

INSPECTION REPORT

HARTLEY PRIMARY SCHOOL

East Ham, London

LEA area: Newham

Unique reference number: 102726

Headteacher: Mrs Hilary Kundu

Reporting inspector: Martin Beale
19385

Dates of inspection: 25 - 28 February 2002

Inspection number: 192273

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Hartley Avenue
East Ham

Postcode: London
E6 1NT

Telephone number: 020 8472 2523

Fax number: 020 8472 4976

Appropriate authority: The governing body

Name of chair of governors: Ms Kim Adams

Date of previous inspection: 24 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19385	Martin Beale	Registered inspector	Mathematics	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed? What should the school do to improve further?
11041	Marvyn Moore	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16773	Raminder Arora	Team inspector	English as an additional language Art	
15447	Christine Glenis	Team inspector	Special educational needs Geography History Music	
21103	Val Ives	Team inspector	Foundation stage Religious education	How good are the curricular and other opportunities offered to pupils?
19227	Paul Missin	Team inspector	Design and technology Physical education	
1963	Sibani Raychaudhuri	Team inspector	Equal opportunities English	

18116	Christopher Taylor	Team inspector	Information and communication technology Science	How well are pupils taught?
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The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a much larger than average primary school, serving a culturally diverse community where many pupils are from minority ethnic backgrounds. There are 569 pupils between the ages of 4 and 11; a further 120 attend part-time in the nursery. Significant numbers of pupils are of Pakistani, Indian, Bangladeshi or black-African heritage. A very high proportion of the pupils has English as an additional language and 355 are at an early stage of learning English. The main first languages spoken are those of South Asia. There are 44 refugee children, the predominant country of origin being Sri Lanka, and 7 Traveller children. A significant proportion of pupils enters and leaves the school at times other than the start of the year, for a wide variety of reasons. Many children come from economically disadvantaged backgrounds and almost 40 per cent are eligible for free school meals. The proportion of the pupils identified with special educational needs, including those with statements, is below average. Autism, speech and communication and moderate learning difficulties are the main reasons for higher levels of need. The attainment of children when starting in reception is well below average, overall, with many speaking little or no English.

HOW GOOD THE SCHOOL IS

The school is providing a satisfactory education for its diverse community, and teaching is good, overall. Standards by Year 6 in English, mathematics and science compare favourably with similar schools as a result of much very good teaching in the upper years. Pupils from a variety of backgrounds mix well together helping to create a harmonious atmosphere in the school. Leadership and management are satisfactory and the school provides satisfactory value for money.

What the school does well

- Pupils make good progress in mathematics and science, overall, and in English in Years 3 to 6.
- There is a substantial proportion of high quality teaching, particularly in Years 5 and 6.
- Pupils have very positive attitudes to their learning, behave well and establish good relationships with each other.
- Children are given a good start to their education in the nursery and reception classes.
- Good provision is made for pupils with special educational needs.
- Good attention is paid to the promotion of the pupils' spiritual, moral, social and cultural development.

What could be improved

- Pupils are not achieving as well as they should in reading by the end of Year 2.
- The governing body does not fulfil all statutory responsibilities, particularly those regarding health and safety policies and procedures.
- Young pupils at an early stage of learning English as an additional language make unsatisfactory progress.
- Teaching time is too short in some subjects for study to be of sufficient depth and the school does not have a coherent personal, social and health education (PSHE) programme.
- The school has not established a close and effective partnership with parents in support of their children's learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Satisfactory progress has been made since the last inspection in 1997. Considerable improvements in teaching have been secured as a result of the careful monitoring of teachers' performance; this has led to higher National Curriculum test results, with the exception of reading at Year 2. Attendance has improved this year after little change previously. Co-ordinators now play a more effective role in leading developments in their areas. Statutory requirements for information and communication technology (ICT) and religious education are now being met. The governing body is more effective but still does not fulfil all of its responsibilities. The school is placed satisfactorily to secure further improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E*	D	B
mathematics	D	E	C	A
science	E	E	E	C

Key

well above average A

above average B

average C

below average D

well below average E

National Curriculum test results and the standards of pupils' work seen during the inspection are adversely affected by the high level of pupil mobility and the large numbers who are at an early stage of learning English. Test results for Year 6 pupils have improved since the last inspection and compare favourably with results in similar schools. Test results for Year 2 pupils in reading, writing and mathematics all improved in 2001, but reading results have been consistently very low and are a cause of concern for the school. Results in writing and mathematics were below average but close to results in similar schools in 2001. Girls have achieved better results than boys for some time, a matter the school is seeking to tackle but with limited success so far. There was no significant variation in results between pupils of different backgrounds at Year 2, but while pupils of Indian heritage did better than others at Year 6, pupils of black-African and Pakistani backgrounds achieved lower results. The school's targets were met in 2001 but are unrealistically high for 2002 having been set five years earlier and not adjusted to take account of changes caused by pupil mobility.

Children achieve as expected, overall, during their time in the nursery and reception classes, but many do not attain national standards by the time they enter Year 1, particularly in literacy and numeracy. The limited English language skills of many younger pupils restrict the progress they make in Years 1 and 2. Attainment is well below average in English and mathematics by Year 2, although work seen, overall, was only below average. Pupils achieve well and make good progress in Years 3 to 6. Attainment is close to nationally expected standards overall, but is below average in English by Year 6. Steps taken to improve writing standards have been successful, but pupils do not achieve as well as they should in reading in Years 1 and 2. Pupils with special educational needs make good progress and pupils identified as gifted and talented make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and to learning. They show much interest in their lessons and are keen to succeed.
Behaviour, in and out of classrooms	Behaviour is good. Pupils mostly understand and follow the few school rules. They are polite and courteous, helping to generate a harmonious and purposeful atmosphere.
Personal development and relationships	Pupils show initiative and undertake sensibly any responsibilities they are given. Relationships are good; pupils from a wide range of cultures and backgrounds work and play happily together.
Attendance	Attendance has improved this year but remains below average.

	Punctuality has also improved but a small group of pupils regularly arrive late for school.
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Staff are particularly successful in developing mature attitudes to learning and a desire to do well amongst the pupils. This starts from the nursery and reception classes, where children settle quickly into the routines; they try hard, behave well and form very good relationships with one another.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Good

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

Teaching has improved since the last inspection and is particularly effective in Years 5 and 6, where a substantial proportion is of a high quality. English teaching is good, and the development of literacy is supported satisfactorily in many subjects. Mathematics teaching is good overall and good support is given to the development of the pupils' number skills in other subjects. Teaching is particularly successful where lessons are planned carefully so that learning builds on at pace from previous sessions. Explanations are lively and teachers' questioning is often challenging, enabling them to probe the pupils' understanding while retaining their attention well. Classes are managed well and pupils are encouraged successfully to work productively in pairs and small groups. Where teaching has shortcomings, activities are inappropriate for the age of the pupils or are not sufficiently challenging for the more able. The contribution made by support staff is variable, as at times they are not actively involved in lessons; however, the teaching of pupils with special educational needs is good. The teaching of pupils with English as an additional language is often good from specifically employed support teachers but has shortcomings in classes in which they are not deployed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, and suitable attention is paid to the promotion of literacy and numeracy; however, insufficient time is allocated to art, geography, history, music and religious education for these subjects to be studied in depth.
Provision for pupils with special educational needs	The thorough identification of learning difficulties and carefully prepared Individual Education Plans are supporting the good provision for pupils with special educational needs.
Provision for pupils with English as an additional language	Provision is unsatisfactory, overall. Insufficient attention is paid to the needs of pupils at early stages of learning English, particularly in Years 1 and 2.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for the pupils' spiritual, moral, social and cultural development. The recognition and celebration of the wide cultural diversity represented by pupils is a particularly strong feature.
How well the school cares for its pupils	There are shortcomings in the policies and procedures by which the school seeks to guarantee the health, safety and welfare of all pupils.

The curriculum for children in the nursery and reception classes is planned carefully to meet national

guidance for children of this age. All National Curriculum requirements in Years 1 to 6 are met, but there is not a planned and coherent programme for teaching PSHE. The school does not have an up-to-date health and safety policy, and many required procedures are not carried out. It is unclear to whom child protection concerns should be reported and staff have not had training in the procedures to be followed. More needs to be done to improve the partnership that the school has forged with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are satisfactory. Standards have risen through the successful focus on improving teaching, but insufficient attention has been paid to ensuring that important policies and procedures are in place.
How well the governors fulfil their responsibilities	The governing body has improved but still does not fulfil all statutory responsibilities or have secure procedures for monitoring and evaluating the work of the school.
The school's evaluation of its performance	The monitoring of teaching and the careful evaluation of data have enabled staff to identify strengths and areas that need improving.
The strategic use of resources	Satisfactory use is made of the funding allocated to the school, particularly in maintaining good levels of teaching and support staff.

Staffing levels are good, with many teaching and support staff speaking the home languages of the pupils. Resources are satisfactory, but there are shortcomings in some aspects of the accommodation and outside play areas are uninspiring. Financial planning is secure, and satisfactory use is made of the principles of best value to ensure that the school's priorities are met.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Teaching is good and as a result their children are making good progress • The school expects their children to work hard and achieve their best • Behaviour is good 	<ul style="list-style-type: none"> • The school working more closely with parents • The range of activities outside lessons • The quality and consistency of homework

The inspection team supports the parents' favourable views of the school and agrees only to some extent with their concerns. The range of activities provided outside lessons is satisfactory and although homework is effective in some classes it is set inconsistently in others. The team agrees that more could be done to strengthen the way in which the school seeks to work with parents for the benefit of their children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children when they enter the nursery is well below average, and many have little or very limited English language skills. The nursery provides a stimulating environment for young children and all staff are deployed well. The children are given a good start in the nursery but base-line assessments when they enter the reception class show that attainment is still well below average. Most children achieve well during their time in the nursery and reception classes and make satisfactory progress, but by the time that they enter Year 1 few attain the standards expected for their age, particularly in the crucial areas of literacy and numeracy. However, a good foundation has been laid for their future learning from which they benefit as they move through the school.
2. National Curriculum test results for pupils at the end of Year 2 have improved steadily in writing and mathematics since the last inspection, with the exception of a slight fall in the mathematics results in 2000. In spite of these improvements, results were well below the national average in 2001 but close to results in similar schools. Test results in reading have remained virtually unchanged and show little improvement since the last inspection. Results were very low in 2001, putting the school in the bottom five per cent nationally, and were also well below results in similar schools. One reason for the lower results in reading is that a higher proportion of the pupils failed to achieve the nationally expected Level 2 than in writing or mathematics. Girls have consistently achieved better results than boys in Year 2. This has been identified by the school as an area of concern but as yet no success has been achieved in narrowing this gap.
3. Several factors impinge upon results and the standard of work seen during the inspection at the end of Year 2. The movement of pupils into and out of the school has a detrimental effect on standards. Over a third of the pupils who took the tests in 2001 entered the school after the start of Year 1. The poor attendance of some pupils also adversely affected their results. Of most significance is that a high proportion of the pupils have English as an additional language, with many being at an early stage of learning English. Urdu and Bengali-speaking pupils were over-represented in the group of pupils failing to achieve Level 2 in each subject. Inspection evidence indicates that this remains an area of weakness and that the arrangements to support the English language development of the younger pupils are unsatisfactory.
4. The work seen in English and mathematics in Years 1 and 2 during the inspection reflects the most recent test results. Pupils generally achieve as expected based on their prior attainment and make sound progress, but standards in both subjects are well below the national average. Progress in reading is slow and is a cause of concern to the school. The focus on teaching phonics enables the pupils to learn to read unfamiliar words but does not support their understanding of text. The emphasis placed on improving writing has produced some success, and many pupils can write grammatically correct sentences using punctuation that is appropriate for their age. Pupils' number skills, including their recall of basic number facts, develop at a satisfactory rate. Teachers often promote the development of these skills in subjects other than mathematics.
5. Overall, test results for Year 6 pupils have also risen since the last inspection, and at a rate close to improvements nationally. The rise in English and mathematics results has been somewhat erratic, but with a significant improvement in both subjects in 2001. Results in mathematics were close to the national average in 2001 and well above similar schools. Results in English were below the national average, but above results in similar schools. The movement of pupils into and out of the school is again a significant factor on overall results; however, a comparison with their individual Year 2 tests taken four years earlier shows that they made well above average progress. As at Year 2, girls have regularly achieved better results than boys.

