

INSPECTION REPORT

COPPERMILL PRIMARY SCHOOL

Walthamstow

LEA area: Waltham Forest

Unique reference number: 103078

Headteacher: Mrs A Savva

Reporting inspector: John Woodcock
1624

Dates of inspection: 17th – 20th January 2000

Inspection number: 192489

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Edward Road Walthamstow London
Postcode:	E17 6PB
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Y Raychal
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Woodcock	Registered inspector	Science Information technology Physical education	How high are standards? How well are pupils taught? What should the school do to improve further?
Yair Salasnik	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Abul Maula	Team inspector	Art Geography Religious education English as an additional language Equal opportunities	
Margaret Sandercock	Team inspector	English Under fives Special educational needs	How good are the curricular and other opportunities offered to pupils?
Gerald Slamon	Team inspector	Mathematics Design and technology History Music	How well is the school led and managed?

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Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a community primary school for boys and girls aged 3 to 11. It has 196 full-time pupils and 40 part-time pupils in its nursery unit and serves an increasingly disadvantaged community. Taken together, pupils' attainments on entry are below those found nationally. Over 25 per cent of pupils are entitled to free school meals; this is slightly above the national average. Seventy-two pupils have special educational needs, a figure higher than the national average. Nearly 60 per cent of its pupils come from minority ethnic backgrounds (mainly African-Caribbean and Pakistani), a figure well above the national average. Over one-third have English as an additional language; this is high.

HOW GOOD THE SCHOOL IS

Coppermill Primary School has experienced considerable difficulties in the leadership and management of the school, high staff turnover, high pupil mobility in some year groups and an increasing number of pupils in the early stages of learning to speak English as an additional language during the last three years. Pupils' attainment has varied significantly from year to year from being well above average to well below average in alternate years and the school was not effective in maintaining consistency in standards. However, since the return of the headteacher from maternity leave and the formation of the new governing body the situation is rapidly improving. Inspection evidence shows that by the age of 11, pupils are achieving average or better standards and their attitudes to work are good. The quality of teaching that these pupils receive is good. Good provision is made for the school's ethnically diverse community. The headteacher, governors and staff are working together effectively to improve the school and raise standards. It provides satisfactory value for money.

What the school does well

- Teaching is good in six out of ten lessons and very good or excellent in two out of ten lessons.
- Teaching is consistently good in Year 5 and often very good in the Reception, Year 4 and 6 classes.
- Teaching of pupils with special educational needs is very good in Key Stage 2.
- Provision for and the progress of pupils with English as an additional language is good.
- Pupils' cultural development is very good.
- The monitoring of pupils' academic progress and personal development is very good.
- Procedures for monitoring and promoting good behaviour are very good.
- The relationships with partner institutions are very good.
- The leadership and management of the headteacher and key staff are very good.

What could be improved

- Pupils' attainment in some aspects of information technology are unsatisfactory and statutory requirements are not met.
- The wide variations in pupils' attainment in English, mathematics and science in different year groups.
- The recruitment and retention of good quality staff.
- Communication with parents about pupils' achievements and the work of the school.
- The effectiveness of the governing body in shaping the direction of the school and fulfilling its statutory duties.
- Pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1996, the school has passed through a very difficult period in its history. The school has made good progress in addressing the issues from the previous inspection. The use of information technology across the school to enhance teaching and learning is progressing well but not all aspects of the subject are being taught. The history curriculum is now

planned well and resources have been improved to help pupils develop their skills in interpreting historical evidence. Standards in English, mathematics and science have varied widely from being well above average to well below average. When pupils have received consistency in teaching, standards have improved but when they have been taught by temporary teachers standards have declined. The 1999 National curriculum test results are significantly lower in English, mathematics and science in both key stages than at the previous inspection. Inspection evidence shows an improving trend with standards being average or better in English, mathematics and science at the end of Key Stage 2.

STANDARDS

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

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

This table shows the average points scores by pupils in National Curriculum tests. Standards are well below average in English, mathematics and science; these are in the lowest 5 per cent nationally and well below average when compared with similar schools. However, inspection evidence indicates that by the age of eleven, standards are average or better in English, mathematics and science; this is an improvement on last year's results.

Since the last inspection, standards have improved in some aspects of information technology but overall are unsatisfactory in both key stages. In Key Stage 2, standards in design and technology, geography, history, music and physical education are good; this is an improvement since the last inspection. Pupils learning to speak English as an additional language make slower progress than others, but by the age of eleven, are achieving higher standards than their peers in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils are eager to learn, are interested and involved in their work. They are responsive and responsible and show good attitudes in all they do.
Behaviour, in and out of classrooms	The majority of pupils behave well in lessons and about the school. There is no oppressive behaviour, including bullying, sexism and racism. However, in some classes, a significant minority of pupils shows inappropriate behaviour that disrupts the learning of others.
Personal development and relationships	Personal development is good overall. Older pupils have good opportunities to take on extra responsibilities. Overall, there are very good relationships between pupils and adults. The majority of pupils show high regard for the feelings, values and beliefs of others. However, some pupils do not understand the impact of their actions on others.
Attendance	Attendance rates are improving slowly and pupils enjoy coming to school. However, unauthorised absence is above the national average.

Overall, pupils' attitudes, behaviour, personal development and relationships are good. Older pupils

have a mature recognition of their responsibilities and are particularly keen to set a good example by achieving high standards in their work. However, some younger pupils are unaware of the impact of their inappropriate behaviour on others.

TEACHING AND LEARNING

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

The teaching of English, including reading and writing and mathematics is satisfactory in Key Stage 1 and good in Key Stage 2. The teaching of literacy and numeracy skills is particularly good in Years 4, 5 and 6. Examples of good teaching were seen in most subjects. Teaching is often very good in investigative science, composing in music, games skills in physical education and pupils' historical knowledge, particularly in Year 6. In the nursery, the teaching of the creative and physical areas of learning experiences are good. In both key stages, the teaching of information technology is unsatisfactory. The teaching of pupils with special educational needs is good in Key Stage 1; it is often very good or excellent in Key Stage 2. The teaching of pupils with English as an additional language is good.

