awareness and attitudes of caring, sharing, respect and tolerance. When the school comes together for whole-school assemblies there is a definite sense of occasion and spirituality, particularly in music when pupils' singing creates special moments. Appropriate prayers provide time for reflection.
35. The provision for moral development is very good. Teachers consistently endeavour to ensure an orderly but highly supportive working atmosphere. They have high expectations of the way pupils relate to one another. The school's code of conduct successfully encourages a sense of right and wrong. Teachers implement consistent and appropriate use of praise and the system of sanctions and rewards is successfully applied throughout the school. Any inappropriate behaviour is dealt with quickly and sensitively, often with the active support of parents. Pupils have a sense of pride in their school.
36. The provision for social development is also very good. Very good working relationships are apparent in the school and since the last report there are many more opportunities for pupils to take responsibility for themselves and for others. All

staff are excellent role models and successfully promote and encourage co-operation. Responsibilities range from collecting registers to older pupils supporting younger pupils with their reading. Personal and social education is taught mainly as a discrete subject through circle time. In these sessions social development is promoted very effectively. Social skills are also further developed through school visits and extra-curricular activities such as singing, and the reading club.

37. The overall provision for cultural development is satisfactory but the provision for pupils' understanding of other cultures is good. Visits, for example to the Victoria and Albert Museum, make a contribution to pupils' understanding of their own heritage. Subject teaching in history, geography, religious education, music and art further enhance cultural experiences.
38. A good example of how the school values the cultural heritages of pupils of ethnic minority backgrounds was seen in work from Year 4 pupils who had copied Arabic script in their religious education work. They had marvelled at 'the wonderful patterns'. Muslim pupils were proud to see their culture respected in this way. One commented with pride "That's my language". It had enthralled the pupils as a Muslim pupil read and translated a passage from the Q'oran. The culture of traveller pupils is recognised with the help of the Traveller Support Service. However, the school lacks a sufficient number of artefacts drawn from the cultural backgrounds of all the different groups of pupils, and those which represent our culturally diverse society. Also, there is not a wide enough range of dual language books, tapes and dictionaries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school has very good procedures for child protection and for ensuring pupils' welfare. The school takes child protection issues very seriously and, as well as the named member of staff with overall responsibility, all staff are aware of lines of accountability. Procedures are well established and clear guidelines are made available to all staff. Pupils are well supervised and cared for by staff during the entire school day. Most pupils respond very well to the support and care given by staff. The provision for medical care and first aid is good. The school undertakes regular routine checks of the premises to identify any potential hazards.
40. The school monitors the pupils' academic performance and personal development very well and has very good procedures for monitoring and supporting pupils' academic performance. This is done through the school's overall assessment procedures, which include very careful planning, target setting, and a range of tests and baseline assessments. This represents a significant improvement since the last inspection.
41. On entry to the reception class, baseline assessments are used to identify pupils' specific strengths and weaknesses and work is planned accordingly. At both key stages teachers use a range of formal and informal assessments to evaluate pupils' progress and very good use is made of this information to set work for the next stage of learning. The school collects appropriate pieces of work to exemplify different levels in English, mathematics and science and across key stages. These are discussed by the whole staff for the purposes of moderation. Each pupil has a comprehensive record portfolio, which includes annual reports for parents and pupils' own self-assessments, which is passed on to the next school.

42. Pupils who are developing bilingually are well assessed and monitored through a range of tests that include their stage of fluency in English. The school does not, however, often have the ability to use speakers of the home languages of pupils to assist in assessment. The needs of pupils from the travelling communities are also well assessed, and their progress monitored effectively by staff from the Traveller Education Service in conjunction with school staff.
43. Procedures for monitoring pupils' personal development are good. This is not only provided in class lessons for personal and social education but also through involvement in activities such as the school council. The school has an equal opportunity policy, and very good procedures for monitoring and eliminating oppressive behaviour. The school works very closely with all parents and external agencies to encourage and monitor good behaviour. Good behaviour and self-discipline are also encouraged through positive strategies, such as the use of class rules, stickers, time out and clear boundaries.
44. The school's procedures for monitoring and improving attendance are excellent. The school has a comprehensive attendance policy and clear procedures that are well implemented. The school uses a number of strategies to improve attendance, such as 'same day contact', standard letters, a late book, regular contact with parents, carers and community organisations. It maintains close links with a number of educational welfare officers to monitor attendance.
45. Educational and personal support and guidance are very good. They are consistently of a high standard and take account of pupils' views. Parents support the view that the school cares very effectively for their children. The school offers very good pastoral care for pupils with emotional difficulties, where their views are taken into account.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parental links and overall parental involvement in the school have improved outstandingly since the last inspection and are now very good overall. Parents are very pleased with the school and the progress their children are making. They now feel very welcome in the school and a part of the school community and their children's learning. Parents are also very happy with the positive impact that the many community links have brought to the school. The school now has very well-developed community links with a number of organisations that have supported the school both financially and generally. Groups such as Clapton Girls' School, national reading volunteers, a Pupils' Referral Unit, local businesses and the Comprehensive Estates Initiative are involved with the school.
47. The school now actively encourages parental involvement in the school and parents are happy with the daily activities of the school and the 'open door' policy that is in operation. This is in complete contrast to the situation when the school had its last inspection. Parents participate as volunteer helpers in the classroom, organising events and giving presentations to individual classes. The school has an active Parent Teachers' Association that organises successful social and fundraising events. Parental and community involvement have a positive impact on standards in the education of pupils.
48. The quality of information provided for parents, particularly about pupils' progress, is very good. The school has a comprehensive brochure that is attractive in presentation and meets statutory requirements. Parents receive regular reports and

letters about their children's progress and are invited to curriculum evenings and other meetings.