6. There was some variation in test results at Year 6 by ethnic background in 2001. Pupils of Indian heritage did well in all subjects, while Bangladeshi pupils did well in English. By contrast, pupils of Pakistani and black-African backgrounds achieved lower results than others. Inspection evidence also indicates that Urdu speaking pupils are achieving lower standards than others throughout the school. They are over-represented in the lowest ability groups in most classes and are, in general, the slowest group to reach higher levels of fluency in English.
7. The evidence from work seen during the inspection in English and mathematics, in Years 3 to 6, is that pupils achieve well and make at least good progress; in the case of mathematics progress is very good. In spite of this improvement, standards in English remain below the national average by Year 6. Reading improves considerably, particularly in Years 5 and 6. Higher-attaining pupils read fluently from a wide range of authors. Most pupils can write at length by Year 6 in a variety of forms and for a range of purposes. The confidence with which pupils handle calculations and apply the mathematics that they have learnt increases significantly as pupils become older so that by Year 6 standards are close to the national average, with several pupils working at a level above that expected for their age.
8. The teacher assessments of Year 2 pupils for science in 2001 were well below both the national average and similar schools; however, inspection evidence indicates that the scientific knowledge and understanding of most pupils is close to national expectations by Year 2. Test results at Year 6 in science have improved steadily since the last inspection and, although well below the national average in 2001, results were close to those in similar schools. A significant achievement was that five pupils achieved Level 6 in their test, which is the level expected of Year 9 pupils. As in English and mathematics girls have consistently done better than boys. Test papers have been analysed by the school and weaknesses identified in the pupils' interpretation of questions and in the clarity of their written answers. Both of these are related to literacy shortcomings. Inspection evidence is that attainment in science has improved further this year and is now close to national expectations by Year 6. Pupils have a good level of understanding of scientific facts and concepts, which they can explain verbally, but are not as successful when writing their answers.
9. Inspection evidence indicates that the standard of work in most other subjects is close to national expectations for pupils in both Year 2 and Year 6. The knowledge and understanding of individual subjects is secure, but pupils are not always able to present their knowledge accurately in written form. Attainment is less secure in all aspects of art, geography, history, music and religious education as the time allocated to teaching these subjects is shorter than that recommended nationally. This particularly affects attainment in geography and music, where it is below expected standards by Year 6. Pupils achieve well in learning ICT skills since the introduction of the new computer suite, but do not have sufficient opportunity to apply their skills to support their learning in other subjects.
10. Pupils with special educational needs achieve below average standards because of the nature of their learning needs. Individual pupils who have a statement of special need are working at an average standard in mathematics and have completed a good amount of work. Pupils generally make good progress in relation to the targets on their Individual Education Plans (IEPs) when these are sufficiently focused. Pupils' progress is not always clear, as IEPs are repeated with little apparent progress or following IEPs do not link well with former ones.
11. Almost all of the pupils have English as an additional language and are at various stages of English acquisition. They enter with very limited skills in English, but they achieve well by the time they leave the school. Although their overall attainment is below what is expected for their age in English, they close the gap in science and mathematics by Year 6. This is a significant achievement for the school. The school's analysis of test results shows that Tamil and Malayalam speakers attain higher than the rest of the school. There is no other single high attaining group, however, Urdu speakers are over-represented in the lower-attaining groups. Bengali speakers at early stages of learning English are also in lower-attaining groups.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are very good. They enjoy coming to school, behave well in class and around the school, and are keen to respond in lessons.

13. Children in the nursery and reception classes make a very positive start to their school life and settle quickly into a routine. They relate very well to one another and their personal and social skills are well promoted. They listen very carefully to adults, develop good levels of concentration and are able to follow instructions. Their behaviour in classroom and at play is very good and they begin to develop a sense of right and wrong. In Years 1 to 6, pupils are pleased to attend school; they display a great interest in their lessons, settle down quickly to activities and concentrate hard. Most pupils collaborate well with one another, are enthusiastic to answer questions and give answers that are mature and sensible. For example, the pupils in a Year 5 religious education lesson explained well their feelings of belief in God. In another excellent Year 5 personal, social and health education (PSHE) lesson, pupils discussed in a mature and sensible manner their perception of friendship, and gave very good examples of what qualities a friend should have. In an excellent Year 5 design and technology lesson, pupils worked well collaboratively to discuss how to make a slipper and gave their reasons for choosing a particular design.
14. Parents who responded to the pre-inspection questionnaire felt that behaviour in the school is good. Inspection findings agree with their views. In most lessons observed, teachers managed behaviour well and pupils displayed positive attitudes. The pupils move around the school in a well-ordered manner and are open and polite when talking to visitors. The inspection team was impressed by the courtesy shown to them by the pupils, who were friendly and anxious to show them around. Pupils understand well the few school rules and the school's expectations regarding behaviour. They behaved well in the dining-hall despite the fact that the accommodation is drab, cold, uncomfortable and cramped. The many faiths, backgrounds and cultures represented in the school integrate very well together and no incidents of bullying or racism were observed during the inspection. During the previous year there were three fixed-term exclusions and one permanent exclusion. Two of the fixed-term and the one permanent were for the same pupil.
15. Pupils respect the school's moral code and have a good understanding of the impact of their actions on others. They are given responsibility and the opportunity to show initiative, such as membership of the school council, acting as monitors, helping to operate equipment during assemblies and taking registers. Older pupils relate extremely well to younger pupils and were frequently observed supporting and helping each other in lessons and around the school. Pupils develop their confidence and self-assurance.
16. Relationships in the school are good. The school has a diversity of cultures and faiths both in its staff and pupils. The school is a very harmonious community where good relationships exist, prejudices are absent and pupils and staff work well together to ensure that the school is truly a successful, multicultural community. Good improvement has been made in this respect since the previous inspection, and pupils now have good opportunities to work collaboratively and take responsibility, thinking problems through for themselves both in lessons and in the daily life of the school.
17. Pupils' attendance is unsatisfactory. Overall attendance is below the national average, and unauthorised absence is above the national average. Punctuality has improved since the last inspection, but still remains a problem for a small minority of pupils. When pupils are late the start of lessons is delayed, and this results in a loss of teaching time for all pupils in the class. The school is making efforts to improve attendance and punctuality, but there still remains much to be done. Registers are completed accurately at the start of each session, and are neat and fully comply with legislation.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching has improved considerably since the last inspection. This is a major achievement for the school, particularly as it has been difficult to recruit teachers. There is now very little unsatisfactory teaching and the percentage of better teaching has increased significantly. The improvement in teaching has led to more secure learning for the pupils, with a consequent rise in

standards in several subjects. Overall, teaching throughout the school is good. In nearly two-thirds of the lessons observed teaching was good or better. The rest was satisfactory, with a small proportion (around five per cent) of unsatisfactory or poor teaching. There is a positive ethos for learning in most classrooms. The best teaching is in Years 2, 5 and 6 as well as in the nursery and reception classes.

19. The teaching of basic skills is good in the nursery and reception classes and in Years 3 to 6, and is satisfactory in Years 1 and 2. Teachers of English as an additional language and class teachers often teach in partnership, each leading aspects of the lesson. They both take responsibility for all aspects of the lesson and enhance the quality of learning for pupils. In literacy and numeracy lessons teachers carefully match tasks to pupils' needs and support them well in ability groups. The main shortcoming in Years 1 and 2 that restricts progress is the limited access to support for pupils at an early stage of learning English. This becomes evident in writing and reading and is reflected in the low level of the pupils' attainment. Teachers match work well to pupils' abilities in English, mathematics and science so that they can build on previous knowledge and understanding, but weaknesses in teaching occur when teachers do not always plan activities that match pupils' differing abilities. Pupils who are gifted and talented are identified and have access to extension activities.
20. The quality of teaching and support for pupils with Statements of Special Educational Need is very good and enables them to access most subjects. Teaching and support are good for other pupils with special educational needs, particularly when planning relates to pupils' learning needs and to the general focus of lessons. Staff generally have good relationships with pupils and show concern and care for their learning. One shortcoming is that class teachers do not always include specific learning objectives for pupils with special educational needs in their planning and some are included in lower ability work when this may not be appropriate. Staff are improving the target-setting on pupils' Individual Education Plans (IEPs) and the daily assessments and recording of what the next steps need to be, although this is inconsistent at present.
21. Considerable importance is placed on developing pupils' skills of literacy and numeracy, and these are generally well taught. The development of both numeracy and literacy is promoted in other subjects. For example, in science, pupils have the opportunity to handle data, and calculate averages, and also to talk with partners or to the whole class to develop their speaking skills. Where teaching is good or better, the pupils are generally well-motivated and show great interest in their work. They learn effectively and are able to talk about the knowledge they have gained.
22. Teachers' planning, overall, is good. They plan in year groups and the planning is monitored. Higher-achieving pupils are identified and usually challenged well. Where activities are well-matched to pupils' ability this has a positive effect on raising standards. This is particularly so in mathematics and literacy where resources are used effectively and learning support staff liaise effectively with class teachers. Teachers are generally well organised. They use a good range of questions to check pupils' understanding and knowledge, and in the best lessons these questions challenge and extend pupils. They have good relationships with pupils and usually teach with good discipline and control. Management of pupils is a strength of the teaching. Teachers generally have high expectations of behaviour, but expectations of the standard of work achieved could be higher in Years 1 and 2, particularly in reading and writing. The use of homework to support pupils' learning and attainment is satisfactory and helps raise standards. The homework given in some classes is appropriate but this is not consistent across the school.
23. In the excellent or very good lessons, such as mathematics in Year 2, the teacher's style, brisk pace, enthusiasm for the subject and constant challenge by questioning is most effective. Good listening skills are enhanced by the effective teaching strategies employed. The teachers have good subject knowledge and use it to make assessments of pupils' skills and development. Such lessons contain a good balance of varied activities, including whole-class teaching, discussion, investigative work and opportunities for pupils to develop their own learning. Particularly good features of the teaching include clear explanations, enthusiasm for the

subject, well-organised classrooms, attractive displays and opportunities for pupils to work in a range of ways. Resources are targeted to motivate pupils and to extend their knowledge. In these lessons the work is demanding and time is used effectively. Other adults in the classroom are well-briefed and work effectively to raise standards. In the unsatisfactory lessons, the pace of work is slow, demands placed upon pupils are insufficient or inappropriate and work is poorly matched to the ages and attainments of pupils. Teaching styles are less dynamic and pupils are poorly engaged.