Overall, teaching is satisfactory in 92 per cent of lessons. It is good in 60 per cent and very good or excellent in 20 per cent, but is unsatisfactory in 8 per cent of lessons. The majority of teachers have good subject knowledge, high expectations, plan lessons well and use additional support staff effectively. This helps improve the pace and quality of the work produced and the knowledge, skills and understanding of the pupils, particularly in Key Stage 2. When teaching is unsatisfactory, the management of pupils is unsatisfactory and lessons are not planned and organised well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant and caters well for the wide range of pupils' interests and abilities. Relationships with partner institutions are very good. At present, the school does not meet all the requirements for teaching information technology because of changes in staffing and loss of expertise and, therefore, overall, the curriculum is unsatisfactory.
Provision for pupils with special educational needs	Work designed especially for them enables pupils with special educational needs to make good progress. The provision and quality of support for groups withdrawn from class lessons is of high quality. Good emphasis is given to literacy and numeracy.
Provision for pupils with English as an additional language	Good provision is made for pupils with English as an additional language, particularly those at an early stage of learning to speak English. Bilingual assistants in this work give good support. Pupils make good progress in Key Stage 1 and very good progress in Key Stage 2.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is good. Provision for moral and social are good and cultural development is very good. Sound provision is made for spiritual development.
How well the school cares for its pupils	The school cares well for its pupils. The monitoring and support for their academic progress is very good. The procedures for monitoring and promoting good behaviour and eliminating gender bias and racism are very good.

The quality of the partnership with parents has deteriorated since the last inspection and a significant number of parents are very dissatisfied with the school. The headteacher and governing body are

aware of this and are taking action to improve the situation.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff give very good leadership to the school. They have a clear sense of purpose and the procedures for monitoring and improving teaching and learning are very good.
How well the governors fulfil their responsibilities	The governing body has not been effective in the past in monitoring the school's performance and meeting its statutory requirements. However, the newly appointed governing body has clear systems in place, shares the headteacher's vision of the future direction of the school, is committed and is taking effective action to bring about school improvement.
The school's evaluation of its performance	The evaluation of its performance is very good. Assessment information is analysed well and used effectively to target support to areas of weakness. The school is fully aware of what works well and why.
The strategic use of resources	Good financial planning supports educational developments. Specific grants are used well to enhance provision and good value for money is achieved for all financial transactions.

Overall, staffing, accommodation and learning resources are satisfactory. However, some classes work in cramped conditions in some classrooms for whole class teaching. Arrangements for the professional development of staff are very good. Although there are sufficient numbers of teachers, the recent high turnover of staff has meant that the progress made by pupils in some classes has been adversely affected. The strength of the leadership and management of the school is the commitment to improvement and to raise standards consistently. The financial control and administration of the school are good and the school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most teaching is good, particularly by the permanent staff. • The provision in the nursery and the work undertaken by the educational visitor. • The majority of pupils behave well and have good attitudes to learning. • Support for pupils with English as an additional language. • The calm atmosphere of the school. • Pupils enjoy going to school. 	<ul style="list-style-type: none"> • The leadership and management of the school. • The work of the governing body. • Communication with the school. • Better recruitment and retention of teachers. • Pupils' behaviour in some classes. • The consistent setting of homework. • Extra-curricular provision.

Overall, inspection judgements support parents' positive views of the school. Eighty per cent of parents are happy with the school but 20 per cent have significant concerns. The recruitment and retention of good quality staff have been and continue to be a persisting problem. The governing body has not been effective during the last two years and has not met its statutory requirements and communications with parents have been unsatisfactory but appropriate action is being taken to remedy these shortcomings. The leadership and management of the school has not been effective during the last year as a result of the headteacher's absence due to maternity leave, changes in the senior management team and the provision of a temporary headteacher during the summer term. However, the headteacher, and key members of staff are committed to re-introduced many of the previously successful ways of working in order to raise standards. The school is aware of the unsatisfactory behaviour of some pupils and is taking effective steps to improve the situation. The homework timetable has been re-introduced and the provision for extra-curricular activities is being

improved. The school is now receiving good leadership and management and standards are improving rapidly, particularly for older pupils in Key Stage 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The 1999 National Curriculum test results for pupils aged eleven show that standards are well below average in English, mathematics and science; these are in the lowest 5 per cent nationally and well below average when compared with similar schools. Inspection evidence indicates that by the age of eleven, standards are average or better in English, mathematics and science; this is an improvement on last year's results. By the age of seven, results show that standards are below average in reading and writing, and well below average in mathematics and science. When compared with similar schools, standards are average in reading and writing but well below average in mathematics. Inspection evidence indicates that standards are broadly average in English, but below average in mathematics and science; this is similar to last year's results for English but an improvement in mathematics and science.
2. Trends over time show wide fluctuations in pupils' attainment since the last inspection from well above average to well below average in both age groups. These variations reflect the inconsistencies in the leadership and management of the subjects, the significant changes in teacher personnel over this period, increasing numbers of pupils learning to speak English as an additional language and high numbers of pupils joining or leaving the school. However, there is good evidence of improving standards since the return of the headteacher from maternity leave and the strengthening of the senior management team. The rigorous monitoring of teaching and learning, the tracking of pupils' progress and improved staff training is helping to raise standards. The introduction of the national literacy and numeracy strategies is having a positive effect on pupils' progress. The very good analysis of test results is helping to provide pupils with additional good quality support. The introduction of personal targets has motivated pupils, and their books show improvements in the quantity and quality of their work, particularly in Year 6.
3. The school has set realistic and challenging targets for each year group, particularly in Key Stage 2. The school expects attainment in English and mathematics to be below or broadly in line with national expectations in Key Stage 1. Inspection evidence indicates that the school will do well to achieve these targets this year but in the following year it should achieve its objectives.
4. In Key Stage 2, the targets set cover the next three years, including the present Year 6 pupils. They do reflect variations between year groups, particularly those with more than expected numbers of pupils with special educational needs and English as an additional language. However, the teachers expect standards to improve and that by the age of eleven, the majority of pupils will be in line with national expectations in English, mathematics and science. It is expected that a significant number will achieve higher standards in the current Year 6 and Year 4, and possibly Year 5 in these subjects. However, Year 3 pupils may achieve below this level if present trends continue. Inspection evidence confirms this realistic appraisal of pupils' performance. However, pupils' progress is steadily improving in Key Stage 1 and rapidly improving in Key Stage 2 and the school may achieve the more challenging targets set before expected, provided the high level of staff turnover can be reduced.
5. Since the last inspection, standards have improved in some aspects of information technology but overall are unsatisfactory in both key stages. In Key Stage 2, standards in design and technology, geography, history, music and physical education are good; this is an improvement since the last inspection. In this key stage, there are particular strengths in investigative science, composing in music, games skills in physical education and pupils' historical knowledge. By the age of five, almost all children are improving across the range of their work, particularly in the reception class. However, progress is slower than expected in the development of literacy and numeracy skills because many pupils are in the early stages of learning to speak English as an additional language. Inspection evidence indicates, and the analysis of test results show, that by the age of eleven, these children are achieving higher