49. Parents contribute very well to their children's learning at school and at home. This is done through the many parental helpers in the school, the home-school reading scheme, the half-term curriculum overview, workshops for parents and pupils, homework and the home/school agreement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. Overall, the leadership and management of the school are very good.
51. The headteacher provides very strong leadership in all aspects of the school's work. She has a very clear vision of the purpose of education and the direction of the school and has a commitment to achieving high standards. She is a very effective manager of the school, and has a deep understanding of the school's corporate needs and is aware of what has to be addressed in order for standards to improve further.
52. The senior management team are very aware of their particular roles and responsibilities and support all school developments with a zeal and commitment that is very impressive. They are fully aware of the school's aims, values and policies that they helped to formulate and are particularly effective in supporting the necessary innovations. The way that the deputy headteacher was able, through exceptionally hard work and insights, to acquire the funding for the new nursery unit for the school was exceptional.
53. The headteacher meets regularly with the chair of governors to review the progress of a range of issues both on an informal and formal basis, and he is now acting as the necessary critical friend that is very much appreciated by the headteacher and teaching staff. The chair and the other governors are also fully aware of the school's aims, values and policies and support them extremely well. They fulfil all of their statutory requirements and have made a significant contribution to the school's recent improvements.
54. The school has a very clear sense of purpose and direction in meeting its aims, values and policies. This is reflected throughout the school in all aspects of work and leisure. The school's aims and requirements are clearly understood by staff, parents, governors and pupils and can be seen in the day-to-day life of the school. The other teachers, with whom the head shares an excellent relationship, support her in all aspects of the school's life. They all work hard, together with the rest of the staff, to fulfil the school's aims. This is reflected in subject areas and through a very positive moral development programme resulting in the school's ethos and a positive and effective learning environment based on very good relationships and pupil behaviour. This in turn allows all pupils direct access to all learning experiences in an enjoyable and supportive environment.
55. As co-ordinators, the individual teachers consider and discuss all curriculum provision and are now confidently taking an increasing strategic role in the monitoring of their subjects. Since the last inspection their hard work to prepare policies and a number of schemes of work has had a positive impact upon provision for the pupils and the quality of teaching. At the moment they not only monitor teaching in their subjects through carefully evaluating teachers' plans and pupils'

work on a very regular basis, but are also given non-contact time to effectively monitor the teaching and overall provision in their subjects. This has all had the effect of raising the expectations and morale of all the staff.

56. The senior management team ensures that the staff employed to meet the needs of bilingual and other ethnic minority groups, including travellers, are well deployed for the purposes intended. These teachers and support assistants work closely with all other staff and provide very valuable support for pupils' learning. The school also makes good use of external support such as that provided by a worker from the local Racial Equality Council in respect of black pupils who are experiencing difficulties in school. This is very effectively helping the school to address problems that could possibly lead to exclusions, and create better working relationships with parents. Despite the school's best efforts there is at present too little specialist support for meeting all the needs of pupils who are developing bilingually in Key Stage 2. The school has appropriate plans for in-service training of staff so that all staff are able to contribute fully to meeting the language and other needs of these pupils.
57. The quality of the school development plan, which is determined through consultation with all teaching staff, is good. All teachers provide up-to-date information in their own action plans. This provides carefully identified targets and deadlines. In the year of its operation the development plan is carefully monitored by the headteacher, the senior management team and the governors, and they review the financial considerations and evaluate the school's progress towards meeting its targets.
58. The implementation of the National Literacy and Numeracy Strategies has been ably led by the co-ordinators with the support of named governors. Complete reviews were undertaken and, as a result, the action plans correctly identified areas for development. The school has now successfully launched the daily hour of literacy teaching in every class, and the numeracy strategy has begun well. All staff are committed to their implementation in order to raise standards and achieve the targets they have set for themselves.
59. The management of the school budget has improved significantly from the time of the last inspection. The governors and senior management team work together closely to identify the needs of the school and plan the budget accordingly. This has resulted in some difficult and expensive decisions that leave the school in a very difficult financial situation at present. It is clear from the school records that these decisions were critical to bringing about improvement and it is to the credit of the school management that this has been dealt with. The governors have just set up a committee to deal with the strategic management of the school to replace the finance committee. Financial planning is very firmly linked to the need to raise standards and the school evaluates the effectiveness of all decisions made. The governing body receives regular reports on the state of the budget and analyses these carefully. As a result the school has been able to reclaim large sums of money that had been denied because of errors in the local authority budgets. The school is so effective at this that the administration officer is now consulted by the local authority over budget matters.
60. The close attention to value for money given by the governors and senior management team is enabling the school to cope with the budget problems. Resources are used effectively and best value is sought in all purchases. The very

effective leadership and management have been responsible for the very significant improvements that the school has made since the last inspection. The school has an extremely high number of pupils with special educational needs requiring support and an extremely high number of pupils with English as an additional language who require support. Staffing costs are particularly high in comparison with other schools. The severe deprivation in the area served by the school results in considerable turbulence in the school population. Standards are rising and pupils' achievement is improving. When all factors are taken into consideration, despite the very high cost per pupil, the school gives good value for money.

61. Taking into account the way that governors, headteacher and staff have worked together to secure the improvements since the last inspection and the school's successful drive towards raising standards and meeting its own targets, the capacity for further improvement is judged to be very good.
62. The overall quality of the accommodation is adequate and mostly provides satisfactory facilities which enable effective delivery of the National Curriculum. The buildings are maintained very well by the school-keeper. The new nursery building provides very good, purpose-built accommodation which is having a substantial impact on the pupils' and parents' perception of school and upon the learning experiences of the under-fives. There are plans to link the nursery to the main school by building a ramp within the school grounds. This will make access to the main school much safer and easier for nursery pupils.
63. The spacious hall is well used for assemblies, physical education, drama, music and extra-curricular activities. The kitchen and dining facilities are small, separate areas adjoining the hall. The dining area is well used throughout the day to house withdrawal groups and for the 15 minute a day reading programme.
64. Within the main building some classrooms in Key Stage 2 are partly separated only by a curtain and the front part of the rooms are used for access to other parts of the school. Although staff and pupils endeavour to be aware of this at all times and behave appropriately, there are times when noise and people are unavoidably distracting and learning opportunities are missed as pupils lose concentration. There is no school library and this hinders aspects of pupils' learning. Pupils have only limited access to local library facilities. The school has a playground and playing field area, although these are not extensively used.
65. Since the last report the planning for the acquisition of resources has been guided by the school development plan through the senior management team and subject co-ordinators. Recently, the priority has been to increase resources for the teaching of literacy skills, therefore, overall, the level of resources is adequate for the teaching of reading. However, the general level of resources for all subjects is unsatisfactory and has an impact on the range of activities that teachers can make available to all pupils.
66. Visitors to the school help to broaden learning experiences, whilst educational visits, although not numerous, are of good quality. Both are used effectively as resources for learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. Nightingale Primary School provides a happy and caring community in which pupils develop as well-integrated, thoughtful and caring young people. It is a good place in which to learn. The weaknesses identified by the inspection, and listed below, are far outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.
- i. Continue to raise the overall standards of achievement by all pupils at Key Stage 2 in English, mathematics and science.
 - ii. Improve resources for learning in all areas of the curriculum, especially the provision of a library and dual language books, tapes and dictionaries.

- iii. Provide greater support for those pupils with English as an additional language who are no longer at an early stage of language acquisition.
- iv. Improve levels of attendance.