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

24. A broad and relevant curriculum is provided throughout the school. It includes all the subjects of the National Curriculum, together with religious education, and meets statutory requirements. This is an improvement since the last inspection when both religious education and ICT failed to fulfil statutory requirements. The national strategies for teaching literacy and numeracy are properly planned and taught. Since the last inspection the weaknesses identified in the curriculum have been partially addressed. For example, most subjects have a scheme of work to help the teachers with their planning and ensure that the pupils' knowledge and skills are built on from year to year. Exceptions to this are music, geography and history, which are not securely supported by a scheme of work. The curriculum is unevenly balanced, as a number of subjects are not allocated enough time for all of the Programmes of Study to be completed or covered in sufficient depth. This particularly affects religious education, art, music, history and geography.
25. The curriculum for children in the nursery and reception classes – the new 'Foundation Stage' – is good. The staff plan activities according to the 'stepping-stones' materials, which define children's progress through the six areas of learning. This ensures that they make a smooth transition into the next stage of the National Curriculum.
26. The school successfully meets its commitment to equality of access and opportunity through its curriculum provision. The curriculum is mostly matched well to the pupils' abilities and aptitudes, and pupils' work in ability groups. Effective provision is made for pupils with special educational needs. Pupils from Traveller backgrounds receive regular support from the local authority support teacher. The school uses its 'Excellence in Cities' funding well to support both gifted and talented pupils as well underachieving groups. The latter have support from learning mentors who target these pupils and track their progress. The special needs co-ordinator and the learning mentors work together to manage the behaviour of troublesome pupils. The provision for gifted and talented is developing, and the school has begun to identify those whom it considers are gifted and talented. The good focus on individual pupils and their needs results in all pupils being fully included in the life of the school. By contrast, the provision for pupils with English as an additional language is unsatisfactory, overall. The development of pupils at early stages of learning English is not supported effectively, particularly in Years 1 and 2. During the inspection, the teachers of English as an additional language were mainly allocated to classes in the upper part of the school where few pupils had serious language development needs. More urgent cases of need were left unsupported. This situation is exacerbated as classroom teachers do not identify the language needs of pupils in their planning or adapt teaching and materials appropriately.
27. The Code of Practice for pupils with special educational needs is firmly in place. These pupils receive work that is relevant to their needs and based on good and early assessment of their knowledge, skills and understanding. They have Individual Education Plans that highlight their needs, and specific learning programmes that set targets for improvement. These are shared with pupils and their parents, and are usefully reviewed on a termly basis. Pupils with special educational needs generally have access to the full curriculum, although some pupils are withdrawn from different subjects, notably for individual or small group reading. This limits their progress in these subjects, and they miss out on valuable learning opportunities; for example, one pupil missed all of a good music lesson and this time will not be made up. The provision for

pupils with Statements of Special Educational Need to access the full curriculum has improved since the previous inspection.

28. The school has implemented successfully the method for teaching the literacy hour and the daily mathematics lesson. Teachers structure lessons appropriately paying careful attention to the need for class instruction as well as individual and group work. These are successful in developing the pupils' basic skills and they have had a beneficial effect on the rising standards that have been achieved in English, mathematics and science, particularly by the end of Year 6. However, some opportunities are missed to develop literacy through all subjects.
29. The curriculum offers a satisfactory range of extra learning activities that usually take place at lunch-time. This is to ensure that all pupils have equal opportunity to attend the clubs, because the majority of pupils are not able to stay behind after school as they attend external cultural classes. Several parents are concerned about the very few opportunities for extra-curricular clubs, but the inspection team disagrees with this view. Pupils have useful opportunities to take part in clubs such as French, art, computer, sign-language, homework and creative language clubs, all of which are well attended. Teachers from a local secondary school provide dance, art and physical education clubs. An adequate number of visits to places of historical, geographical and cultural interest in the locality and further away are arranged to provide worthwhile experiences and make a positive contribution to the curriculum. Visitors to school who enhance the curriculum include theatre groups, the local vicar, artists and musicians.
30. The provision for pupils' personal, social and health education (PSHE) is unsatisfactory, but is a developing area. A scheme is being worked out to ensure that the same work is not repeated in each year group. Pupils are given effective opportunities to discuss issues such as making positive statements about others in Year 4 and the benefits of friendship in Year 5. The governors have adopted an appropriate policy for sex education for Year 6 pupils only.
31. Overall, the curriculum prepares pupils appropriately for the next stage of education. The school places an appropriate emphasis on the development of English language skills, creating a language rich environment. Booster and extra literacy classes are used appropriately to support the curriculum. All pupils have equal access to the curriculum and opportunities to learn and make good progress, overall, by the end of Year 6. The curriculum inculcates tolerance, respect and appropriate behaviour, provides useful opportunities for pupils to listen courteously to one another and promotes their understanding of right and wrong. The school has very good and constructive links with partner institutions. For example, teachers from a local secondary school provide expertise in physical education. They organise art and dance clubs in the school and provide the pupils with effective opportunities to go to the school at the end of the day for short-tennis lessons. Helpful arrangements are made to make the transfer to secondary school as easy as possible. For example, pupils in Year 5 go to the local secondary school in the summer term for specific planned lessons and teachers from the secondary school visit these pupils as they enter Year 6. There are good links with the community - for example, through providing practical experiences for students from local training colleges, supporting local and national charities and having authors and local artists into school to work with the pupils on a successful project.
32. There is good provision in all the areas for pupils' spiritual, moral, social and cultural development. Observations of the life throughout the school indicate that all the staff support the aims of the school that help pupils to develop physically, intellectually, spiritually and emotionally. This provision has improved well since the last inspection. Pupils' spiritual development is extended appropriately beyond religious education lessons and corporate worship within assemblies. This is an improvement since the last inspection when spiritual provision was judged to be less effective. Assemblies are planned around a theme and convey good spiritual and moral messages. Time to reflect on the pupils' own beliefs, values and experiences is regularly provided in religious education lessons and specifically planned discussion lessons. These focus the minds of the pupils on how their attitudes and actions can influence other people. For example, pupils in Year 4 were expected to reflect on the need for them to make positive comments about each other, while pupils in Year 6 openly discussed their religious beliefs in a positive atmosphere

of tolerance and acceptance.

33. The moral development of all pupils is successfully reinforced by the personal example provided by the staff. A positive moral code is the basis for acceptable behaviour and this is consistently emphasised throughout the day-to-day life of the school. Class rules are drawn up and prominently displayed. Pupils have a good understanding of what is right and wrong and benefit from a system that praises their positive actions, which are celebrated in assemblies. In discussion lessons, good opportunities are provided for them to think about right and wrong under headings such as honesty, caring and friendship.

34. There is an appropriate emphasis on consideration, tolerance and understanding, which promotes socially acceptable attitudes. Care is taken that all pupils, including those who have special educational needs and those for whom English is an additional language, are fully integrated into the life of the school. There is clear evidence of positive and successful relationships between pupils and staff. The majority of pupils co-operate well with one another. For example, a newly formed school council provides good opportunities for pupils across the school to discuss issues that are of concern to them and to organise fund-raising activities.
35. The good provision made for pupils' cultural development has been built upon successfully since the last inspection. Pupils are given effective opportunities to learn more about their own cultural traditions, for example, through the well-organised assemblies and religious education lessons. They broaden their knowledge and understanding of other cultures through literature, art, geography and religious education. Visits from local artists, writers, theatre groups and musicians further enhance the pupils' learning and development in this area. They are becoming aware of the richness and diversity of others cultural traditions. Speakers from different faith communities are occasionally invited to talk to the pupils, and parents often support topics that are being taught - for example, through, supplying samples of food from the different faith groups in the community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. There are several major shortcomings in the provision that the school makes for the care and welfare of its pupils, which is poor, overall.
37. The school has appointed a child protection officer and a deputy, but the child protection policy and staff handbook give conflicting information as to the person to whom cases should be referred. The school reports matters of concern to the social services department and keeps concise records of referrals but does not track progress of matters referred by them and is not effective in ensuring that cases are followed up. The child protection officer and the deputy have received appropriate training but no other staff at the school have received training and child protection information is not included in induction processes for new staff.
38. The school does not have a current health and safety policy. The health and safety officer is unclear as to the role and the school does not carry out many of the required procedures. An item of concern regarding pupils' health and safety was reported direct to the headteacher and acted upon immediately. The school has a first-aid room, which is well equipped and has two appropriately qualified first-aiders. However, the accident book does not give details of treatment given and by whom and there is no record for the administration of medicines. Several of the pupils' toilets in the school do not have soap or hot water.
39. The school's policy on procedures for promoting good behaviour and the monitoring and eliminating of oppressive behaviour are satisfactory. The school has a simple policy of reward by prize, stickers and certificates and sanctions by verbal admonishment, letters home and deprivation of small privileges. Pupils understand the few school rules and in the main abide by them. Rules are displayed in each classroom and all pupils are aware of the high expectations of good behaviour that the school has. The anti-bullying policy is less clear. The school has identified causes of bullying but does not clarify what to do when bullying is identified, or how to deal with offenders.
40. Procedures for monitoring and improving attendance are unsatisfactory. The school uses an electronic system for registration but only follows up first-day absences on a limited basis. The education welfare officer comes into school for three hours each week but because of the lack of complete first-day monitoring by the school, pupils are sometimes absent for over seven days without being checked for an explanation. The school is concerned to improve attendance, however, and has introduced certificates and prizes to encourage pupils to attend.
41. Overall, the assessment procedures adopted by the school are satisfactory. These involve a clear

and thorough analysis of the data from national tests and from the testing procedure when children enter the school. This has provided a good overview of the achievements of different groups of pupils, such as the different ethnic groups, gender differences and the effects of pupil mobility. Individual pupil and group achievement targets are set in English and mathematics and data is beginning to be collected to show the value added to pupils as they move through the school. Key objectives are identified in reading, writing and mathematics and pupils' progress towards meeting these is assessed and recorded. Overall, the school has made satisfactory progress in dealing with this key issue from the last inspection. The progress the school has made since the last inspection in improving the quality of marking, and its use in identifying and assessing weaknesses in order to secure improvements, has been good. Marking had been a weakness; now it is satisfactory. The main weakness in the assessment procedures is in the inconsistent way in which the collected data is used. There is an overall lack of co-ordination of the assessment processes. The assessment co-ordinators do not have a sufficiently clear overview of assessment across the school. Assessment opportunities are not clearly identified in most teachers' short-term planning and the quality of individual teachers' assessment records varies too much. The effects of these shortcomings are that teachers are applying procedures inconsistently.

42. The school has clear procedures for identifying pupils with special educational needs, including the use of test results and observations. However, assessment sections on Individual Education Plans (IEPs) or daily planning sheets are not always completed; this does not help future planning. It is not clear why IEPs are repeated with little apparent progress or that subsequent IEPs do not link well with former ones. A minority of pupils do so well that they are able to be removed from the register. The stages of the Code of Practice for pupils with special educational needs are implemented well. The school policy is being updated in light of the revised Code of Practice. Annual reviews for pupils with a Statement of Special Educational Need are very well-organised and documented. Statements and reviews are clear and comprehensive. Reviews of IEPs of other pupils with special educational needs take place termly but are not as well documented. There have been several changes of format and these are confusing when tracking the pupils' progress. New documentation is generally of good quality but needs to be used consistently.
43. Arrangements for the monitoring of pupils' academic performance and personal development are satisfactory. Pupils are tracked throughout their school life through a variety of internal teacher assessment and external tests. These assessments form the basis of target-setting in the following year. During the first half of the pupils' first term at school, targets are set for individual pupils. These targets are translated into work targets and are shared with parents and pupils. Pupils often understand the level at which they should be working and their personal development is well recorded by staff, who offer constant support and help to them.
44. Educational and personal support and guidance are satisfactory for children in the nursery and reception classes, and less so for other pupils. Nursery and reception teachers track pupils and good records are kept. Plans are provided, if necessary, for pupils presenting challenging behaviour. Procedures for supporting other pupils are less formal. Some teachers know the pupils well and relate to their needs. Other, newer staff do not have a detailed knowledge of pupils and if records are not kept, their pastoral guidance is not formally monitored. The school agrees that this is an area for further development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The effectiveness of the school's links with parents is unsatisfactory. The negative comments in the previous report regarding the involvement of parents in the work of the school have not been tackled and the school needs to develop its links with parents and to consider how to improve relationships with them. Parents do not have a great impact on the work of the school. A few parents help in the school with swimming, assisting in class and with reading and where they do so, their help is much appreciated. The Parent-Teacher Association has been disbanded.