- standards than their peers.
6. By the age of seven, pupils' attainment in English is broadly in line with national averages but below average in mathematics and science; however, most pupils make satisfactory progress. Pupils with special educational needs and those with English as an additional language make good progress but find sentence writing difficult. The majority of pupils are beginning to talk about books and their authors. They read simple texts and are improving their phonic skills to tackle unfamiliar words. Pupils are improving the writing of imaginative stories using appropriate punctuation and correct spelling. Counting skills are secure for higher and middle attaining pupils and their recall of number facts is improving. They have a sound knowledge and understanding of two and three-dimensional geometric shapes. Pupils show gains in measuring using standard and non-standard units. Progress in handling data is satisfactory. The pupils' progress in developing the skills of using and applying their mathematical knowledge to solve problems is less than satisfactory. In science, pupils are improving their observational skills. They make good progress in improving their knowledge and understanding of scientific forces. Pupils can describe the similarities and differences between materials and have an appropriate knowledge of living things.
 7. In Key Stage 1, attainment and progress in satisfactory art, design and technology, geography, history, music, physical education and religious education but unsatisfactory in information technology. By the age of seven, pupils are able to work practically with a variety of media to express themselves and represent the images they see. In design and technology, pupils are improving their making skills and knowledge of the designing process. Their geographical knowledge and skills are appropriate. Pupils' knowledge of history is sound and they are beginning to develop the skills to find out about the past. In information technology, most pupils are developing appropriate keyboard and mouse skills but their knowledge of controlling, modelling and monitoring technology is unsatisfactory. In physical education, pupils are able to link movements in gymnastics and show improvements in their games skills. In music, pupils are able to sing a range of songs tunefully and listening, composing and appraising skills are developing well. Most pupils show an awareness of religious celebrations and their meaning for different faith groups.
 8. By the end of Key Stage 2, pupils build on their prior attainments and make good progress in English, mathematics and science. By the age of 11, most pupils are developing a wider vocabulary and improving discussion skills. Nearly all pupils make good progress in reading. Higher attainers write skilfully, express their thoughts clearly and their work is presented well. Pupils make good progress in developing their ideas for writing for a range of different purposes. The construction of sentences is usually grammatically correct. Most pupils show an improving vocabulary and spell with increasing accuracy. Most pupils are developing appropriate library skills. Pupils with English as an additional language make very good progress and achieve higher standards than their peers. In mathematics, pupils are developing an appropriate knowledge of shape, space and measures and are beginning to apply their knowledge in a range of situations. In number, the majority of pupils have a good understanding of number patterns and relationships. They are improving their knowledge of multiples, factors and squares. Higher attaining pupils show gains in their mental agility to calculate increasingly complex sums. They show very good gains in the skills of drawing graphs and handling data. Pupils can use and apply their understanding of mathematics, particularly numeracy skills, in other subjects. In science, pupils are developing good knowledge and understanding of forces and magnetism. They have good knowledge about living things and relationships between different species. Pupils' knowledge and understanding of materials and their properties vary with the topic being studied, but progress is good. Most pupils are improving their experimental and investigative skills and standards are good. Higher attainers and pupils with English as an additional language make very good progress.
 9. In Key Stage 2, attainment and progress in design and technology, geography, history and physical education are good. Attainment in art and religious education is satisfactory but is unsatisfactory in information technology. By the age of 11, pupils can use their art skills to emulate some of the styles of famous painters. Higher attaining pupils are learning to improve their work through planning and sketching and make rapid progress. In design and technology, the pupils are able to create designs and build structures and moving models using appropriate materials. They show an increasing ability to disassemble artefacts to see how they work. In

physical education, pupils' games skills are improving particularly higher attainers who make rapid progress and achieve very high levels of skill. In gymnastics they can create sequences of movement, improve and refine their performance. Pupils are learning to swim successfully. In dance, pupils who participate in extra-curricular activities achieve good standards of performance. In geography, standards are sound but pupils with English as an additional language make very good progress and achieve higher standards than others. The majority of pupils can read maps and are able to identify important feature, particularly in the local area. The majority of pupils have good historical knowledge, particularly of local history and an increasing understanding of chronology. Pupils speak and write with authority about Black history and their insights enhance tolerance and respect for others in this multi-cultural school. Overall, progress in information technology is unsatisfactory. Pupils are developing good keyboard and word processing skills but their skills in using controlling, monitoring and modelling technology are unsatisfactory. Progress in music is good and pupils achieve good standards in performing and composing. In religious education, pupils have a good knowledge and understanding of other faith groups and are skilled at sharing their beliefs and traditions within this culturally diverse community.

10. In both key stages, pupils on the special needs register are supported well and make good progress in Key Stage 1 and very good progress in Key Stage 2. Throughout the school, carefully prepared individual education plans with precise learning targets are used well by teachers to set appropriate challenges. There are clear procedures for monitoring their progress as they move between stages of the special needs register. Support staff are well aware of these targets and encourage pupils to work carefully and precisely. This represents good provision and contributes strongly to pupils' progress.