ENGLISH AS AN ADDITIONAL LANGUAGE

68. Overall attainment of pupils who are learning English as an additional language and who are new to the school is below, and sometimes well below, that expected nationally at the end of both key stages. However, a few pupils are attaining standards which are at least in line with, and in some cases above, those pupils for whom English is their first language. Pupils make sound progress overall and make good, and sometimes very good, progress where they are receiving additional specialist help. Teaching of pupils from the travelling communities and those with English as an additional language needs is good overall and in one third of lessons it is very good. Specialist teachers manage behaviour well, including some which is very challenging. They work closely with class teachers, using a mixture of in-class support and withdrawal groups.
69. At all times the headteacher and governors are keen to establish a community where all cultures are represented and valued and the full range of needs can be met. There is at present too little specialist support for meeting all the needs of pupils who are developing bilingually in Key Stage 2 in spite of the great efforts of the school to address needs from a range of existing resources. Pupils who are developing bilingually are well assessed and monitored through a range of tests that include their stage of fluency in English. The needs of pupils from the travelling communities are also well assessed, and their progress monitored by staff from the Traveller Support Service in conjunction with school staff.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19.3	40.3	40.3	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	195
Number of full-time pupils eligible for free school meals		121

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	7	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	93

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	69
Pupils who left the school other than at the usual time of leaving	63

Attendance

Authorised absence

	%
School data	12.5
National comparative data	5.4

Unauthorised absence

	%
School data	1.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	16	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	7
	Girls	12	14	9
	Total	18	20	16
Percentage of pupils at NC level 2 or above	School	64	71	57
	National	82	83	86

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	5
	Girls	12	11	9
	Total	18	18	14
Percentage of pupils at NC level 2 or above	School	64	64	50
	National	82	86	86

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	11	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	6
	Girls	3	2	4
	Total	7	8	10
Percentage of pupils at NC level 4 or above	School	35	40	50
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	6
	Girls	3	4	4
	Total	8	10	10
Percentage of pupils at NC level 4 or above	School	40	50	50
	National	70	69	78

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	39
Black – African heritage	31
Black – other	4
Indian	1
Pakistani	0
Bangladeshi	2
Chinese	3
White	66
Any other minority ethnic group	13

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y 6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	15.6
Average class size	24.3

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	232

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	11
Total aggregate hours worked per week	232

Number of pupils per FTE adult	21
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage	6	
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

Financial information

Financial year	1998/99
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	£
Total income	557359
Total expenditure	564509
Expenditure per pupil	2852
Balance brought forward from previous year	-725
Balance carried forward to next year	-8600

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	197
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82.5	16	1.5	0	0
My child is making good progress in school.	62	36.5	0	0	1.5
Behaviour in the school is good.	59	33	1.5	5.0	1.5
My child gets the right amount of work to do at home.	47.5	35	9.5	0	8.0
The teaching is good.	58.5	35	5.0	0	1.5
I am kept well informed about how my child is getting on.	65	27	1.5	1.5	5.0
I would feel comfortable about approaching the school with questions or a problem.	71.5	25.5	0	0	0
The school expects my child to work hard and achieve his or her best.	71.5	28.5	0	0	0
The school works closely with parents.	69	27	1.5	0	1.5
The school is well led and managed.	60.5	32	3.0	1.5	1.5
The school is helping my child become mature and responsible.	57	36.5	1.5	0	5.0
The school provides an interesting range of activities outside lessons.	44.5	28.5	16	3.0	8.0

Other issues raised by parents

70. At the pre-inspection meeting, and during many discussions with parents during the inspection, it became very apparent that they know that things in school have changed for the better in the last two to three years. Amongst the many things that parents wanted the inspection team to be aware of were the better parental relationships, and how much better information and communications with them are. Parents believe that the teaching staff are now more encouraging, and as a result the progress of pupils is better. Parents are aware too of the very different levels of ability that pupils in the school have and believe that levels of achievement are now higher - individually. The discipline system, which they now understand, is better – pupils know that they “will be pulled up.” The school is more open and more approachable and looks after its children well. There is now a good suggestions

box, for both parents and pupils, has been introduced, and the school acts quickly on suggestions in relation to bullying. All other complaints are always handled well. There is a very strong overall feeling for the headteacher, and the parent governors are also very involved. Inspection findings support these very positive feelings the parents have for the school.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. Overall provision for the under-fives is good although most pupils enter the nursery with levels of attainment well below that expected of children of this age. They receive an extensive range of experiences in the nursery where their progress is very good. These experiences are built upon in the reception class.
72. The staff place great emphasis on building up the self-confidence of the children. All staff are very warm and caring and they provide a happy, secure environment which is welcoming to children and parents.
73. The planned curriculum has clear objectives for learning. Appropriate procedures are in place for assessing children on entry and during the early years. This includes identifying special educational needs at an early stage. Attainment on entry procedures are supported where possible by a 'Home Visit' before each child starts school. The detailed planning is led by the two nursery teachers but all nursery staff are involved in the process. Record keeping is efficient and there is effective liaison between nursery and reception teachers and pupils. Liaison has greatly improved since the last report and the closer proximity of the new building has been helpful in creating this better liaison. The closer relationship aids continuity and progression and adds to the security and confidence of the children.
74. Many children enter the nursery with very underdeveloped personal and social skills. The supportive learning environment encourages them to be happy and confident in their dealings with adults and with one another. They learn to take turns and share equipment as well as making choices about their activities. The teachers and support staff are particularly adept in this aspect and create a caring atmosphere which allows pupils a great deal of personal freedom to develop but within a very structured setting.
75. Great emphasis is placed on the development of language and literacy. Many pupils are able to distinguish between print and pictures in books. Letter formation and sounds are learned through the systematic and repetitive teaching of individual letter shapes and sounds. Children learn to listen to stories and they have access to a good selection of books. They are encouraged to join in with stories, as they become more familiar with them. They read together words they recognise. Early reading skills are further developed in the reception class with appropriate activities to encourage the ability to recognise and understand words and simple phrases. Most pupils are at a very early stage in the development of their writing skills – many are beginning to make marks whilst some are able to even write their names and a few older, more able pupils are able to write simple phrases.
76. Most pupils enter the nursery with a very limited vocabulary and very low levels of attainment in speaking and listening. They soon learn to listen well and many quickly become confident enough to try to express their needs and ideas. They experience situations that help to develop their language, for example when involved in role-play – in the home corner, bathing their 'babies' or driving a train. All pupils quickly acquire a repertoire of songs and games that help to develop their language skills.