46. A significant minority of parents who responded to the pre-inspection questionnaire, felt that they were not well-informed as to how their children were getting on, that they would not feel comfortable about approaching the school with questions or a problem and that the school does not work closely with them. The inspection findings concur entirely with these views. The several parents interviewed during the inspection confirmed that they felt that the school does not communicate well with them and that ideas they suggest to the headteacher and senior management team for fund-raising are ignored by them. The school does not operate an open and welcoming policy of access to the headteacher and staff. The headteacher is only available to see parents once a week by appointment, and parents are encouraged to make an appointment to see teachers. The location of the headteacher's office and the main school office on the top floor, and inadequate signing coupled with the diverse languages spoken by parents, make it difficult for parents to communicate with the school. The home/school agreement has been discontinued. The school brochure contains all statutory information but is written in formal terms, is not parent-friendly and is written only in English. Similarly, newsletters, provided at irregular intervals, are only produced in English and are not written in a friendly fashion.
47. Not all aspects are unsatisfactory. For example, reports are well produced, contain targets and give good explanations as to what pupils should do to improve. A parents' room has been provided, which is used by a few parents who come into school to work on the learning mentor scheme. The school has made satisfactory arrangements for parents to visit the school to discuss their children's work. Consultation meetings, where parents are given the opportunity to discuss their children's progress with staff, are held three times each year. Nursery children and parents attend for a six-week session in the term prior to their admission, but the school does not make home visits as a matter of policy.
48. The school's links with ethnic minority parents including those with English as an additional language, are unsatisfactory. The school does not provide information in a way that is accessible to many of its parents who do not speak English. These parents are not involved in the life of the school.
49. In contrast to these shortcomings, the liaison with parents or carers of pupils with Statements of Special Educational Need is good. The school provides copies of IEPs for parents and carers of other pupils with special educational needs, but they are not involved in drawing-up or reviewing IEPs; this is a weakness of the provision. Parents and carers do not have an opportunity to agree formally to the provision made. Parents are informed about, rather than involved in, the school's provision. Parents and carers meet and speak to, staff informally but these meetings are not usually recorded. Good links are maintained with support agencies and local authority staff, who speak well of the school's attitudes and provision for pupils with special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The sound leadership and management provided by the headteacher and senior staff have been successful in securing improvements to the school since the last inspection. The introduction of a systematic programme of monitoring the work of staff and evaluating test and other data has enabled strengths to be identified and good practice to be shared. These processes have also enabled steps to be taken to eliminate any weaknesses, with the result that teaching has improved considerably and standards have risen. The headteacher leaves at the end of the spring term; however, the effective team of senior staff is in a good position to provide valuable continuity and support for the incoming headteacher.
51. There is a strong commitment to equality of opportunity in the school. The whole ethos is one of inclusion and of integrating ethnic minority pupils well into the school. There are harmonious relationships among pupils. There is a recognition and celebration of the diversity amongst pupils, while developing a well-integrated school community. Several of the school's policies support this commitment and the implementation of these has created a positive ethos in the school. Staffing and learning resources reflect the cultural diversity that exists in the school and wider society. The teachers come from different ethnic backgrounds and provide good role

models for pupils.

52. The role of the co-ordinator, previously a weakness, has developed considerably particularly, but not exclusively, in the core subjects. Co-ordinators play an increasingly important part in monitoring provision, teaching and standards in their areas and in providing support and guidance for their colleagues. Year teams are generally well-organised and led effectively, particularly in ensuring consistency of practice across each class. Management arrangements are currently unsatisfactory in design and technology, geography and history, since co-ordinators for these subjects are not in post.
53. The provision for pupils with special educational needs is managed well. Documentation has improved and administration is carried out effectively. All of the learning support staff have relevant qualifications; this is a strength of the provision. The register is up-to date. Some helpful monitoring of planning, teaching and learning has been introduced; however, this is not an established feature, which reduces its effectiveness. A newly developed soft play/sensory centre enhances the provision for pupils with severe learning difficulties and others.
54. Governors have increased their effectiveness since the last inspection, but still do not fulfil all of their responsibilities. For example, important policies that should frame the running of the school are not in place, particularly in relation to the health, safety and well-being of the pupils. Policies that are in place do not have a date for their review or an indication of how their implementation is to be evaluated. The commitment and expertise of individual governors has improved, and meetings are now quorate. Furthermore, the process of appointing a new headteacher has enabled the governing body to reflect on the possible future direction of the school. However, governors have not been sufficiently involved in shaping a strategic long-term view of the school's development or in the identification of annual priorities and targets. The governing body receives regular reports from the headteacher and senior staff but does not have clear procedures by which it can monitor and evaluate the success of decisions taken and the standards being achieved.
55. Financial planning is generally secure, with funding used appropriately to support the school's priorities for improvement. Specific funds, such as that allocated for staff training and for pupils with special educational needs, are used for their intended purpose. Funding has been used effectively in recent years to increase the number of classroom assistants and to provide a new ICT suite. Where financial planning is less secure is in considering the longer-term implications of a reduction in revenue as the school's roll settles to 90 in each year group.
56. Staffing levels are high, and reflect the need for extra support for pupils learning English as an additional language. The school has dealt well with difficulties both in recruiting teachers and in the long-term absence of some key members of staff. Creative opportunities are being explored and supported for assisting the training of students and more mature adults who wish to take up teaching as a profession. There is a good level of expertise amongst staff, and although a small number of overseas teachers do not have qualified teacher status in the United Kingdom this has not had an adverse impact on the quality of teaching. Support staff are in good number but are not always deployed effectively in classrooms to support pupils directly, particularly during sessions when the teacher is working with the whole class.
57. The accommodation available to the school has some unsatisfactory features that could usefully be improved. Most classrooms are reasonably spacious but would benefit from a programme of redecoration. Staff make the most of their rooms and the hall areas with lively and interesting displays that celebrate pupils' achievements and the cultural diversity of the school. The school benefits from three hall areas, but lessons in them, such as physical education, are often disturbed because these have to be used as thoroughfares. The layout of the building does not make it particularly welcoming for parents or visitors, with the main school office not adjacent to the entrance. Furthermore, one Year 2 class is housed in a 'temporary' classroom of deteriorating quality, while another is on the bottom floor of an adjacent house, the top floors of which are boarded up. The separate dining-hall also presents difficulties for pupils lining up during wet weather. A further shortcoming is that outside play areas are bleak and uninteresting, offering little stimulation for pupils at break and lunch-times.

58. Learning resource levels are generally satisfactory, overall. The new computer suite is a valuable and well-used resource, but computers available in each classroom are not being used effectively to support learning in other subjects. One shortcoming is that there is no central library to act as a resource for research and independent learning.
59. Satisfactory progress has been made in recent years but challenges remain for the new headteacher, staff and governors. The appointment of the new headteacher provides an opportunity for the school to reflect on its past achievements and to prepare a strategic view of the future improvement of the school to inform annual management, development and financial decisions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. To raise standards further, the school should
 - (1) Improve the teaching of reading* by (*paragraphs 4 and 78*)
 - focusing on developing the pupils' understanding of the texts they read
 - ensuring that teachers provide opportunities for pupils to develop their reading through subjects other than English
 - developing the use of the library to promote research skills
 - (2) Increase the role of the governing body by (*paragraphs 37, 38, 54 and 55*)
 - strengthening the committee structure
 - introducing secure procedures through which it can monitor the work of the school
 - ensuring that policies and procedures are in place to support the health, safety and well-being of all pupils
 - involving governors more fully in helping to develop a strategic view of the school's long-term development
 - (3) Increase the support for younger pupils at an early stage of learning English by (*paragraphs 11, 19, 26, 61, 62 and 63*)
 - allocating specialist staff more effectively to meet the identified individual needs of pupils
 - ensuring that all teachers plan systematically to meet individual and group needs, when specialist support is not available
 - preparing an effective action plan to develop, improve, rigorously monitor and evaluate the quality of provision
 - (4) Increase the time allocated for teaching art, geography, history, music and religious education, monitor the attainment of pupils more rigorously in these subjects and develop a coherent PSHE programme* (*paragraphs 9, 24 and 30*)
 - (5) Adopt strategies to strengthen the school's partnership with parents*. (*paragraphs 45, 46 and 48*)

Other issues which should be considered by the school

- (6) In addition to the items above, the governors may wish to consider the inclusion of the following points in their action plan
 - Strengthen procedures for monitoring and improving attendance*. (*paragraph 40*)
 - Prepare and implement a plan to improve both the decoration and repair of the buildings and appearance of the outside play areas. (*paragraph 57*)
 - Ensure that assessment information is used consistently to guide planning the next steps in pupils' learning. (*paragraphs 41, 95, 99, 103, 108 and 126*)
 - Improve the consistency of individual education plans for pupils with special educational

needs. *(paragraphs 20 and 42)*

- Provide a school library that can act as a central resource to aid research and independent learning. *(paragraphs 58, 83 and 95)*

** These items have already been identified as priorities for development in the school improvement plan.*

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

61. The majority of pupils in the school are from minority ethnic backgrounds and the proportion speaking English as an additional language is high. Most pupils enter school with varying degrees of spoken English, but very low attainment in literacy. The school also admits a significant number of refugees and a high proportion of pupils join or leave during the school year. The more competent users of English, particularly the older pupils, achieve standards in line with their peers. However, the achievement of pupils who are new arrivals or younger pupils on initial stages of English language acquisition is unsatisfactory. There is an experienced co-ordinator, another full-time teacher and two part-time staff, but the current deployment of the available support is ineffective. Several pupils in the lower school need direct support on a regular basis in order to access the full curriculum. The needs of these pupils are not consistently and explicitly tackled and the weaknesses reported at the last inspection have not been dealt with fully.
62. The school has very clear aims and procedures to ensure that all pupils have full access to the curriculum. There are effective admission procedures for collecting the most useful information about pupils' background and their linguistic competencies in English as well as their other languages. This information is recorded on profiles, which also identify pertinent background information. All pupils have been assessed and their stage of language acquisition has been determined and recorded. In spite of this, there is insufficient, systematic intervention and the pupils with greatest need, particularly those who may be achieving less than their potential, do not receive continuous extra support. This is because the current system of giving each class an equal share of available time in a block of a few weeks is not apportioned appropriately according to need.
63. The quality of support provided by the teachers engaged through the Ethnic Minority Achievement Grant is satisfactory when carefully planned with the class teachers. In some classes, key vocabulary displays are a prominent feature used well during lessons. The continuous assessing and reviewing of pupils' progress is weak. Pupils do not have specific language-learning targets against which their individual achievements can be measured and recorded. Some class teachers give due regard to the pupils' levels of competency in speaking and listening, reading and writing, particularly those in the upper part of the school. The teachers in the nursery and reception classes focus well on developing children's speaking. They make specific plans to ensure a language-rich environment and provide many visual clues to aid children's understanding of the spoken English. However, most class teachers do not plan specifically with English as an additional language pupils in mind. They do not identify the specific steps taken to meet their needs or use interesting and stimulating resources to aid learning.
64. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are motivated, ready to learn and enjoy the attention given to them when they are supported in their learning. The teachers' positive acceptance of a diversity of languages adds significantly to the ease and confidence of bilingual pupils. They become willing participants in lessons and are keen to express their ideas. The promotion of pupils' home languages was noted during registration in one class when pupils answered the register in many different languages.
65. The resourcing for language support and the integration of pupils in the school are good features. The school is also very fortunate to have several bilingual staff who are able to share the language and culture of the pupils. However, there is need for all staff to train in effective strategies to teach the pupils with English as an additional language. The school does not have a suitable action plan to develop and improve the quality of provision with a clear direction and has not applied a rigorous approach to monitoring and evaluating the impact of its provision.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	120
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	29	40	42	6	0	0
Percentage	3	24	33	35	5	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60	569
Number of full-time pupils known to be eligible for free school meals	-	219

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	5
Number of pupils on the school's special educational needs register	5	105

English as an additional language

	No of pupils
Number of pupils with English as an additional language	629

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	51
Pupils who left the school other than at the usual time of leaving	110