Pupils' attitudes, values and personal development

11. Overall, pupils' attitudes, values and personal development are good. This is similar to the outcomes of the last inspection report. The majority of pupils display positive attitudes towards the school. A particular strength of the school is that pupils respect the values and beliefs of each other, such as demonstrated well in an assembly held to mark the Eid festival. In most lessons and around the school, pupils are enthusiastic and behave well. They show consideration for each other and have good relations with adults. A good example of this was seen in the genuine applause given by classmates to a pupil with special education needs on successfully achieving an assignment. There are no incidences of oppressive behaviour, including bullying, sexism or racism. Year 6 pupils set a particularly good example to other pupils and have a mature recognition of their responsibility within the school community, such as achieving high standards in their work. Pupils, who are information technology monitors, enjoy the responsibility for preparing the computers for work each day. Higher attaining pupils are keen to share their computer expertise and show initiative when working with teachers, particularly during after-school activities.
12. In both key stages, pupils' behaviour is good overall. Children under five have good attitudes to learning and behave well. However, some Year 2 pupils are unaware of the impact of inappropriate behaviour on the learning of others, for example when a significant minority of them show a lack of self-discipline and social skills. In Year 3, unsatisfactory behaviour is a result of lack of planning and classroom organisation by the teachers. In both these classes, pupils have lacked a regular teacher and at the time of the inspection, the two new teachers are beginning to address these issues. Eleven pupils were excluded, mainly for anti-social behaviour, over the past year; this is above average. The school is aware of these issues and is providing additional support to help pupils improve their social skills. Teachers are being supported well to improve their planning. Overall, attendance is unsatisfactory. Although attendance shows improvements over the last few years, the rate of increase is slower than expected. Attendance is adversely affected by some pupils' extended holidays to visit families in other countries. However, pupils enjoy coming to school and are punctual.

HOW WELL ARE PUPILS TAUGHT?

13. Overall, teaching is satisfactory in Key Stage 1 and in the nursery; it is good in Key Stage 2. The teaching of English, including reading and writing and mathematics is satisfactory in Key

Stage 1 (5-7 year olds) and good in Key Stage 2 (7-11 year olds). In both key stages, good attention is given to teaching literacy and numeracy skills; teaching is particularly good in Years 4, 5 and 6. In Key Stage 1, teaching is good in religious education, art and history; it is satisfactory in science, design and technology, geography, music and physical education. In Key Stage 2, teaching is good in science, religious education, art, design and technology, history, music and physical education; it is satisfactory in geography. Teaching is often very good in investigative science, composing in music, games skills in physical education and pupils' historical knowledge, particularly in Year 6. In the nursery, the teaching of the creative and physical areas of learning experiences is good. In both key stages, the teaching of information technology is unsatisfactory overall; it is good in communicating and handling data but unsatisfactory in controlling, monitoring and modelling and statutory requirements are not met.

14. Overall, teaching is satisfactory in the nursery. Teaching is often very good in one out of three lessons in the reception class; it is good in Year 1 but unsatisfactory in Year 2. Overall, teaching is good in Year 5, and often very good or excellent in one in three lessons in Years 4 and 6 but is unsatisfactory in Year 3. However, in Year 2, the new teacher is working hard to improve pupils' behaviour in a class that has experienced several teachers during the last year. Good support is being provided by the senior management team to help improve the situation. In Year 3, the new teacher is working hard to improve the planning of work and organisation of the class which has experienced different teachers during the previous twelve months.
15. The school makes good provision to meet the needs of all pupils. Teachers carefully monitor and track pupils' progress and, when difficulties are identified, additional targeted support is quickly organised by the headteacher and deputy headteacher. The teaching of pupils with special educational needs is good in Key Stage 1; it is very good and often excellent in Key Stage 2. The provision and teaching for pupils with English as an additional language is good; effective support is provided by bilingual assistants; these pupils make good progress in Key Stage 1 and very good progress in Key Stage 2.
16. Overall, teaching is satisfactory in 92 per cent of lessons. It is good in 60 per cent and very good or excellent in 20 per cent, but is unsatisfactory in 8 per cent of lessons. The majority of teachers have good subject knowledge, high expectations, plan lessons well and use additional support staff effectively. This helps improve the pace and quality of the work produced and the knowledge, skills and understanding of the pupils, particularly in Key Stage 2. When teaching is unsatisfactory lessons are not planned and organised sufficiently well, for example in Year 3.
17. In the best lessons, teachers are committed and work hard, providing effective teaching for their pupils. They are confident and frequently enthuse their pupils, for example in a science lesson on magnetism in Year 6 where progress was very good. Most lessons are planned thoroughly and carefully with clearly identified learning objectives that are shared with the pupils. Teachers find interest and challenging ways of presenting work such as in the reception class and Year 5. This contributes well to the improving standards and good progress made in English and is a significant feature of the literacy hours in most classes. When teachers have high expectations and demonstrate well the skills to be learned, the rate of progress increases, for example in a physical education lesson when Years 5 and 6 pupils acquired new hockey skills and developed a good understanding of team games. Teachers' good knowledge and understanding of the National Curriculum is used to inspire pupils and progress is very good, such as in a mathematics lesson in Year 4 during the numeracy hour. However, teachers' knowledge of controlling, modelling and monitoring technology is unsatisfactory.
18. Teachers make good use of a suitable range of teaching methods such as in a music lesson for all pupils in Key Stage 2. The two teachers shared their expertise well and pupils understood what they are doing, how well they had done and how they can improve. This is particularly important for pupils with English as an additional language who in addition to learning to sing tunefully made very good progress in improving their speaking and listening skills. The majority of teachers plan lessons well and share the learning objectives with the pupils. Teachers make effective use of group work and individual support when working with pupils with special educational needs, particularly older pupils in Key Stage 2 who made very good progress as a result of the excellent teaching. They are particularly skilled in questioning pupils

to challenge and extend their thinking, such as in geography lesson in Year 5 about the local environment. Pupils applied themselves well to the tasks set and made good progress in understanding the issues concerning the appropriate use of the local playing fields and nature reserves. When teaching is highly focused on developing skills and lessons are of brisk pace, pupils' progress is very good, for example in an excellent music lesson in Year 1. Pupils improved their performing and composing skills rapidly and the quality of work is of a high standard. Teachers ensure that pupils are given sufficient time for consolidation, particularly when teaching reading to pupils with special educational needs and English as an additional language. These pupils are provided with good support from bi-lingual staff and the special needs coordinator and make good progress in Key Stage 1 and very good progress in Key Stage 2.