77. Nursery teachers considerably help the acquisition of language skills by taking care to speak and answer questions in simple, carefully formed sentences so that pupils begin to recognise and use these structures.
78. Levels of attainment in mathematics are satisfactory overall and sometimes good. Pupils develop sound skills in number through activities which require them to count, sort and recognise numbers. Some pupils are able to copy numbers and some are able to name simple shapes. Pupils quickly become familiar with a variety of number rhymes and songs. Most are able to distinguish between different sizes, shapes and quantities. All these activities help them to develop a sound mathematical vocabulary.
79. Pupils' knowledge and understanding of the world are well below that expected of children of this age but are furthered through a variety of investigative and practical activities which are often based on familiar experiences. The children make good progress by activities such as talking about the local area or producing a pictorial map of a journey. They are then encouraged to represent these features in drawings, paintings and models, for example in the class big books.
80. Children have access to computers and they are used well in order to extend children's experiences. For example, in the reception class pupils work competently with Kids Pix and in the nursery pupils are developing keyboard skills and using educational software to support their early literacy and numeracy skills.
81. Children attain good standards of physical development by the age of five and the more established children move confidently around the classroom and show pleasure in the progress they make as they run, jump, ride tricycles and kick balls in the playground. Playground activities are limited to some extent by the lack of permanent climbing apparatus. In physical education lessons children develop more specific skills such as throwing and catching balls or using space and being aware of each other. Pupils are also developing fine manipulation skills through activities such as baking, cutting and sticking and using construction kits. These experiences are also helping to develop co-ordination skills and the children make good progress.
82. The children experience a range of creative activities in which attainment by the age of five is satisfactory due to their good progress. Many opportunities for singing and musical activities are provided each day and children are beginning to show an awareness of pace and mood, and the differences between loud and soft, quick and slow. They are beginning to express their ideas through drawing, painting and modelling as demonstrated in the class books they make, for example on zoo animals. On the same theme they make clay models. They are presented with a wide variety of materials and encouraged to make their own choices in the first steps towards independent learning. Children respond to this provision very enthusiastically. At the time of the inspection many of the children were experiencing their first morning in school and most settled in quickly and happily. More established children came to school happily and confidently. In the nursery all children are positively occupied throughout the sessions. They are successfully learning to organise their time; to choose resources; to work with other children and adults. They learn to share and take turns. They respond well to the safe, secure environment and to the consistent approach of staff.

83. The quality of teaching is good. An appropriate range of well-prepared and often challenging activities is provided and there is a good pace, although in the reception class there is a focus on one learning group and other activities are less structured. Two teachers share responsibility for the nursery. They work closely together and have adopted a similar approach to the teaching to which pupils respond very positively. All adults generate enthusiasm for learning and they give children constant encouragement and praise. Every effort and achievement is recognised and valued. All children are helped to achieve their personal best. Activities and resources are very well organised as a result of thorough planning. All adults are well deployed and effective in supporting the children.
84. Children in the nursery, and the nursery teachers, receive very good support from the nursery officer, who plays a valuable and effective part in the education and care of the children. Her knowledge and considerable experience make her an important member of the team and she provides a consistent factor for the school and the children.
85. A carefully planned and implemented programme of work in the nursery, based on the Desirable Learning Outcomes, ensures effective delivery of the curriculum for nursery children. In reception, planning for the under-fives is based on Desirable Learning Outcomes linking to Programmes of Study of the National Curriculum, but the different areas are not always clearly defined. Good documentation, for example the early years policy and the targets for early years, support the provision.
86. Relationships with parents are very good. Most parents appreciate the initial contact with the school from a home visit. Parents are welcomed into the nursery. This includes being allowed to stay with a child if it is felt this is helpful. Consequently, parents are very supportive. Parents are provided with a good range of information. They are encouraged to contribute to their children's learning and enjoy doing so.

ENGLISH

87. In the 1999 statutory tests for pupils aged seven, the proportion of pupils attaining the levels expected in reading, writing, speaking and listening were well below average in comparison with national figures and below average for reading, but above average in writing, in comparison with pupils from similar backgrounds.
88. For pupils aged 11 in 1999 the proportion of pupils attaining the levels expected in English were well below the national average and well below average in comparison with pupils from similar backgrounds. The high percentage of pupils who have English as an additional language or who are on the special educational needs register and have joined the school at a later stage of their primary education, must be taken into account. The school is working very effectively with these children but there is necessarily a time lag as these children progress to make up the ground they have lost.
89. Results of tests over the last three years are variable but the overall trend is upwards. The inspection findings confirm the upward trend in attainment over time.
90. At the end of Key Stage 1 many pupils have acquired sound, basic reading skills. These pupils are able to read independently and are fluent and expressive when reading aloud. Less able readers work hard to improve strategies for decoding and

reading unfamiliar words. There is an emphasis on the development of phonic skills. The majority of pupils have a good recall and understanding of stories they have read and some are able to recognise the difference between fiction and non-fiction. However the standard of reading of a few pupils is poor.

91. By the end of Key Stage 2 many pupils are fluent readers. Most pupils are able to talk with understanding about themes and characters in stories. They are becoming more confident about expressing their own preferences and opinions. The range of reading material for more able pupils is limited and there is little evidence of the effective development of higher order skills. Throughout the school pupils are encouraged to use word books, dictionaries and thesauri. There is an evident enjoyment of reading and books.
92. The standard of handwriting throughout the school has improved significantly since the last report and is now satisfactory. Pupils have the opportunity to practise handwriting skills and many are developing a good, cursive style, although some still find it difficult to form letters clearly. However, even when handwriting is good, work is often written in pencil which does not enhance the appearance of the work.
93. Pupils' attainment in writing at Key Stage 2 ranges from unsatisfactory to good, but is satisfactory overall. Pupils write for a range of purposes in a variety of forms and contexts. When work is good, the content is thoughtful, interesting and uses appropriate vocabulary. Themes are well developed. Punctuation and grammar are used competently by many pupils. Writing in subjects other than English is often less than satisfactory as opportunities are limited, particularly in extended or independent writing. There are a few examples of good writing demonstrating effective research skills in history and geography. Displays in most classrooms reflect a range of written language to stimulate interest and provide examples of useful words.
94. Throughout the school attention is paid to spelling development and pupils make sound progress and achieve satisfactory levels of attainment. Pupils are introduced to a variety of strategies which encourage them to be accurate in their spelling of words. The school is aware of the need to develop a whole-school spelling policy to ensure continuity and progression, but provision for the teaching of spelling has improved since the last report.
95. At Key Stage 1 most pupils are able to listen attentively to the teacher but find it more difficult to listen to the opinions of each other, and so their overall attainment is below average. A few pupils speak confidently to adults and in front of an audience and they enjoy expressing their views and so make sound progress. Others, particularly those for whom English is not their first language and who are in the early stages of learning, lack the necessary skills and need constant encouragement.
96. By the end of Key Stage 2 most pupils are able and willing to contribute to debate and discussion, at varying levels, and they are beginning to benefit from the increased opportunities presented to them to extend their range of vocabulary, particularly during the literacy hour. They experience speaking to larger audiences participating in assemblies and more recently in school productions.
97. Pupils at both key stages make good progress in speaking and listening skills because of the widening range of opportunities offered to them through class or

group discussion in many subjects and through the developing role of drama which enables pupils to extend their skills and gain in confidence. However, due to the very low levels of ability when they start school, most pupils are still below the expected level of attainment by the time they leave school.