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	1.9
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	31	51	82

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	21	22
	Girls	33	37	45
	Total	45	58	67
Percentage of pupils at NC level 2 or above	School	55 (57)	71 (63)	82 (73)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	16
	Girls	37	35	40
	Total	53	52	56
Percentage of pupils at NC level 2 or above	School	65 (64)	63 (78)	68 (75)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	48	42	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	33
	Girls	33	31	35
	Total	61	59	68
Percentage of pupils at NC level 4 or above	School	68 (49)	66 (60)	76 (67)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	28	29
	Girls	19	26	30
	Total	32	54	59
Percentage of pupils at NC level 4 or above	School	36 (43)	62 (55)	67 (56)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	58
Black – other	4
Indian	111
Pakistani	162
Bangladeshi	68
Chinese	0
White	41
Any other minority ethnic group	113

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	2	1
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	1	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	25.2
Number of pupils per qualified teacher	23.8
Average class size	29.95

Education support staff: YR – Y6

Total number of education support staff	23
Total aggregate hours worked per week	667

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	60
Total number of education support staff	4
Total aggregate hours worked per week	133
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	1,469,544
Total expenditure	1,473,868
Expenditure per pupil	2307
Balance brought forward from previous year	76,432
Balance carried forward to next year	72,108

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	10
Total number of vacant teaching posts (FTE)	3.6
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	689
Number of questionnaires returned	144

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	1	1	1
My child is making good progress in school.	51	40	7	0	2
Behaviour in the school is good.	59	28	3	5	4
My child gets the right amount of work to do at home.	39	38	13	7	3
The teaching is good.	58	31	6	2	3
I am kept well informed about how my child is getting on.	40	43	9	4	3
I would feel comfortable about approaching the school with questions or a problem.	49	33	7	2	9
The school expects my child to work hard and achieve his or her best.	58	31	4	1	6
The school works closely with parents.	42	33	12	4	8
The school is well led and managed.	49	29	8	2	12
The school is helping my child become mature and responsible.	50	34	8	1	7
The school provides an interesting range of activities outside lessons.	32	31	13	8	16

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

66. Children's attainment on entry to the nursery is very low. When measured by assessment on entry to the reception classes attainment covers a wide range but is well below average, overall. The majority of children starting school have little or no English language and personal and social skills are poor. The children in the reception classes make satisfactory progress, overall, because they have useful opportunities to broaden and consolidate their knowledge in all areas of learning. The children with special educational needs, and those for whom English is an additional language, are identified quickly and fully integrated into the class. They make progress at the same rate as the other children. Good use is made of assessment, which at times is made in the children's mother tongue. The information gained when the children first join the reception classes is used effectively to plan activities for them. Continual observations and assessments are made of children's progress to ensure that work continues to match their needs and build upon previous learning. All the staff, including the nursery nurses, teaching assistants and learning support assistants, work extremely well together and collaborate very effectively to plan activities and assess children's needs.
67. At the time of the last inspection, no judgement was made on the provision for children under-five, nor was there a specific judgement identified for the standard attained by the children. The evidence from this inspection is that the provision for the children in the nursery and reception classes is good. There are two intakes of children into the reception classes every year, one class in September and two extra classes in January. However, many children arrive at different times throughout the year. There are good induction procedures for settling the children thoughtfully and sensitively into school. For example, parents come into the class for six weeks prior to their child's admission and parents are welcome to stay with them until they are settled.
68. Overall, the quality of teaching is good in all six areas of learning. This has a beneficial effect on the children's learning. The well-managed classrooms encourage the children to become secure and confident. No opportunity is missed to help them to learn how to live amongst a large group. Challenging and stimulating work is planned successfully, which makes the children think and keeps them focused with interest on the activities provided. All staff are well deployed and understand what is expected of them. They have a secure understanding of how young children learn and provide a rich learning environment in which the children thrive. Skilful questions are used to encourage thought and provoke discussion, from which the children learn much. Activities are thoughtfully and effectively planned to meet the needs of all the children and take appropriate account of the current guidance for the teaching of children of this age.

Personal and social development

69. Children make good progress in their personal and social development and by the end of reception the majority of children come close to meeting the standard expected for their age. They are beginning to form positive relationships and to communicate suitably with one another and with adults. Relationships are very good. The staff are very effective in creating a warm, caring and stimulating learning environment in which the children develop good attitudes to learning and become increasingly self-confident. They are taught the difference between right and wrong. Staff have high expectations that children will learn how to give and take, share and begin to understand what they may expect of others and others of them. Praise and encouragement are used very effectively to raise the children's self-esteem and give them increasing confidence. This is particularly effective with those children who have English as an additional language. By working very well together, the staff give the children very good role models. Clear routines have been established. For example, the children move sensibly to their table activities and share resources well. They have many useful opportunities to select from a wide variety of activities. This develops the children's social and personal skills successfully, particularly their understanding of individual responsibility, and is a direct result of the good teaching that they

receive. The teachers plan very worthwhile opportunities for the children to learn and to concentrate on a given task, particularly when working with an adult. For example, a small group of children showed developing powers of concentration as they planted cress seeds, while others concentrated hard as they looked at daffodils and carnations through magnifying glasses. They are beginning to share equipment and collaborate appropriately during group work; for example, when using paint, tools and construction kits. The children come from a very wide diversity of ethnic groups and cultures and good provision is made for them to learn about each other's cultures through religious education lessons and the visitors who are invited into the school. The teachers also use their own experiences to help the children to understand the wealth of culture in the school. For example, one made reference to her pilgrimage to Mecca and showed the children some prayer beads and a headscarf belonging to the Muslim faith.

Communication, language and literacy

70. By the time they enter Year 1 the majority of children attain well below the nationally expected standards in communication, language and literacy. They make satisfactory progress from entry into the reception classes and are developing their skills well. Staff use skilful questioning to encourage the children to express their ideas and increase their vocabulary, but many children are reluctant to do so. Throughout each activity they are provided with many additional opportunities that are well-supported by an adult to develop their speaking and listening skills. For example, the support staff encouraged the children effectively to take part in a question and answer session about 'Jasper's Beanstalk'. In addition, adults exploit any opportunities to increase the children's vocabulary. For example, in the garden centre role-play area, the nursery children are encouraged to become the owner and plant his seeds or sell the garden items in the shop. Children are developing skills in writing, which are appropriate for their ability. For example, by the end of the reception year most children attempt to write their own names and copy letters in recognisable script. Although the majority of children understand how books are written and know that pictures tell a story and words have meanings, a high number of them are in the very early stages of English acquisition and do not have sufficient vocabulary to identify objects or understand the meaning of words. One higher-achieving child used a number of methods to read stories. For example, he used the pictures and sounds of the letters to help him to read unfamiliar words. Lessons are well organised and good links are made with all of the other areas of learning. The use of ICT supports the steady improvement of the children's language skills effectively through the use of software such as the talking animal alphabet.

Mathematical development

71. The majority of children enter the reception class with a wide range of number skills, but overall attainment is well below average at this stage. The children make sound progress in their mathematical development because good opportunities are provided to promote learning, but do not meet national expectations by the end of reception. They count and sort numbers to ten orally, with some going beyond this, and count on from a given number to get to five. The children compare, sort and match objects according to their size and colour and are introduced appropriately to mathematical language. They are beginning to use everyday objects, such as gloves and socks, to sort into pairs, and to recognise two-dimensional shapes such as square, circle, triangle and rectangle. Teachers use every opportunity to reinforce their knowledge and understanding of number through consistent repetition of ordering numbers, in the singing of various number rhymes and counting together how many children are in the class. This subject makes a good contribution to the children's personal and social development. For example, the children are interested and motivated, becoming more confident in speaking and settle quickly and quietly to group activities. Learning is effective because the children have many opportunities to learn from and with each other and at different rates, and clear and precise explanations and instructions ensure that they know what is expected of them.

Knowledge and understanding of the world

72. By the end of reception, the majority of children do not meet national expectations in their

knowledge and understanding of the world. This is mainly because of their poor acquisition of English. However, they make sound progress from their entry into the class. The children are given worthwhile opportunities to develop an awareness of the passage of time through watching cress seeds grow and the display of a collection of photographs to show the children at different ages. They are given appropriate opportunities to make items such as chocolate crispies. This creates a good link with their language development as the children are asked to talk about what they are doing. They carefully use clay tools to make shapes in clay and play-dough and make junk models, developing their cutting and joining skills effectively. These experiences also enhance the children's speaking and listening skills as they begin to talk about how they make them. Their computer skills are improving well and most are discovering how to open a particular piece of software. They are developing eye and hand co-ordination through selecting the correct icons and controlling the mouse and the cursor keys when using an art software package. One child was able to show how to use his own password to retrieve information from his file. The staff plan activities that develop and increase the children's manipulation and observational skills. These activities are well matched to the needs of the children and they are explained and demonstrated precisely. Resources are thoroughly and carefully prepared and selected prior to the lesson.

Creative development

73. The children make good progress in their creative development and their attainment meets national expectations by the end of reception. Scrutiny of the children's past work on display shows that they have daily opportunities to express themselves by drawing, painting, engaging in imaginative play, and handling malleable materials, such as clay and play-dough. They produce pictures using a suitable range of techniques, such as using sponges to print green shape patterns and green handprints. They also create collage plates to show the different shades of the colours yellow and green. Good provision is made to develop the children's awareness of the styles of famous artists. This was particularly evident in the nursery children's paintings of sunflowers in the style of Van Gogh, and the reception children's paintings of Monet's bowl of fruit. The effective use of Monet's work encourages the reception children to see how to use different colours appropriately. In music, the children join in an action songs with enthusiasm. They begin to memorise the words of many nursery rhymes and new songs. They become familiar with different percussion instruments and recognise the sounds that they make. All of the staff constantly talk to the children and ask relevant questions to enlarge their vocabulary and support their efforts. Role-play areas are an important part of the organisation in nursery and reception classrooms. These give the children worthwhile opportunities to play co-operatively and to develop their imaginations. Staff contribute significantly to the children's learning, as when they work with the children in the role-play areas by helping them to talk about what they are doing.

Physical development

74. The majority of children make satisfactory progress and achieve nationally expected standards in their physical development. There are many planned experiences for them to control small tools so that by the time they leave reception most children are beginning to control, manipulate and handle safely such objects as pencils, glue-spreaders, paint-brushes, construction apparatus, modelling tools and scissors. The safely organised outdoor area in the nursery provides an appropriate range of equipment to develop the children's ability to control and co-ordinate their bodies. For example, a good arrangement of different pieces of equipment ensures that the children learn effectively to move around safely and to take turns. A weekly physical education lesson in the reception classes develops the children's awareness of space. Lessons are well planned and structured and include a clear development of skills. Daily outdoor provision is currently being developed for the reception classes. Dance lessons further enhance the children's physical development. They are taught appropriately to listen to different instructions and begin to work well with a partner. The children are keen and enthusiastic and react well to the teachers' high expectations of their behaviour and response. All staff have a very sensitive awareness of the children's safety.