19. Teachers use assessment information well in English, mathematics and science to help pupils overcome difficulties. They give sensitive and constructive comments to help pupils improve. Teachers set with the pupils, achievable and often challenging targets to assist this process and in many classes provide good quality additional support and pupils increase their rate of progress. The majority of teachers use time and resources well and use information technology appropriately to support work in other subjects, for example in art and science.
20. Teachers manage pupils well, particularly in the reception class and in Years 4 and 6. This helps them apply intellectual, physical and creative effort in their work, for example, in art in the reception class, physical education in Year 4 and in mathematics in Year 6. Homework is used well to support learning in Years 4, 5 and 6. When teaching is less effective, the planning of lessons and classroom organisation is unsatisfactory such as in some Year 3 lessons. The management of pupils' behaviour is unsatisfactory in Year 2. However, the new teachers in these classes are working hard to improve the situation and are receiving good support from the headteacher and senior management team.
21. The teaching for pupils with special educational needs is good at Key Stage 1 and very good at Key Stage 2, with one excellent group lesson seen. Teaching is characterised by very good relationships between support staff and pupils who work hard on challenging and interesting tasks. Individual education plans have clear, concise targets, which are shared with pupils and reviewed regularly. Teaching is particularly well focused on specific needs when pupils are withdrawn from other lessons. Very good management of both pupils and resources ensures good learning. An excellent lesson was seen when two pupils from Years 2 and 5 were working together, using photographs of pupils from the school showing various moods of behaviour. Both pupils worked extremely well and co-operated on the task, discussing suitable words to describe facial expressions and complimenting each other on neat writing and good sentences. This engendered a good level of self-esteem in both and contributed very positively to the high quality learning which took place. A very good feature of the teaching provision for pupils with special educational needs is the 'Hello' book, in which pupils write letters to their teacher, and the teacher replies, encouraging responses to questions. Communication between teachers and support staff is effective and this enhances the pupils' progress.
22. The teaching of pupils with English as an additional language is effective and pupils make good progress in Key Stage 1 and very good progress in Key Stage 2. All teachers are aware of the importance of pupils understanding what they are doing, how well they have done and how they can improve. The work of bi-lingual support staff and visiting specialist teachers in helping these pupils acquire language is good. Class teachers plan work well to enable these pupils to participate fully in lessons. They provide an appropriate range of bi-lingual text to help when it is appropriate. Pupils respond well to their teachers and are keen to learn. In Key Stage 2, older and more confident pupils work briskly and produce good quality work.

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

23. The previous inspection report judged the curriculum provided as broad and balanced. The Code of Practice relating to pupils with special educational needs was implemented fully and there was good coverage of the curriculum for children under five. However, it identified as key issues the need to review the organisation and teaching of history and information technology. These have improved, but the recent loss of teacher expertise in information technology means that statutory requirements for teaching the subject are not met. Although the curriculum has strengths it is, overall, unsatisfactory. All pupils have equal opportunities and access to the curriculum, particularly pupils with special educational needs and those who have English as an additional language.
24. The curriculum provided for pupils with special educational needs has improved and is now good, with satisfactory provision for under fives and some very good or excellent provision at Key Stage 2. The Code of Practice regulations are met fully and targets for pupils are very concise, showing greater detail than is evident in many other schools. Pupils enjoy a full and varied curriculum, adapted to their needs particularly when pupils are withdrawn for additional support; the tasks set are very challenging. Provision for formal interviews and regular contacts with parents are good and contribute to the very good progress made by pupils by the end of Key Stage 2. A particular strength of provision for pupils with special educational needs is the '3 o'clock club' which supports pupils in Key Stage 2 with identified behaviour problems and low self-esteem. Excellent individual support is provided. For example, a Year 6 pupil was encouraged to think about what he found difficult in school and how he used to react and how, over the last year, he had managed to change his behaviour. With the teacher, he shared his reflections about improvements with humour and pride.
25. Pre-school links are good. They are promoted well by the school's educational visitor, who runs the toy library as part of the service to pre-school and parents of younger children. The curriculum for children under five provides a satisfactory range of activities, although targets for children's learning are sometimes unclear. Planning lacks succinct reference to the Desirable Outcomes for Children's Learning. Pace and challenge is lacking in some elements of the areas of learning. For example, in mathematics, although satisfactory in presenting opportunities to learn about shape and pattern, provision is weak in teaching children to count and to recognise large numbers. There is little development of children's mathematical understanding to solve practical problems involving use of addition and subtraction.
26. The school continues to provide a wide and varied curriculum for pupils between the ages of five and eleven, which is enriched by extra-curricular activities. The governing body has a good plan to keep a careful eye on the balance and development of the curriculum. Non-contact time is allocated to allow coordinators to check teachers' planning and monitor the quality of teaching in their subjects and opportunities are given to discuss their findings with colleagues. The development of history at Key Stage 1 is now satisfactory and provision in the subject is good in Key Stage 2. The weakness in design and technology has been appropriately addressed and attainment by the end of Key Stage 2 is good. There is still a weakness in provision for information technology at both key stages, with no opportunities provided for pupils to study the patterns and relationships obtained from models or simulations. The provision for music has improved since the last inspection and music in Key Stage 2 is now a strength of the school.
27. There are good links between Year 6 teachers and the secondary school, which contributes to the smooth transition for pupils. The school provides good work experience for secondary pupils. Links with the community are strong. The school has established a positive relationship with the Thames Water Authority, which makes a financial contribution, as well as providing a suitable venue for visits related to their science work. There are strong study links with the University of North London, which is working with the school in interpreting some documents for parents. Senior citizens are positively involved in the school, contributing to school activities on a regular basis.
28. The school has successfully introduced the national strategies for teaching numeracy and literacy from the reception class to Year 6. Pupils use their literacy and numeracy skills well

across the whole curriculum. The literacy strategy gives a good structure for teaching and ensures that learning is in line with national expectations in lessons. However, the behaviour of a significant minority of pupils in Year 2 and Year 3 does not allow equality of opportunity for learning in numeracy lessons and standards in these lessons are below what should be achieved.