98. Progress in reading has improved considerably since the last report. It is satisfactory overall and sometimes good at both key stages. Pupils' reading skills are developed effectively through the sharing of whole-class texts and through group and individual reading opportunities. Children's sight vocabulary is extended through the repeated sharing of the same text. This is particularly effective through the use of 'big books'. Children with very limited reading skills benefit from this approach and display confidence when reading together. In some classes more able children would benefit from the use of more challenging texts and being questioned more rigorously in order to encourage depth of thought. Most children show an enthusiasm for books and there is evident enjoyment of reading, particularly in group reading sessions. This enthusiasm is extended to the very well-supported extra-curricular reading club where more able readers support and encourage younger readers and also to the 15 minute reading sessions where further support is given by lunchtime supervisors. Many pupils read regularly at home and are well supported or encouraged by parents. However, a key factor which limits the school's ability to further raise standards in reading, especially higher order skills, is access to a good school library which would enhance these skills. The school is aware of this and most pupils have limited access to a local mobile library, whilst older pupils have Internet access in order to develop research skills.
99. Reading standards are closely monitored and record keeping is efficient and effectively used to ensure progress. Pupils with special educational needs make good progress in reading and writing as most of their support focuses on the development of language skills. The setting of shorter, clearer targets which are more readily achievable has a positive effect on progress. Pupils have access to a range of reading scheme books and provision has been further extended through the purchase of books to support the National Literacy Strategy and to support the learning of pupils with special educational needs. However, many of the more established books, particularly non-fiction, are very shabby and old fashioned and need to be culled. More attractive, well-organised and welcoming classroom book areas where books are accessible to pupils would further encourage pupils' positive attitudes to reading.
100. Progress in writing is mainly satisfactory at both key stages. At Key Stage 1 pupils gain skills in spelling and simple punctuation, which are closely linked to their reading. Handwriting skills develop through practice of their formations and patterns. Progress for higher attainers is sometimes limited by insufficient opportunities to develop their own creative ideas. At Key Stage 2 children write for different purposes and for different audiences. There are good examples of children writing poetry; autobiographical writing; newspaper articles and dialogue in interview situations. Children are familiar with drafting and editing processes.
101. Overall, teaching is never less than satisfactory and at the end of each key stage it is very good. Where teaching is best the aims of the lesson are made clear to the pupils; the pace is brisk; tasks are challenging but well suited to the needs and ability of the pupils; expectations are very high. Teachers' planning encompasses the recommendations in the national framework. The headteacher and the English

co-ordinator have managed the implementation well and this is having a positive effect on both teaching and learning. Work during the literacy hour is organised well. There is a good balance of whole-class, group and individual work. Effective structures and procedures are gradually being established which allow teachers to focus on individual groups whilst being sensitive to the needs of all pupils. Occasionally time is wasted in over-long introductions at the expense of working at a brisker pace. Plenary sessions are generally well used to re-cap and share work and check pupils' understanding. Some teachers adapt the recommended timing of the literacy hour to suit the needs of pupils and thus maximise learning opportunities.

102. Effective assessment procedures are in place for all aspects of the subject and are fully used to inform future planning and target setting. National test results are analysed and they are also used to inform planning and identify strengths and weaknesses throughout the school. The English co-ordinator is very well qualified and brings expertise and enthusiasm to the post which, together with the very good documentation produced, form a very firm foundation on which to support future teaching and learning.

MATHEMATICS

103. The results of the 1999 national assessments for pupils aged seven and 11 were extremely low in comparison with all schools. However, when the results for the pupils aged 11 are compared with those from schools with pupils from a similar background they are below average. Great care must be taken when looking at these figures as the results for pupils aged 11 are depressed by the very significant turnover of pupils at Key Stage 2. When the results attained by those pupils who have been at the school through the whole of Key Stage 2 are examined then standards are much higher.
104. By the end of Key Stage 1 in numeracy, many pupils are secure in addition and subtraction to 20 and they understand number patterns to 20. They can effectively order and sequence numbers to 100 and are developing sound understanding of place value in addition and subtraction to 100. Scrutiny of work shows that pupils make good progress and can identify and use halves and quarters and recognise odd and even numbers. Some of the pupils are able to use mental recall of two, three, four, five and ten times tables in simple multiplication and division problems. In the area of shape, space and measures pupils confidently recognise regular two-dimensional shapes and describe their properties, including the number of sides and corners. The more able pupils recognise right angles and estimate area in squares. In handling data pupils gain some experience from recording length in a table, sorting shapes through various characteristics and illustrating their findings in diagrams. They are able to use a variety of bar graphs, and a few can extend this use to pie charts.
105. The majority of pupils cannot meet the standards expected for their age by the time they leave the school. However, the more able pupils calculate confidently with numbers in excess of 10,000 and have begun to use more complicated processes, such as the multiplication and division of simple decimals. These higher attaining pupils in Year 6 are learning the correct mathematical vocabulary, such as perpendicular. These pupils calculate mentally throughout the key stage with increasing confidence. There was good evidence that pupils were being given the

opportunity to apply their mathematical knowledge to solve increasingly complex problems.