ENGLISH

75. Standards in English are improving. In 2001, the National Curriculum test results for the pupils in Year 6 were below the national average but above average for similar schools. They were also well above average in relation to pupils' prior attainment. Test results for Year 2 pupils in 2001 for reading were very low and well below results in similar schools. Results were well below the national average for writing but close to results in similar schools. Writing in Year 2, and overall standards in English in Year 6, have shown an upward trend since the last inspection.
76. Improving standards in all aspects of English, particularly in reading, have been a major focus of the school, with the strategies introduced meeting with much success. The present inspection findings show that standards are broadly in line with national expectations in speaking and listening but below expected levels in reading and writing in Year 6. By contrast, standards are below expectations in speaking and listening and well below expected levels in reading and writing in Year 2. Pupils' progress in English is slower in Years 1 and 2 than in Years 3 to 6 because of the very large number of pupils at early stages of learning English as an additional language and the lack of adequate specialist support for them. Given the very high proportion of such pupils, many of whom join the school other than at the start of the year or part way through Years 1 to 6, pupils achieve well and make good progress in all aspects of English. This is an area of improvement since the previous inspection.
77. Pupils enter the school with well below average attainment in English. The school has recently introduced opportunities for speaking and listening through role-play and paired work in Years 1 and 2, which is beginning to have an impact on pupils' attainment, although this is still below average by Year 2. As pupils move up the school, they develop these skills further. By the time they are in Year 6, their speaking and listening skills are broadly in line with national expectations except for a few beginners in English. In the lessons observed, the pupils discussed their ideas, explained and justified them to the whole class.
78. The strong focus on the teaching of phonics in Years 1 and 2 helps the pupils to learn letter-sounds effectively but sometimes at the expense of their understanding, a crucial aspect of language development for those learning English. Although the standard in reading is well below what is expected for their age in the current Year 2, the pupils can sound out unfamiliar words but have limited understanding of what they read. Higher-attaining pupils read fluently and talk about the characters, plots and main events of the story. Average and lower-attaining pupils, who are often beginner learners of English, find it difficult to talk about the books that they read and to distinguish between fiction and non-fiction. Pupils achieve well in reading in Years 3 to 6, particularly in Years 5 and 6 where the teaching is generally very good with effective questioning to check pupils' understanding and to elicit answers. By the time that the pupils are in Year 6, their attainment in reading has improved from well below to below average. There are higher-attaining pupils who read very fluently and accurately with expression and understanding and reach a very secure standard for their age. They can discuss the main points and themes of the books that they read. They are able to compare the styles of different authors such as Tolkien, J.K. Rowling and Jacqueline Wilson. The average attainers are working towards the expected level but lower-attaining pupils, who represent about a third of the year group, read below the expected level. The pupils generally acquire adequate library skills for finding information from books and other sources.
79. The school has placed a considerable emphasis on improving the pupils' writing, which was a weakness identified in the previous inspection report. Good progress has been made in dealing with this issue. There are now well-planned opportunities for the systematic development of different kinds of writing in extended writing lessons. Although standards in writing are improving in Year 2 because of the good teaching of basic skills, they are still well below national expectations. Work seen in Year 2 shows that pupils mainly produce short pieces or a sequence of sentences based on what they read. They can write in grammatically correct sentences with punctuation appropriate for their age. Standards in spelling and handwriting are average. However, there is not sufficient evidence of the different types of writing that are appropriate for

their age.

80. Given the limitations of the pupils' skills in Year 2 they make good progress in writing in Years 3 to 6, so that basic skills are well established for most pupils by Year 6. In the current Year 6 about two-thirds of the pupils are reaching the expected level and a small number beyond. Work seen in pupils' books in Year 6 shows that the pupils write at length, sustaining ideas. The pupils in Years 3 to 6 are learning to write for a range of purposes and they are achieving well. Many good examples of pupils' writing are displayed attractively throughout the school, celebrating their achievement. The pupils in Years 5 and 6 have written different types of poetry ranging from nonsense, humorous and narrative verse to the Japanese forms of Haiku and Tanka. In Year 3, the pupils have written character descriptions of imaginary monsters choosing words carefully to create an effect. By Year 6, handwriting is joined-up for most pupils and they have a sound knowledge of useful strategies to help with spellings. Consequently most words are spelt correctly.
81. Teaching has improved significantly since the previous inspection. It is now good across the school and very good in Years 5 and 6. Half of the teaching seen was very good; the rest was mainly good and there was no unsatisfactory teaching. The lessons are very well planned, indicating very secure subject knowledge. A strong feature of many lessons is that the teachers are effective in drawing on the pupils' previous learning. Pupils are keen to show what they can remember and are ready to learn new ideas. Very effective teaching of phonics was seen in Year 2, where pupils learnt to hear the different vowel sounds in various words. The pupils responded to this with enthusiasm and consolidated their learning in the lesson. Teaching offers pupils opportunities to work in pairs and groups, which helps them to learn to collaborate and discuss. In Years 5 and 6, the pupils work very well as a whole group, pairs, teams or individuals. Class teachers and those for English as an additional language often teach seamlessly in partnership, enhancing the quality of the pupils' learning. Much of the teaching in these lessons is very dynamic and the teachers maintain a brisk pace through well-planned, timed activities. Teachers have high expectations of the work and behaviour of their pupils and manage them very effectively. Consequently, their behaviour is good.
82. Pupils with special educational needs have IEPs with clear targets in language and literacy, which are followed carefully, resulting in well-focused support. The teaching assistants give pupils opportunities to develop in reading through Additional Literacy Support and Early Literacy Support. Early stage learners of English as an additional language in Years 1 and 2 do not receive adequate specialist support, and as a result their progress is unsatisfactory. However, good team-teaching in Years 3 to 6 between class teacher and the English as an additional language teacher enables the pupils to make at least satisfactory progress.
83. Good improvement has been secured since the last inspection. The systematic monitoring of teachers' planning and their lessons and the use of test data to set targets for pupils have helped to improve teaching and standards. The school has implemented the National Literacy Strategy satisfactorily. This is having a beneficial impact on pupils' standards in both key stages, but more so in Years 3 to 6. Teachers attempt to use other subjects to extend pupils' vocabulary but insufficient opportunities are provided to develop reading and writing elsewhere. The absence of a school library restricts the development of research skills and independent learning, particularly for Years 3 to 6. Reading and writing remain major weaknesses in Years 1 and 2 and quite rightly a major focus for the work of the school.

MATHEMATICS

84. National Curriculum test results for Year 2 pupils have been improving, and although they were well below the national average in 2001 results were close to those in similar schools. Test results for Year 6 pupils have also shown an improving trend and were close to the national average in 2001 but well above results in similar schools. The 2001 results represented very good progress from the pupils' Year 2 results four years earlier. Inspection evidence indicates that standards are broadly similar to the most recent test results. The attainment of pupils on entry to

the school is well below average. They achieve satisfactorily in Years 1 and 2 where they make sound progress but by the end of Year 2 standards are still well below average. By contrast, pupils achieve very well in Years 3 to 6 and make very good progress, so that by Year 6 standards are close to the national average. Pupils develop secure written methods of calculation using whole numbers, decimals and fractions, with the higher-attaining pupils solving problems using percentages with confidence. An understanding of the properties of shapes and an understanding of the metric system of measure also develops well.

85. Teaching is good, overall, but is more effective in Years 5 and 6 where a high proportion of the teaching is very good because there is more challenge, greater drive and teachers have much higher expectations. Pupils learn new skills well and consolidate what they have learnt through regular practice and by working hard on interesting activities. This is the major factor in the very good progress made by pupils in the oldest classes. The nationally recommended structure of the daily mathematics lesson has been introduced successfully; however, some aspects are not entirely secure in all classrooms.
86. Mental arithmetic activities at the start of each lesson are usually undertaken well. The approaches and tasks used by teachers are inventive and interesting, helping to gain the pupils' attention and retain their concentration. Most pupils consolidate well the skills they have previously learnt through the regular practice provided by these sessions. They gain in confidence and the speed and accuracy of their recall of number facts improves. For example, Year 2 pupils improved the speed at which they could recall number bonds to 10 in a brisk and lively session where all were keen to participate. In one Year 6 class, the pupils discussed in pairs and shared answers with each other while practising how to round decimals to the nearest whole number and to one decimal place. Later in the week in a second Year 6 class, the pupils extended this and showed secure understanding of how to multiply or divide a decimal by 10, 100 or 1000 as a prelude to a review of converting between the various metric measurements of length.
87. Whole-class teaching is well planned, with a clear indication of what pupils are expected to learn in each lesson. Joint planning ensures that pupils in parallel classes in the same year group are taught the same material. Some of the best teaching is brisk and lively, with questioning used well to ensure that the pupils have understood. Where teaching has shortcomings, these whole-class sessions are too long, resulting in the pupils losing concentration, becoming distracted and the rate at which they learn slowing appreciably. Good use is made of investigations and problem-solving to deepen the pupils' understanding of new ideas and to give them experience of applying their skills. As a result, pupils learn how to solve complex problems and apply their skills well to the systematic solution of investigations. Pupils learn how to handle, present and interpret data, but limited use is made of ICT to support learning in mathematics, this being an area for future development. The review of learning at the end of each lesson is generally carefully planned and well executed, but is one of the least successful aspects in some classes, where insufficient attention is paid to this valuable activity and learning is not consolidated effectively.
88. Pupils generally respond well to their teachers' high expectations of their behaviour by listening carefully, concentrating, being keen to answer and by working hard. Teachers often set activities to be undertaken in pairs or small groups. On these occasions, most pupils collaborate well by discussing any problems and their possible solution, sharing tasks fairly and supporting each other's learning well. Behaviour is generally very good with the exception of some disruption and lack of concentration that was not well-handled in a Year 1 class and slowed learning significantly.
89. Pupils with special educational needs generally make similar progress to the majority in their class because staff are deployed effectively and materials are adapted well. A small number of pupils with a particular talent in mathematics are challenged and extended well, particularly as they reach the top of the school. Pupils with English as an additional language do not always make the progress they might, particularly in Years 1 and 2. Pertinent vocabulary is not adequately explained and displayed to aid the language development of these pupils.
90. Improvement in mathematics has been good since the last inspection. A co-ordinator was

appointed shortly after the inspection and the subject is now well led and managed. The monitoring of teaching with the provision of support, guidance and further training has had a beneficial impact on the quality of teaching. The evaluation of test data has been used well to establish the effectiveness of action taken. The analysis of pupils' test papers has enabled weaknesses in pupils' skills such as interpreting complicated questions, to be identified, and modifications have been made to subsequent teaching programmes. Assessment procedures are thorough but are not being used consistently by all staff.

SCIENCE

91. Inspection evidence for work and lessons seen indicates that pupils are achieving the standard expected for their age by Year 2. However, because a large proportion of the pupils are still at an early stage of learning English, the quality of written work is not consistent. Pupils in Year 1 are able to sort animals into different groups; they have done work on light and dark and have looked at issues regarding personal safety. Pupils in Year 2 have learned about life processes, including the growth of babies and baby animals. They have studied healthy eating and experimented with freezing materials by making ice-lollies. Pupils' attitudes in their lessons are generally good. They listen carefully to their teachers and work with interest and enthusiasm, but are sometimes noisy when undertaking practical activities.
92. The teaching in Years 1 and 2 is at least good. The teachers have established productive relationships with their pupils and know them well. They plan activities suitable for their needs, and manage the classes well. Infant children are given a range of experiences, which allow them to show good learning such as about life cycles and the growth of plants. They have planted sunflower seeds and had the opportunity to make, record and test predictions as to how beans grow. Teachers consistently make pupils aware of the learning objectives. This good quality teaching leads to a high standard of learning; however, this is restricted by some pupils' low levels of English.
93. The standard of work seen during the inspection from Year 6 pupils was close to national expectations. However, the science tests in 2001 for Year 6 pupils were well below the national average. The most striking feature of the science tests results is the year by year improvement for both boys and girls since 1997. The difference between the standards of work seen and the attainment in national tests can be partly explained by the fact that several pupils are still in the process of learning English. They are able to understand and explain what they have learned, but they have difficulty in putting it in writing. Pupils in Year 6 have studied the properties of light and know the difference between reflection and shadows. They have undertaken experiments with solutions and evaporation. They know that micro-organisms cause decompositions of organic materials. Pupils with special educational needs and English as an additional language attain similar standards and make similar progress. The work they undertook was generally well presented by pupils and of a high standard. At the time of the previous inspection, standards were well below average, and achievement was below national expectations, so the present standards can be seen as a very good improvement.
94. Teaching was at least good for pupils in Years 3 to 6. The majority of teaching is based on practical investigative work, and this leads to effective learning. The priority of development of investigatory skills through science is a strength of the subject. Pupils use graphical techniques to display information they have collected. The teachers arrange work effectively to meet the individual needs of pupils. For example, pupils in Year 5 were investigating the properties of solids, gases and liquids. They were entranced when the teacher showed them that sand, a solid could be poured, against their expectations. In Year 6, pupils were using Newton meters to measure force on a range of objects. They were able to carry out and explain fair testing. Paired discussion between pupils is a strong point in developing language skills and understanding. Attitudes are good in general. In all age groups there is interest in science. The pupils listen well to their teachers and carry out practical activities with enthusiasm.
95. The subject is well managed. The development of experimental and investigative teaching has been promoted, resources have been audited and new equipment purchased where needed, ensuring that they are targeted to curriculum needs. There was some use of ICT to support learning in the subject, with pupils in Year 3 looking up information about the use of different kinds of rocks, and microscopes to connect to the computers. The absence of a library means that books are distributed around classes, and there is no central reference resource for pupils. There is a current policy and scheme of work, but there is no formal assessment scheme for the subject. Teaching is monitored appropriately.