29. The school meets statutory requirements in most areas of the curriculum, including the provision of religious education in accordance with the locally agreed syllabus. However, it fails to do so in information technology, where there is no provision for control, modelling and monitoring technology. The governors monitor carefully that sex education is appropriately taught and that the school nurse is positively and usefully involved. The Community Police Officer takes part in the school's drugs awareness programme, which is taught through the programme of personal, social and health education. A visiting drama group supports this work and their message is remembered well by Year 6 pupils. Although there is no formal policy for drugs awareness in place now, governors have included this in the new school development plan.
30. The school has a good homework policy, which helps create opportunities for all pupils to extend and consolidate their learning with support from their parents at home. The youngest children in nursery take home reading books, many of which have bi-lingual text to support pupils with English as an additional language; this helps consolidate their learning. The amount and variety of work increases as pupils move through the school. Homework books are kept neatly and carefully and most are marked regularly. The governors' policy for homework encourages parents and carers to discuss any problems with teachers and homework books are often effectively used for this purpose. A homework club, which restarted during the time of inspection, supports pupils who want to do homework at school. However, last year, with the high turnover of teachers, parents were concerned about the lack of consistency in the setting of homework. Inspection evidence indicates that homework is used well to support learning, particularly in Years 4, 5 and 6.
31. An appropriate range of extra-curricular activities is provided, covering sporting and musical activities, although at the time of inspection not all clubs had started. A strength of the school is its use of outside specialists to enhance dance, games and music, both in and out of school time. The dance club, Streetz Ahead is particularly noteworthy, having performed at Hackney Empire, increasing pupils' confidence and performance in the expressive use of music. However, last year with the high turnover of teachers, parents were concerned about the lack of provision.
32. Provision for pupils' personal development, including the spiritual, moral, social and cultural development, is good. Provision for cultural development is very good and a strength of the school. At the time of the last inspection, the school gave high priority to the spiritual, moral, social and cultural development of pupils, planning thoroughly for the needs of the diversely ethnic community, and this is still the case. From nursery through to Year 6, displays and assemblies celebrate the cultural and ethnic diversity of the school and pupils show and discuss both their work and the many multi-cultural artefacts on display with pride.
33. Religious education makes a strong contribution to pupils' spiritual development, which is sound overall. Collective acts of worship are usually interesting and relevant, giving rise to questions which require careful thought. However, pupils are not always encouraged to recognise a Supreme Being in their quiet time for reflection. Pupils contribute confidently and thoughtfully, openly expressing their views. For example, an assembly for Eid clearly outlined the spiritual beliefs of Muslims and all pupils listened attentively. One pupil said he has to think carefully during Ramadan and not to talk about food as his Muslim friend is fasting. Such diversity of life styles and beliefs gives many opportunities to consider different ways of life and the collective act of worship is used positively to promote good relations within school. Opportunities, particularly in class assemblies, are too brief for pupils to reflect upon their personal beliefs in the light of what has been said. However, pupils usually have such opportunities for reflection in their music lessons and in the '3 o'clock club', where they are strongly encouraged to reflect upon their actions. Few opportunities are provided for the development of this work in other subjects. Learning resources for spiritual development are good.

34. Provision for pupils' moral development is good. Pupils are able to distinguish between right and wrong. They are well aware of the rules they must observe and why, for example one Year 5 pupil stating clearly, 'You've got to have rules to make school fair.' Through the '3 o'clock club', those with behaviour problems in Key Stage 2 are positively encouraged to consider the effects of their actions on others. In this very diverse school community, pupils display great respect and consideration in their dealings with others. All are very clear about the school's 'tell, tell, tell' policy for any wrongs which have happened or any bullying or unfairness. A mixed race group of Year 3 pupils had no doubt about adults being in school to help sort out problems and stated very confidently, 'if nobody else can sort it out, the headteacher will.' Pupils recognise that 'golden time', which is a reward for good conduct, and sanctions like verbal warnings, are fair and these act as an incentive for the vast majority, who respond appropriately.
35. Provision for social development is good. Throughout the school, equipment and books are used carefully and shared fairly, and pupils respect the school surroundings. Strong role models and good teamwork amongst teachers and support staff promote good relationships between adults and pupils, which are warm and friendly. Pupils relate very well to each other. Pupils with special educational needs display this positive quality particularly well. For example, a Year 5 boy, who has a particular physical need, says he is well accepted by others, who are tolerant of his difficulties, and any problems that he has are quickly sorted out by teachers. Older pupils are encouraged to share in the smooth daily running of the school, acting as monitors for tasks like looking after the music for assembly and acting as computer monitors. The school provides many opportunities for pupils to work together in small groups and relationships within these are usually good. However, a small but significant minority of pupils in Year 2 does not respond to the school's high expectations and their social development is unsatisfactory. They do not adopt appropriate classroom rules and behaviour, which allow all pupils to work together successfully, and they spoil the learning opportunities of others.
36. Provision for cultural development is very good. The rich diversity of cultures evident in school plays a positive part in enhancing this aspect of school life. Each pupil's contribution is highly valued and there is a great sense of pride in sharing the customs and beliefs of all nationalities. In art, music, and religious education and in the curriculum for under fives, pupils are introduced to their own cultural heritage and given positive opportunities to study other faiths and cultures. For example, children under five have contributed to the whole school celebration of Eid by printing lovely patterns in Eid colours. Effective use is made of examples of music and artefacts from around the world in assemblies, lessons, displays of work and in dance club. The Black History project, which included assemblies and quizzes, has given very good insight into history from other cultures and helps the history curriculum have a positive impact on pupils' cultural development. Visits to local places of interest and places further afield positively enhance the quality of pupils' learning, for example educational visits to the marshes, Epping Forest and the Science Museum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Overall, the care of pupils is good; its procedures for monitoring and supporting academic progress, good behaviour and eliminating oppressive behaviour are very good. This is an improvement on the last inspection report. The school has good procedures for looking after pupils' welfare, health and safety, including child protection. The behaviour policies, including the anti-bullying, provide positive advice for staff and challenge pupils to think about the consequences of their actions and are very good. These are monitored very well and any inappropriate behaviour is dealt with effectively. The majority of pupils understand well the systems for rewarding good behaviour, attendance and punctuality. The support for pupils experiencing difficulties is very good, such as the '3 o'clock club' and the boys' achievement project, and is improving behaviour, social skills and attainment.
38. The school has developed very good ways of monitoring and supporting academic progress. Effective analysis is made of National Curriculum test results, particularly for gender differences, the effect of pupil joining and leaving the school, pupils with special needs and

English as an additional language. The results are used well to provide additional support when required. In addition, self-evaluation schemes are being trialled amongst pupils of Years 4 and 6. They are motivated well and are developing a good understanding of how well they have done and how they can improve. The use of assessment information to guide curriculum planning is satisfactory.