106. The school is generally very successful in meeting the needs of pupils with special educational needs. When a pupil is given extra support in class both the assistant and the class teachers are aware of what the child's needs are and before appropriate action is taken they are involved in mutual, careful planning. The targets set for mathematical activities in the individual education plans are suitably detailed and parents are kept properly informed of their child's progress.
107. In the Reception and Year 1 classes, pupils make good progress in numeracy. As they move into Year 2 they develop this knowledge further by applying it thoroughly to solving simple problems. Progress during Key Stage 2 is satisfactory. There is confident interaction between all pupils and their teachers, and the pace of lessons is brisk. The school has put a lot of effort into developing the area of applying mathematics to everyday situations to make it more relevant. As a result the pupils' ability to use and apply their mathematical knowledge is the area of most progress since the last inspection. Pupils' development in numeracy throughout the subject is good overall. Many pupils develop a good sense of number and its use in solving problems. The use of numeracy across the curriculum is satisfactory. Pupils use tally charts and tables to illustrate the results of different investigations. Also in science they collect a range of mathematical facts about themselves and illustrate their results in graphical form. Numeracy is also used in science and geography for instance to understand the differences in size of small and large countries. In history the production of time lines helps pupils to develop a sense of chronology.
108. Pupils have good, positive attitudes towards their work in mathematics in all classes. Their behaviour in the classroom is usually good, most listen attentively, respond well to questions and communicate information freely and effectively. Apart from a few exceptions, pupils concentrate well on the tasks they are set. Pupils of all ages work willingly together and some opportunities for this are afforded to pupils in Key Stage 2. Relationships between pupils and their teachers are very good overall and promote effective discussions about the standards of work being achieved and the improvements that could be made.
109. The quality of teaching is consistently satisfactory and often good or very good. Teachers set clear tasks and have a secure knowledge of the subject. This was well illustrated in a Year 5/6 lesson when the teacher adapted a lesson in progress in order to give further examples of work in addition as the pupils were achieving a great deal more than she had anticipated. The necessary perception to realise this, the speed at which it was achieved and the level of resources immediately available were impressive. Teachers circulate well to give pupils individual help and effective support, and they use a variety of teaching styles to stimulate and enhance learning. Daily planning is uniform and thorough and day-to-day assessment is used well. Teachers' management of pupils is good, their organisation is good and their use of resources creates an effective learning environment. They use praise effectively and have good relationships with pupils, which motivates them and raises their self-esteem.
110. Overall, the curriculum for mathematics is satisfactory. The subject is effectively managed by two interested co-ordinators working closely with their other colleagues. There is an effective policy and scheme of work. Sound planning in the long and medium term identifies the Programmes of Study and there are now

systems in place to assess pupils' attainment. Resources overall are satisfactory both in quality and quantity to meet the demands of the National Curriculum.

SCIENCE

111. The standards attained by pupils at the end of both key stages are well below average. However, when set against their prior attainment the achievement of the pupils is satisfactory and improving.
112. The results of the 1999 national assessments for pupils aged seven and 11 were extremely low in comparison with all schools. However, when the results for the pupils aged 11 are compared with those from schools with pupils from a similar background they are below average. Great care must be taken when looking at these figures as the results for pupils aged 11 are depressed by the very significant turnover of pupils at Key Stage 2. When the results attained by those pupils who have been at the school through the whole of Key Stage 2 are examined then standards are much higher.
113. Standards are rising rapidly. At the time of the last inspection only ten per cent of pupils aged 11 achieved the expected Level 4 in the national assessments and the average National Curriculum Level was 4.6 points below the national average. This dropped further in 1997, but since that time standards have risen. Over the four years 1996 to 1999 the rise in standards is broadly in line with the national trend. However, the improvement in the average score of the boys has been well above the national trend. The 1999 results attained by girls were significantly below those of boys and this brought the overall average down. Information from the school indicates that a significant number of these pupils had joined the school during the last few years and many had come to the school with science skills and knowledge that were significantly below those of pupils already in the school. This situation is still occurring. A particular problem for the school is that many of the pupils joining have either special educational needs or English as an additional language. As a result, a significant number of pupils have difficulty in reading the assessment papers fluently and this affects the levels that they achieve.
114. Examination of the work of the current Year 6 pupils and discussion with them shows that their knowledge and understanding and their investigative skills are well below average. However, the oral work that many of these pupils are doing and the speed at which they are learning shows that standards are higher than those indicated in last year's national assessments. The school is not only improving standards but is increasing the rate at which standards are improving. This is, however, still limited by the turnover of pupils in the class and disruption that many of them have had to their prior education.
115. At Key Stage 1, pupils sort and classify materials using a range of simple criteria, such as items that move or don't move. They study themselves and many are aware of foods that are good for them and those which are not. Science makes a good contribution to pupils' spiritual development as they consider how things feel and smell when studying the senses.
116. At Key Stage 2, pupils compare soils from different areas identifying the various components that distinguish each type from another. Pupils learn about different habitats and simple food chains and know the conditions necessary for growth. They study the human body and the way in which it works. This is often linked well

to work in other curriculum areas. For example, art and design and technology were involved when Year 4 pupils made models of the bones in the hand and arm and made moving models showing the joints and action of the muscles. By the end of the key stage pupils are aware of the changes that take place in the body when exercising and have a good understanding of the circulatory system. Pupils' investigation skills are underdeveloped. By the end of the key stage very few are confident in predicting and hypothesising although work to support this area of science is planned for the summer term. Recording skills are limited by pupils' unsatisfactory literacy and numeracy skills but are beginning to improve as teachers focus on this area. The use of information technology to support science is in an early stage of development as the school has only recently acquired sufficient computers to make this possible.

117. The majority of pupils have good attitudes to learning but in each lesson observed a significant minority find it difficult to sustain concentration throughout the whole of the lesson. This limits their learning. However, due to the good support given by the learning support assistants and the good behaviour management by the teachers, the learning of other pupils is rarely affected to a significant degree.
118. The quality of teaching observed was mainly good and no unsatisfactory teaching was seen. Teachers are very aware of the limited literacy skills of the pupils and plan accordingly. Good use is made of questions to extend pupils' learning through discussion. Lessons move at a good pace and the quality of learning is generally good.
119. Science is a priority on the school development plan and a new co-ordinator is due to be appointed to take charge of science and implement the changes outlined in the action plan. The school has recently adopted the Qualifications and Curriculum Authority scheme of work and is supporting this with a published scheme to guide teachers in their delivery of the curriculum.
120. Resources are prepared well, but the unsatisfactory resources available to support the teaching of science limit the way in which these can be used. This restricts the way in which pupils learn. For example, the school does not have sufficient magnets to enable any class to study magnetism effectively.

ART

121. Throughout both key stages the standards achieved are those expected for pupils of their age, with some examples of good work.
122. Most pupils display an enjoyment of and interest in the subject. They often work co-operatively, particularly at Key Stage 2 where they are encouraged to evaluate their work and that of others in a positive and supportive way. During lessons most Key Stage 2 pupils show good concentration and a willingness to persevere. Throughout the school pupils have the opportunity to use a variety of materials. However, few examples were seen of pupils having the opportunity to choose their own appropriate resources.
123. By the end of Key Stage 1 pupils have experimented with pencil, paint, fabric and malleable materials. For example in Year 1 there were examples of work involving colour mixing experiences whilst in reception there was evidence of information and communication technology input with pictures displayed using Kids Pix.