ART AND DESIGN

96. No art lessons were taught during inspection because the subject appears on timetables every other half-term. No judgement is possible, therefore, on the quality of teaching in art. However, a survey of the samples of work on display throughout the school, discussions with teachers and with pupils, indicate that pupils undertake an appropriate range of activities in which they design and produce artwork of a satisfactory level across the school. Some of the completed work on display is of a good quality, particularly the sculptures of mod-roc by Year 6 pupils inspired by the work of the famous sculptor Alberto Gia Commetti. The Year 6 pictures representing movement are also quite effective. The very decorative papier-mâché masks from around the world, produced by pupils in Year 5, are evident of pupils' developing skills in the use of a range of materials to produce three-dimensional artwork. The displays indicate satisfactory standards achieved, particularly by the older pupils in school. Standards reported in the previous inspection have improved as the school has recently adopted the nationally recommended schemes of work to ensure that the full range of art and design curriculum is taught. Most pupils achieve satisfactorily in the basic skills of collage, drawing and painting, but there are still gaps in the overall progress that pupils make in Years 1 and 2. This is partly because insufficient teaching time is allocated to the subject. In addition, the arrangement of units of work at half-termly intervals does not sufficiently support the continuous development of art and design skills. There are limited examples of textile work and the design element of the subject is not fully developed.
97. Most pupils are developing confidently an understanding of some of the aesthetic elements of art. They mix colours carefully to match the skin, eyes and hair in their self-portraits. Year 2 pupils recently visited their local town hall and produced observational drawings noting shapes and texture in the building. They also worked on producing rubbings of patterns and collage of natural items. Most pupils demonstrate satisfactory powers of observation, accuracy of detail, shape and size in drawing and colouring with different media such as pastels, charcoal and chalk, pencil colours and felt-tips. Pupils are not consistently encouraged to evaluate and make improvements to further their own work. The use of sketch-books to record their work of observational drawings or to experiment with line and tone is consistently developed in all classes; however, there is insufficient emphasis on developing computer-aided art and design across the school.
98. The evidence indicates that most teachers have satisfactory knowledge and understanding of the subject and prepare lessons effectively. Some of the work on display is over-directed by adults and shows a lack of the pupils' own initiative and independence, such as in the individual body collages by Year 1.
99. Art is suitably linked to other subjects such as history and geography, examples being the collage of 'The Great Fire of London', and the clay pot drawings and the wax tablets linked to the 'Ancient Greeks' topic in history. The subject is managed effectively with a clear view of the future direction for the subject; however, the co-ordinators role in monitoring of teaching and learning is underdeveloped. There are currently no formal procedures in assessing pupils' progress in art and design skills.

DESIGN AND TECHNOLOGY

100. By the end of Years 2 and 6, pupils achieve standards that are average for their age. This represents an improvement since the last inspection when standards in Years 3 to 6 were judged to have been below average. Average standards have been maintained in Years 1 and 2. Pupils with special educational needs and English as an additional language attain standards that are in line with their own abilities. Across the school, the good attitudes of the pupils and the good relationships established in class add significantly to the standards achieved and contribute well to pupils' spiritual, moral, social and cultural development.
101. Across the school, pupils of all abilities achieve satisfactorily. The main strength in pupils' achievement is the way they appreciate important links with work in other subjects. For example,

pupils in Year 6 made detailed models of the Parthenon and the Minoan maze, which enhanced learning in their history project. Pupils in Year 2 applied their knowledge of tallying as they undertook a traffic survey in the local area as an introduction to their topic on vehicles. A further strength in pupils' achievement across the school is the care and attention to detail that goes into their final making activities. The different models relating to the Year 6 history topic on Ancient Greece, and Year 5 pupils' models made with pipe-cleaners and plaster-of-Paris depicting different activity poses, were attractively finished and are prominently displayed around the school. This supports pupils' personal development well and improves their commitment to the subject. A shortcoming in pupils' achievement is the lack of precision in their ability to evaluate their work and seek ways to improve what they have done.

102. The quality of teaching and learning is satisfactory. In Years 3 to 6 the quality of teaching varies from satisfactory to excellent while all the teaching observed in Years 1 and 2 was satisfactory. Teachers' planning is clear and detailed. This ensures that concepts and skills are taught progressively and that pupils are introduced to appropriate tools and techniques. Lessons are introduced well and pupils are made aware of what is expected of them. Strengths in teaching in Years 3 to 6, include good opportunities for pupils to explore a range of materials; for example, as pupils in Year 4 prepared to make fabric purses. A further strength is the way in which teachers ask all pupils challenging questions to extend their understanding. A lesson for Year 5 pupils investigating the composition of different house slippers illustrated several features of very good and excellent teaching. The lesson was introduced very effectively with a role-play shop where pupils were able to 'buy' a range of slippers by defining what they could be used for. There was a buzz of wonder in the class when pupils realised that they could separate all the parts of these new acquisitions by cutting them up! They were then able to identify each separate part of the slipper, analysing its design and construction in preparation for making their own. As a result of this interesting and challenging work pupils made very good gains in their understanding of the design procedure and the use of different materials.
103. Work in the subject had been well co-ordinated by an experienced teacher who has recently left the school. At present there is no overall co-ordinator but a senior teacher is managing the subject temporarily. Topics are planned for each term and they are chosen to link in, wherever possible, with other topic work being undertaken. The choice of topics ensures that all elements of the subject are appropriately covered. Homework supports the subject well. There is a good range of general resources available for teachers, but the resource boxes relating to termly topics have not been checked and replenished recently. Some useful assessment work, based on a checklist of key skills to be achieved by each year, had been begun by the previous co-ordinator but this had not yet been established consistently across the school. Further progress in extending assessment procedures and monitoring of teaching and learning is limited by the lack of a permanent co-ordinator.

GEOGRAPHY

104. Pupils generally attain the standards expected by the end of Year 2. Pupils, including those who have special educational needs and those who have English as an additional language, make satisfactory progress. The school has maintained the standards found at the time of the last inspection.
105. Year 1 pupils study the geographical features of the area in which the school is situated; for example, groups of pupils carried out a traffic survey noting the number and types of vehicle and tallying them on a chart. They enjoyed this activity and reported their findings competently when they returned. Work in books shows that Year 2 pupils have completed work on 'Benita and Jeremy Bear's' trips to China and Bangladesh and have labelled the countries of Britain on a map. Higher-attaining pupils have labelled the continents and some cities and towns on a world map. It is not possible to make an overall judgement on the quality of teaching in Years 1 and 2 on the small sample of lessons observed. However, teaching was good in one lesson where the teacher engaged the pupils in learning through good management of their behaviour and interesting activities. Pupils responded well to the subject. Staff make good use of photographs to reinforce

pupils' learning. Marking is frequently encouraging but a minority of teachers mark every error, which can be demoralising for pupils.

106. The absence of a whole-school scheme of work to give guidance to teachers' planning results in the inappropriate level of some work. The time allocated to the subject is insufficient, so that by the end of Year 6, pupils' attainment is below the standard expected nationally. Work for older pupils is planned at a level more suitable for younger ones and topics such as rivers and weather are introduced in Years 5 and 6 when they should have been introduced earlier. Year 6 pupils are developing discussion and note-taking skills satisfactorily, although the notes are recorded on white boards which staff have to photocopy if they want to build on the work in later lessons. Pupils' geographical skills and knowledge are not sufficiently developed. Year 5 has completed work on volcanoes and natural disasters such as hurricanes. Year 3 has looked at the use of land in East Ham and the reasons why people move from the places where they are born. It was difficult to find geography work in Year 4 pupils' books.
107. Teaching at Key Stage 2 is satisfactory, with good teaching in one lesson where the lesson moved briskly and the teacher had good strategies for checking understanding. There are unsatisfactory aspects to teaching when the planning and content are inappropriate for the age and stage of older pupils and lessons begin late and are disjointed. Learning is also hindered when staff need resources being used in other classes at the same time; sometimes, equipment such as video recorders and computer programs do not work effectively. The videos are of good quality and enhance pupils' learning. Even where teaching is unsatisfactory, relationships with pupils are very good and pupils respond very well. Staff do not build on the knowledge which the pupils have of different countries. Some work in books is unfinished. There is very little use of ICT in pupils' work although individual pupils download relevant information from the Internet at home.
108. Management arrangements for geography are unsatisfactory. There is no co-ordinator to oversee planning or to monitor teaching and learning. There is insufficient evidence to judge overall improvement since the last inspection; however, the school has not improved on its lack of a scheme of work and assessment system. Resources have been improved but still need developing; for example, many atlases do not have sufficient information for climate or weather topics. Furthermore, relevant field trips no longer take place; this is a reduction in curriculum provision since the last inspection.

HISTORY

109. No lessons were observed in Years 1 and 2. Work in books indicates that pupils are attaining standards in line with the national expectation. Year 2 pupils have completed work on The Great Fire of London, Florence Nightingale and Mary Seacole. Higher-attaining pupils have done further work, such as writing diary extracts relating to The Great Fire. Year 1 has found out the names of toys from the past and practised using the past tense in writing about 'yesterday'.
110. Two lessons were observed in Years 3 and 4, and work in pupils' books indicates that standards are broadly in line with those expected nationally by Year 6. Pupils in Year 6 have completed work on ancient Greece, including activities such as the preparation for a debate about life in Athens and Sparta. Higher-attaining pupils have completed extra work on the Greek goddess, Athena. Year 5 have focused on the Victorian era and the concepts of time and evidence in history. In the Year 3 lesson, standards were broadly average; pupils were introduced to vocabulary relevant to the study of invaders and settlers such as the Anglo-Saxons. They were learning to place famous dates on a time-line, between the time that Jesus Christ lived and 2000, and they worked well in groups discussing where to place the dates and most were able to match the dates to the centuries on the time-line. There was very little work in Year 3 books. Standards in the Year 4 lesson were below those expected nationally; pupils discussed features of Tudor life and attempted to make notes from a limited range of resources.
111. Teaching was satisfactory, overall, in the lessons observed. Teachers use good quality photographs to prompt the pupils' discussions. Historical eras are linked to give some perspective to the topic pupils are studying. There were some unsatisfactory aspects to the teaching where activities for less able pupils, or for those with English as an additional language,

bore only a passing reference to the lesson topic or to their identified needs. Some work in books is unfinished, which limits progress. There is also very little use of ICT in pupils' work, although individual pupils download relevant information at home from the Internet for lessons.