39. The educational support and guidance pupils receive is good. Teachers know individual pupils well, particularly those with special educational needs, and are fully aware of their differing needs. Provision for them in Key Stage 2 is very good. The very good help provided by the Educational Visitor, working with pre-school toddlers, advising on admission to the nursery and remaining a familiar face during the transition period, is widely recognised. The bilingual assistants give good support for pupils learning to speak English and for parents by translating information about their children's progress.
40. Overall, procedures for monitoring and improving attendance are satisfactory but improvements have been slower than expected. In some classes, the reasons for absence are not always recorded in the registers and monitoring is not comprehensive. The policy for improving pupils' attendance is good but it is not evaluated sufficiently to judge its impact on pupils' attainment and progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The quality of the partnership with parents has deteriorated since the last inspection and a significant number of parents are very dissatisfied with the school. Some parents are concerned about the lack of communication with them about their children's progress and the work of the school. Many parents are concerned about the uncertainties in the leadership and management of the school, high staff turnover and the behaviour of some pupils. They are disturbed by the lack of communication from the governing body. The headteacher and newly formed governing body are aware of this and are taking appropriate action to address these issues. The governing body is beginning to create more opportunities for communicating with parents, particularly through its parent governors and planned meetings.
42. However, many parents are supportive of specific school activities which are provided, such as assemblies, educational visits and the parent-teacher and friends association. The majority of parents who responded to the parents' questionnaire are positive about the school. They value the opportunities to discuss the curriculum at evening meetings, for example to explain the National Literacy and Numeracy strategies and the mathematics scheme of work. Parents are very happy with the support of the Educational Visitor, the provision of the toy library and the help provided for pre-school children before being admitted to the nursery. Parents of special needs pupils are actively involved in their child's annual reviews. Parents of pupils with English as an additional language value the support their children receive. Parents value the recently introduced home-school agreement and see it as a positive way forward. They appreciate the translation of all the main documents published by the school into different languages but regret that the valued audio translation of newsletters into Urdu is no longer available.
43. The annual pupil reports to parents generally express what pupils know, understand and can do. However, statutory requirements are not met fully as not all parents received reports last year. Meetings were held with the classteacher in the summer and autumn terms for these parents to discuss their children's progress. Similarly, statutory requirements have not been met with there being no annual general meeting held for parents or governors' annual report to parents for the past two years; this is unsatisfactory. The school's prospectus for parents does not fully meet statutory requirements. It does not give clear information about admissions, details about withdrawal arrangements from collective worship, absences and comprehensive assessment information about pupils' performance in National Curriculum tests in Key Stage 1. No information was provided about Key Stage 2 last year; this is unsatisfactory. Many parents find that the previously highly regarded homework policy is not being implemented consistently and pupils' work is often not marked.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership provided by the headteacher is very good. Together with the deputy head, they are guiding the school forward with determination and commitment and are providing a clear educational direction for the school. Their unity of purpose is beginning to have a significant impact on the quality of education provided and the raising of standards consistently for all pupils. They are fully aware of the strengths and weaknesses of the school and are taking effective action to remedy any shortcomings. The headteacher and deputy headteacher are creating a professional dialogue with other key staff and governors to help the school to adapt to new initiatives and necessary changes with the minimum of disruption.
45. The school development plan is a clear, useful working document and is based on a thorough audit of the school's current position. The involvement of both staff and governors means that educational priorities identified are highly relevant. Targets are set for each year and efficient procedures are in place for monitoring and evaluating the extent to which these priorities are achieved. It provides a secure framework upon which the school can plan effectively and judge value for money.
46. Educational developments are supported well through good financial planning. The school has good structures in place to ensure the strategic management of its resources. The recommendations of the last auditor's report have been implemented fully. The finance officer gives good advice on budget setting and maintains a comprehensive overview of spending. The school always seeks best value for money in its spending. This is helping the school to achieve its objectives as set out in the school development plan. Funds for pupils with special educational needs are clearly designated and pupils receive good support. Good financial control is complemented by efficient school administration. The office manager and her assistant provide a warm and efficient welcome to visitors and parents alike.
47. The school's aims are clearly expressed, have been developed collaboratively, agreed and recently reviewed. They are highly relevant and form the basis of a shared sense of purpose for this multi-cultural school. Policies, such as those for improving pupils' behaviour, the professional development of staff, and teaching and learning, have all been developed through detailed consultations with staff and are being implemented effectively.
48. The headteacher, key staff and coordinators regularly monitor the quality of teaching and learning by direct classroom observation, rigorously. This very good level of quality control is effective in planning for improvement and in helping to maintain the overall ethos of the school. Subject coordinators sample pupils' work across the school in order to gain a better understanding of pupils' levels of attainment and what needs to be improved. Together with the headteacher, they have set realistic and challenging targets for improvement for their areas of responsibility. Most subject coordinators are effective in the performance of their duties but, because of the recent large turnover of staff, some coordinators are new to the school and are not yet fully aware of their roles.
49. The newly formed governing body is closely committed to the school and already has systems in place for monitoring its effectiveness. The governing body shares and affirms the headteacher's plans for the future educational direction of the school, is fully aware of its strengths and weaknesses and is taking action to bring about improvements. However, before the recent appointment of the present governors, there had not been a full governing body in place. Over the past two years, statutory requirements for holding an annual meeting with parents, the publication of an annual report, pupils' progress reports and the teaching of information technology, were not met. The leadership provided by the governing body during the two years before the inspection has therefore been unsatisfactory. However, since the last inspection, school improvement has been satisfactory overall and its capacity to further improve is satisfactory.
50. Overall, staffing, accommodation and learning resources are satisfactory. Although there is a sufficient number of qualified teachers with the training and experience to meet the needs of the curriculum, the recent large turnover of staff has meant that the progress made by pupils in some classes has been adversely affected. The deployment of temporary teachers means that pupils' learning has been severely interrupted. Pupils in these classes do not benefit from the strong relationships between teacher and pupils built over time as evident in those classes with permanent members of staff. As a result of these findings, one of the key issues from this