124. By the end of Key Stage 2, pupils' observational drawings show awareness of tone, shape and pattern, as for example in the Year 6 drawings of shoes. Work is often linked to other curriculum areas, for example, the collage on the Blitz in Year 3. There are opportunities to extend their skills in other media, for example, the clay models of organisms in Year 4 or the floral pastel, felt and dye pictures made by pupils in Year 5.
125. Pupils, including those with special educational needs, make satisfactory and sometimes good progress at both key stages. Progress is better when the teacher is able to influence and guide pupils in a calm, supportive atmosphere.
126. The quality of teaching is satisfactory. Lessons are well planned and well organised. A satisfactory range of materials and activities is provided. Many lessons concentrate on the development of skills or the teaching of a specific technique. Opportunities are given to pupils to study and learn from the work of artists.
127. The quality of display throughout the school ranges from satisfactory to very good. Displays, which are good, are stimulating, interesting and enhance the learning environment, for example the paintings based on 'buildings', some of which were displayed on London buses. The majority of work is valued by being carefully mounted and labelled by staff. The art co-ordinator continues to develop his own expertise in order to support staff. Staff are supported by a policy document and scheme of work. Assessment is at an early stage of development but portfolios of pupils' work are kept and this shows good progression in many instances. Resources are generally adequate for the delivery of the curriculum, they are accessible and well organised. There is however a lack of visual resources which would enable staff to widen pupils' experiences and develop further skills.

DESIGN AND TECHNOLOGY

128. No design and technology lessons were seen during the inspection and there were few examples of pupils' work. It was therefore not possible to make any judgements upon standards or progress.
129. Provision for designing and making is limited, therefore pupils do not have the opportunity to develop the full range of skills. At Key Stage 1 pupils are learning to manipulate safely simple tools such as scissors. They are able to cut, shape and glue simple structures for example the three-dimensional models of homes in Year 1. Some pupils are able to describe how they designed and made the finished product.
130. At Key Stage 2 pupils build on these basic skills and some examples of previously completed work were seen. In Year 4 pupils had made 'pop-up' habitat cards.
131. The standard of the finished work demonstrated that most pupils were able to measure accurately, cut and prepare to suit the design and finish the card with appropriate care but opportunities for individual design were not seen.
132. Staff plan within the Qualification and Curriculum Authority scheme of work for design and technology but, at present, there is no subject co-ordinator to support

and further develop the subject. Overall, there are limited opportunities to develop a full range of design and technology skills.

GEOGRAPHY AND HISTORY

133. It was not possible to observe any lessons in geography during the inspection apart from a group of pupils working on a computer, and only possible to observe one lesson in history. Examination of pupils' previous work, displays in classrooms and discussions with pupils and staff indicate that standards are below those normally found in pupils of a similar age. A significant factor limiting attainment in this subject is the unsatisfactory level of literacy due to the large numbers of pupils with special educational needs or English as an additional language. The school is quite rightly focusing on raising standards in the core subjects. However, history and geography are not ignored. An appropriate amount of time is spent studying the subjects.
134. At Key Stage 1 pupils study homes and simple routes and learn about themselves as babies. Time lines develop their sense of chronology. Pupils' knowledge is extended at Key Stage 2 when pupils study the water cycle and their local environment; for example in history they study London at the time of the Blitz and are able to compare it with the more modern London in which they live. They learn about main features of the world such as oceans and deserts and compare their own area with one further away.
135. Particularly good use is made of information technology to support these subjects; for example, pupils use the Internet to make daily comparisons of the temperature in London and Innsbruck as apart of their study on mountains and to find information on the Indus civilisation. The use of information technology stimulates pupils and helps develop their literacy skills. As in other subjects, attainment at the end of Key Stage 2 is limited by the gaps in the knowledge of those pupils whose schooling has been disrupted or whose language skills limit what they can achieve in subjects that require good literacy skills. The capable co-ordinator is aware of the limitations in the subject and is reviewing the scheme of work to provide a curriculum that is as appropriate as possible. The rich source of information brought in by pupils from other countries enlivens pupils' understanding and in discussion pupils refer to the parts of the world from which they come and make comparison. For example, "In Nigeria, I had to get water from a well and my house was made with wood. Here I live in a brick house and get water from a pipe". This type of discussion enables other pupils to develop a better understanding of other cultures and makes a good contribution to pupils' spiritual, moral, social and cultural development.
136. Resources, particularly library resources for geography and history, are insufficient to meet the needs of the National Curriculum. The school is aware of this and plans to extend and improve resources when the budget allows. In the meantime they make as much use as possible of local resources.

INFORMATION TECHNOLOGY

137. The majority of pupils' standards of achievement are in-line with the nationally expected levels throughout the school. However, some pupils in Years 5 and 6 are now acquiring both a knowledge and understanding of the uses of information technology that are above those expected of their age range. This is due to the recent acquisition of some new machines, the very careful and enthusiastic

guidance being supplied by support assistants, the use of the Internet, a new policy and the small number of pupils who possess and use computers at home.

138. By the end of Year 2, many pupils know and can name different parts of the equipment. Most pupils can use the mouse with confidence to load and select various functions to draw different patterns with colour in an art package. Many are able to use simple software to enhance their numeracy curriculum, and they can input text into a word processor and draw using different software packages. Many can store data gathered from other pupils and present that information in the form of a simple graph. Class 6 pupils are able to extend their previous learning in data handling and use this skill to collect their own data to compile and use simple databases. Many pupils are producing texts at a satisfactory level in English and humanities with text, labels, pictures and poetry being input to computers for printing for presentations or displays. There is some evidence of redrafting, and desk-top publishing, where text was copied, deleted, moved, paragraphed and spell-checked.
139. Progress through the lower school is satisfactory, and there is work evidence and observation of pupils handling different kinds of data through information technology in a progressively more complicated manner. In reception, the class taken by the information technology co-ordinator, pupils begin to learn how to use the shift and return keys and to write in their own words through using different software. The accent on information technology skills is bringing good progress and teachers are developing greater awareness of the content of the programs they are asking pupils to use.
140. There is evidence from the scrutiny of work that pupils use other information technology equipment, such as digital cameras, videos and tape recorders on their outside visits and when compiling their topic folders. Year 5 and 6 pupils also have a good understanding of how information technology is used in society generally.
141. No direct teaching of information technology was seen during the inspection, but it is clear that teachers have sufficient knowledge to load programs from the beginning and get pupils underway, and many have the understanding to make their use of information technology enjoyable and meaningful. Opportunities for information technology are identified at the long-term planning stage where the emphasis on skills is now highlighted. There is a good, recent policy for information technology and the school's scheme of work has recently been enhanced by consideration of the Qualifications and Curriculum Authority guidelines. There is a checklist to identify work covered in some classes. There was evidence to show that information technology is occasionally being used to enhance the curriculum in mathematics, English and history, and the essential planning to ensure continuity of provision and steady progress is now in place.
142. Pupils' attitudes and behaviour in the examples seen of information technology in use are good. They are keen to participate, often using their own initiative to take their lessons further. For instance, a good deal of interest and sustained concentration was shown by the pairs using CD-ROM story discs in Year 6 for an insight into fables and how they can be written. Pupils are always happy to share their use of the keyboard and mouse. In the older classes, they also acknowledge the high level skills that some of their peer group possess without being envious. Great care and respect for the machines and software was apparent when observing pupils working with a CD-ROM and Internet machines.