112. Management arrangements are unsatisfactory. The scheme of work was not available during the inspection. There is no co-ordinator to oversee planning or to monitor teaching and learning. The time allocated to the subject is insufficient and relevant visits are no longer planned. The school has not improved on its planning and assessment systems since the previous inspection, although resources have been improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. Pupils achieve well and make good progress in ICT lessons in Years 1 and 2. The standards attained in ICT by pupils at Year 2 are in line with national expectations. Only two lessons in the subject were seen in Years 1 and 2. Of these, one was very good and one was unsatisfactory. The very good lesson was distinguished by a high quality presentation, followed by an activity well-matched to the needs of the children. In the unsatisfactory lesson, there was no initial presentation, and the activity was only undertaken with much adult support. Pupils in Year 1 were observed using the Internet to search for information linked to work they had undertaken in the class. However, their language skills were insufficient to use the computers independently and they needed considerable support. In Year 2, pupils were able to use software to design a model of a town. They could log on, select the correct application and use the mouse effectively. They enjoyed working in the computer room, concentrated well and listened to their teachers.
114. Achievement is very good in Years 3 to 6, and pupils are attaining standards that are in line with national expectations by Year 6. Older pupils have created work using word processors, by searching the Internet and using graphical packages. They are able to log on and off their computers independently, save and retrieve work. Pupils with special educational needs and English as an additional language attain similar standards and make similar progress. In Year 3, pupils were searching the Internet to find information about rocks. In Year 4 they were using a painting package to create wrapping-paper designs. In Year 6, they were learning to use aspects of a design program to group and rotate shapes. Attitudes were good. They listened to their teachers carefully, behaved well and sustained interest and concentration. They took turns and helped each other.
115. The teaching of the subject is good in Years 3 to 6, with one excellent lesson being seen. Teachers plan lessons well, with appropriate activities for their pupils. They present information to them clearly, and were able to use the interactive whiteboard, which had only just been installed. This leads to good learning and contributes to the positive attitudes to the subject. Where the teaching was excellent, they were being taught skills in the subject, in science, and information-handling at the same time. They were fascinated by the presentation and were very well-motivated to work in pairs.
116. Provision for ICT has improved significantly recently. A new computer room has been equipped with computers, with an interactive whiteboard and suitable software. Management of the subject is good; there is a subject policy and suitable scheme of work. However, the co-ordinator has no time to undertake essential maintenance tasks so equipment is already suffering from reliability problems. Most teachers are in the process of receiving relevant training to make them competent to teach ICT. The school is in a good position to improve pupils' attainment in this area. There are computers in all classrooms, but some of these are old, and the number across the school is less than the national average. Although there was some use of computers in other subjects, this is not sufficient to help to improve standards in those subjects. In view of the short time since the computer suite has been available, the school has made remarkable progress and pupils are achieving very well.

MUSIC

117. Two lessons in Years 1 and 2 were observed, and evidence was also gained from observations of assemblies and discussions with staff. Standards are in line with those expected nationally by Year 2. The progress of pupils, including those with special educational needs and those with English as an additional language, is satisfactory. Standards have been maintained since the previous inspection.
118. Year 2 pupils sing tunefully, in unison but not with clear diction. They are beginning to appraise music - for example, happy or sad music - and are developing their knowledge of instruments such as the guitar. Year 1 pupils are learning to recognise high and low sounds, sing familiar songs and listen to music such as 'Autumn Leaves'. Teaching is satisfactory, overall, in Years 1 and 2. However, teaching was good in one lesson where the activity linked well to the pupils' level of understanding of pitch; the teacher had good knowledge of the subject and a good relationship with the class.
119. Attainment is below national expectations by Year 6. By the end of Year 6 pupils can recognise how sounds can be combined and played rhythmically. They compose simple notation patterns and perform them satisfactorily; however, this is work of a lower level than expected for the age group. Year 5 pupils are supported by a specialist teacher from the local academy of music. This was not observed but interviews with staff indicate that pupils are working on a class performance using known rhythm patterns, choosing music patterns they have composed and appraising their work as to how they can improve it. Year 3 pupils' attainment was broadly in line with national expectations and above average in one class. These pupils can clap the beat of different types of music, use relevant hand signs when working on pitch patterns such as 'soh-me', sing solo to the class and read simple notation. Year 4 pupils were doing very similar activities with less skill; this repetition of work is a weakness in provision and results in attainment that is below expectation. The school has not maintained standards found at the time of the previous inspection.
120. Teaching in Years 3 to 6 is satisfactory, overall. It was very good in one lesson where the music co-ordinator provided a range of activities, which were sharply focused on the learning objectives and enjoyable. She ensured that all pupils participated, and explained terms through example. Teaching was unsatisfactory in a minority of lessons and aspects of other lessons had shortcomings where staff lacked confidence and subject knowledge. This limited the pupils' learning. There is little teaching of skills and teachers praise pupils' performance as brilliant even when it is mundane or even unsatisfactory; for example, when pupils did not clap in time or follow notational patterns. Even when activities are unchallenging most pupils respond well to music and participate enthusiastically. Some Year 3 pupils are very confident and familiar with a range of musical activities. The quality of teaching is as variable as found at the time of the previous inspection and little has been done to improve this situation.
121. Pupils do not always have an opportunity to listen to music or to sing in assemblies. These are missed opportunities to improve their musical knowledge and skills. The quality of pupils' singing is satisfactory, although some pupils sing well individually or as a class.
122. The management of the subject has weaknesses. The school has no scheme of work. Staff plan to teach a minority of the units of the nationally recommended scheme of work. There is no monitoring of planning and the lack of progression is not addressed. There is no monitoring of teaching and learning. The school has not improved on these weaknesses, also found at the time of the previous inspection. The time allocated to the subject is low. Resources are good and include high quality unpitched and pitched instruments, but these are not used sufficiently. Approximately 30 pupils have individual tuition from visiting tutors in piano, trumpet, violin, tabla and dohl.

PHYSICAL EDUCATION

123. By the end of Years 2 and 6, pupils achieve standards that are average for their age. This represents good improvement since the last inspection when standards in Years 3 to 6 were judged to have been below average. Average standards have been maintained in Years 1 and 2. The school meets requirements by providing swimming for all Year 4 pupils, but does not currently have sufficient data to make a judgement on the standard achieved. This weakness was also identified at the last inspection. Pupils with special educational needs, and those with English as an additional language, achieve standards that are in line with their mainstream colleagues. Across the school, the good attitudes of the pupils and their determination to do their best add significantly to the standards they achieve.
124. Across the school, pupils achieve satisfactorily. In Years 1 and 2, pupils' main achievement in dance is the way in which they move confidently and expressively around the hall to music interpreting different musical rhythms and tempos. They work conscientiously to rehearse their movements and happily perform them to others in the class. In gymnastics, pupils mirror stretching and bending movements by their partners and show balances using different parts of their bodies. In Years 3 to 6, pupils' main achievement in dance is their commitment to their learning and their willingness to try their best. This was seen well in a lesson where pupils were devising sequences of movement to reflect the competitions in the Olympic games. In gymnastics, pupils distinguish between counter balance and counter tension movements.
125. The quality of teaching and pupils' learning are satisfactory. This is broadly similar to the judgement at the last inspection. Where teaching is good, lesson plans show clearly the learning intended in the lesson, and this is shared with pupils. Teachers remind pupils of what they have done before and how the current lesson links in with this and other subjects. Teachers explain activities clearly. All these strengths ensure that pupils understand what is expected of them, and that they are fully involved in the lesson; this improves their learning. Where teaching is unsatisfactory, activities are not well-matched to pupils' abilities, lessons are not timed well and teachers do not develop an effective learning environment in their classes. The effectiveness of teaching was also limited by a serious accommodation difficulty. The effect of a gymnastics lesson in Year 2 was significantly limited by interruptions caused by the hall's use as a major thoroughfare. There was continual movement of pupils, staff and visitors from the school's entrance to the office and as reception children hung up their coats after playtime. This constant interruption limited the effectiveness of the teaching and hampered the pupils' learning. The school has not yet dealt satisfactorily with this shortcoming, which was also identified at the last inspection.
126. Teachers are supported by a brief policy statement, but there are no guidelines to help them to teach the different elements of the subject. The profile of the subject in the school has been lessened for some time because of the lack of a co-ordinator. The present co-ordinator, who has taken over from April 2001, has made a sound start in analysing the subject's strengths and weaknesses. The school follows appropriate commercial schemes of work for gymnastics, dance and games but has an insufficiently clear view of the swimming curriculum, which is provided by instructors at the nearby swimming pool. There is currently no opportunity for the co-ordinator to monitor provision in the subject and there are no agreed procedures for assessing pupils' attainment or monitoring the progress they make. Resources for the subject are satisfactory. Teaching and learning are enhanced by the use of sports teachers from the nearby secondary school. Evidence during the inspection showed that these teachers' expertise and enthusiasm in gymnastics added to the quality of provision for a Year 4 class. Tennis and cricket coaches have also visited the school. However, there are insufficient opportunities for pupils to take part in extra-curricular sports clubs or sports competitions with other schools.

RELIGIOUS EDUCATION

127. It was possible to observe only one lesson in Years 1 and 2, so it is not possible to give a judgement on standards or the quality of teaching by the end of Year 2. However, in the lesson seen the pupils achieved in line with the expectations of the locally agreed programme of work for

Newham schools and teaching was good.

128. By the end of Year 6, the majority of pupils achieve the standards expected in the locally agreed programme of work. This is an improvement the last inspection, when the school was not meeting statutory requirements in religious education, attainment was below the expected standard for pupils in Year 6 and they made unsatisfactory progress. The latter has improved and now pupils make satisfactory progress across the school. However, their progress is restricted because the subject is allocated too short a period of time for it to be studied in sufficient depth.
129. Pupils develop a satisfactory knowledge of the practices of major world religions with an appropriate emphasis given to the study of Christianity. They are acquiring a suitable understanding of similarities and differences among religions. Pupils in Year 6 become familiar with the messages from sacred texts. For example, pupils interpret the message of the Bible as to “obey God”, while the message of the Qur’an being that “you should read the Qur’an and respect everyone”. Pupils write about the Hindu faith, “that good always overcomes evil” and the story of Rama and Sita is used effectively to illustrate this. The recognition and celebration of religious festivals such as harvest, Christmas and Easter from the Christian calendar and Eid, Diwali and the Chinese New Year make a positive contribution to the pupils’ learning. Pupils of all ages, including those who have special educational needs and those for whom English is an additional language, make satisfactory progress in religious, moral and social understanding. Pupils’ work reflects satisfactory progress in developing positive attitudes towards relationships and values; for example, through reflecting on the influence of role models in their own lives. This is an improvement since the last inspection when it was judged that there was little evidence of new learning taking place.
130. Overall, the quality of teaching is satisfactory. It ranges from satisfactory to very good. The best teaching is characterised by secure subject knowledge that is effectively communicated to pupils and enlarges their understanding. Teachers make skilful use of questioning to encourage the pupils to think about what is being discussed. Stimulating resources help the pupils to remain focused on a topic, which results in their being well-behaved and attentive during lessons. They listen well to the discussions and the contributions of others. Teachers use the end of each lesson well to review what has been learnt and to assess the progress that has been made. The themes planned for collective worship and the lessons planned for PSHE reinforce successfully the pupils’ understanding and their spiritual, social and moral development, and make a good contribution to religious education. Pupils’ individual needs are met and the teachers’ caring approach builds up pupils’ confidence and self-esteem. The teaching of religious education contributes to pupils’ literacy skills; for example, through writing poems in Year 4 about Diwali.
131. The subject is suitably managed. Teachers in the same year group plan well together. The school has developed a scheme of work to support the teachers’ planning and to ensure that pupils build on what they know and can do as they move from year to year. This scheme takes appropriate account of the locally agreed programme of work for Newham schools. The school is very well resourced with books and artefacts from different religious faiths and cultures. These are good improvements since the last inspection, when the subject was without a scheme of work and resources did not reflect the different religions and cultures represented in the school. No opportunities have been provided to observe teaching or for teachers to observe good practice so that they can improve their own knowledge and expertise. This has been identified appropriately as an area for improvement in the subject action plan. ICT is not sufficiently used to support religious education.