143. The co-ordinator has already given a great deal of thought to the anticipated outcomes of the use of information technology, and has made noticeable improvements in the last few weeks. She is now involved in refocusing the school's attention on the required in-service training and overall re-organisation necessary to make the most of the arrival of new computers
144. There are a number of computers in the school, most with a printer, and although some are quite old, they are, with planned and focused use, more than adequate to deliver the requirements of the National Curriculum.

MUSIC

145. The majority of pupils' standards of achievement are in-line with the nationally expected levels throughout the school. Throughout the school, pupils know a good range of songs and perform these with actions. The majority sing with a lot of confidence and enjoyment and many of them have strong voices. The singing of the whole school in two different assemblies was particularly effective. Pupils play simple repeating patterns using a range of percussion instruments and can use these successfully to accompany songs. Most pupils in Year 2 already have a well-developed awareness of keeping a steady beat when using their bodies to perform certain actions or when using instruments. Towards the end of the key stage, pupils work in groups to devise simple compositions. They work together very well, refining and rehearsing their ideas, and perform their pieces to the rest of the class with great confidence. Even those who do not already read music, and there are only a few learning instruments, are challenged to use a form of musical notation to record their compositions, and this ensures that all pupils make good progress. Pupils' ability to criticise and appreciate different forms of music progresses well through the school.
146. Pupils' attitudes to music are generally good. They behave very well when taking part in practical activities and handle instruments sensitively and carefully. They are confident when improvising. They work together very well in groups, regardless of which group in the class they join. This was particularly true in the lesson observed in the Year 2 class when pupils were focused on understanding long and short sounds through playing, listening and moving to the music being played. The non-musicians in the different classes are not envious of the others, often applauding spontaneously when they have really enjoyed a performance in assembly.
147. The teaching observed was sound overall, although too little was seen to form a secure judgement. Lessons moved along at a good pace to take full advantage of the time available and to ensure there is a good momentum to pupils' learning. The specialist teacher has a good knowledge of the subject, and non-teaching assistants also give their time freely. The teachers' use of different forms of music from around the world is effective, and makes a good contribution to pupils' cultural development. Teachers manage pupils very effectively and monitor them carefully when they are all working on practical tasks.
148. The subject co-ordinator has enthusiasm for the subject and good expertise that he shares with their colleagues. His, the headteachers, and the very significant additional voluntary support from the school administrator, in concentrating on singing is bringing great rewards throughout the school. Teachers have a secure understanding of why music makes such an important contribution to the whole

curriculum. Thanks to the co-ordinator, the pupils enjoy a well-balanced curriculum that includes both composing and listening to a variety of music.

149. The range of musical resources is good. There are adequate tuned and untuned percussion instruments and drums. There is sufficient time allowed on the timetable for the subject that further enables the opportunities and continuity for the pupils. Elements of music are carefully included in the planning of other subjects.

PHYSICAL EDUCATION

150. The pupils' levels of attainment are in-line with the nationally expected levels throughout the school. Although many aspects of physical education were not seen, evidence collected from planning and discussion with staff and pupils indicate that pupils have experience in games, gymnastics and dance and make sound progress. Year 5 pupils have experience of swimming and make good progress. At present there are limited opportunities for outdoor activities although these are increased during the summer term.
151. The rate of progress is variable and is directly linked to the behaviour of the pupils. At both key stages pupils make satisfactory progress when lessons are well structured and pupils are well managed. In one lesson pupils practised their jumping skills transferring their movements from using the floor space to using simple apparatus. In these lessons pupils were also given opportunities to appraise performance. Progress is occasionally unsatisfactory when a minority of pupils do not behave appropriately and the pace of lessons slows.
152. Pupils' attitudes to the subject ranges from unsatisfactory to good, but are satisfactory overall. There is evident enjoyment of the subject and some of the inappropriate behaviour is due to an over-excited response to the activities. When attitudes are good pupils are enthusiastic but they listen carefully and are responsive to instruction. A minority of pupils find it difficult to work co-operatively and, although they are aware of what is expected of them, do not always feel it is necessary to follow instructions. Pupils with special educational needs have access to the curriculum and are given support where appropriate.
153. The quality of teaching is satisfactory with some examples of good practice. Teaching is good when teachers have secure subject knowledge and confidence in their own skills. In these lessons they also manage pupil behaviour very effectively. They understand the principles of physical education and lessons are well structured. They also provide opportunities for pupils to observe, evaluate and refine what they are doing. Attention is paid to the need to warm up and cool down. Pupils are made well aware of safety factors although guidelines referring to the wearing of jewellery are not always followed. Most staff dress appropriately and encourage their pupils to do so. The school enjoys a sports day that is supported and enjoyed by parents. There are plans to extend this event.
154. There is an effective scheme of work but the school aims to adopt the Qualification and Curriculum Authority scheme which is available in February. Until recently the physical education programme has been enhanced by some extra-curricular activities which included a gymnastics club and opportunities to participate in local sports events, but these activities have lapsed in the absence of a physical education co-ordinator. Recently the headteacher has taken over the role of co-ordinator. She has a clear understanding and enjoyment of the subject and gives

good support to staff, some of whom are much more experienced and confident in the subject than was evident during the last inspection.

RELIGIOUS EDUCATION

155. It was only possible to see one lesson of religious education taught during the inspection and only a limited amount of written work was available due to the large amount of oral work done in this subject. However, examination of the work that was available, together with examination of displays and discussion with pupils, indicates that standards are broadly in line with the requirements of the locally agreed syllabus for religious education and pupils' progress is satisfactory.
156. The school places considerable emphasis on religious education. Pupils at both key stages show an appropriate understanding of the key religions studied. At Key Stage 1 pupils learn that they are special and study major festivals such as Christmas and Eide. They learn to respect the various religions represented in the school through developing an understanding and knowledge of the basic tenets of each religion. At Key Stage 2 pupils are aware of special books, special places and special people. They know that Jesus, Mohammed, Buddha and Guru Nanak are special people who taught a way of life and respect for others. Older pupils are aware that the religions give rules for living by and that religions are worshipping God.
157. To support their learning pupils visit special places and centres of information; for example, the London Buddhist Centre. These visits make a significant contribution to pupils' understanding and enhance their spiritual, moral, social and cultural development.