inspection is that governors must look at ways of appointing and retaining good quality teachers for all classes. The school has yet to complete a systematic audit of staff skills and competencies and develop a longer-term plan for recruiting teachers. The use of and distribution of incentive allowances to assist this process has not been explored sufficiently by the governing body. Support staff make a valuable contribution to the quality of pupils' learning, particularly when helping pupils with special educational needs and those who speak English as an additional language. They keep up to date by attending courses and have a clear understanding of their respective roles and responsibilities. Communications between teachers and support staff are good. Kitchen and midday staff, cleaners and the caretaker work effectively and contribute well to the smooth running of the school.

51. Arrangements for the professional development of teachers are very good. The programme of training is wide-ranging and meets individual and school needs. The impact of training on teaching is monitored carefully and staff are briefed well about developments in the curriculum. Staff development is working well, it informs planning and is valued by all the participants. Teachers are provided with personal targets to help them to develop their strengths and remedy weaknesses. In addition, the headteacher has a termly professional development interview with all colleagues. In-service days are used effectively and focus on agreed aspects of the school's curriculum and organisation. They are used successfully to strengthen teamwork. The National Literacy and Numeracy strategies have been successfully implemented and are already making a significant positive impact on pupils' learning and attainment. Teachers new to the school, as well as newly qualified teachers, are supported well by the senior management team and colleagues.
52. The school's accommodation is adequate for the delivery of the National Curriculum. Some classroom areas are very cramped when pupils are gathered together for whole class teaching, such as during the literacy hour in Year 2. The specialist accommodation for music, drama and physical education are used well. The library areas are easily accessible to pupils. The outdoor accommodation is large enough for the number of pupils to play safely. Accommodation, including shared wet areas, are used effectively and maintained well.
53. Overall, resources for learning are good and are used effectively. Resources for information technology have improved since the last inspection and are good. However, they have yet to be used effectively for teaching all the aspects of the subject. The purchase of new resources are planned carefully and their use closely monitored to assess that they meet the needs of teachers and pupils. The school's own stock of books and artefacts are supplemented appropriately through loans from the local teachers' centre and Vestry House. Subject coordinators manage their own budgets and use them prudently to support teaching and learning. The school makes good use of educational visits to support the curriculum.
54. At the time of the last inspection, the school was giving very good value for money. The school now gives satisfactory value for money. This judgement takes into account pupils' personal circumstances and prior attainment, the quality of education provided, pupils' attitudes, behaviour and personal development, improvement since the last inspection and the outcomes of education in terms of standards achieved. It also takes into account the unit cost of education, which is average for a school of this type.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The headteacher and the staff with the support of the governing body, should include the following points for improvement in their action plan:

Key issue 1: raise standards in information technology by:

- increasing opportunities for using control, monitoring and modelling technology;
- developing work using data bases and graphic forms;
- implementing the QCA scheme of work;
- improving teachers' understanding and competence in information technology;
- sharing subject expertise with all teachers;
- completing the audit of teachers' skills and develop a comprehensive training programme;
- timetabling the direct teaching of the subject in both key stages;
- improving the deployment and use of computers in both key stages;
- meeting statutory requirements.

(see paragraphs 5, 7, 9, 13, 23, 26, 29, 99, 100, 101, 102 and 103)

Key issue 2: in order to address the fluctuations in standards, which occur between year groups, and provide more consistency in provision the school should develop further a more secure approach to teaching and learning by:

- sharing subject expertise and effective practice between members of staff;
- improving the specific focus of lessons;
- identifying the knowledge, skills and understanding to be taught with greater clarity;
- having a more consistent approach to lesson structure and the effective use of time;
- identifying and targeting pupils needing additional support every year;
- monitoring and evaluating progress between year groups regularly, particularly in English, mathematics and science.

(see paragraphs 14, 16, 17, 18, 19, 20, 28, 56, 65, 70, 72, 76, 82, 82, 106, and 110)

Key issue 3: improve the recruitment and retention of good quality staff by:

- completing an audit of staffs skills and competencies;
- developing a longer term plan for the recruitment of staff;
- reviewing the use and distribution of incentive allowances.

(see paragraph 50)

Key issue 4: improve communication with parents by:

- increasing opportunities for parents to discuss the work of the school with staff;
- ensuring that all parents receive an annual report about their children's progress;
- providing more written and oral support for parents who speak English as an additional language.

(see paragraphs 41, 42 and 43)

Key issue 5: improve the effectiveness of the governing body by:

- developing ways of monitoring the performance of each year group as they progress through the school;
- providing more opportunities for parents to meet with the governors to discuss the school improvement plan;

- meeting statutory requirements for publishing the annual report for parents and holding an annual general meeting to discuss its content;
- meeting statutory requirements for the publication of the school prospectus;
- meeting statutory requirements for ensuring that all parents receive a school report on their children every year.

(see paragraphs 43 and 49)

In addition, the governing body should consider the following area for inclusion in their action plan:

- implementing and monitoring closely the policy for improving pupils' attendance and to evaluate its effect on attainment and progress.

(see paragraphs 12 and 40)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	70

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	13	41	33	7	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	196
Number of full-time pupils eligible for free school meals		39

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	8	72

English as an additional language	No of pupils
Number of pupils with English as an additional language	106

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	20	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	7
	Girls	17	17	16
	Total	28	27	23
Percentage of pupils at NC level 2 or above	School	88 (81)	84 (82)	72 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	8
	Girls	16	17	16
	Total	27	27	24
Percentage of pupils at NC level 2 or above	School	84 (84)	84 (85)	75 (84)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	14	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	11
	Girls	9	8	9
	Total	15	14	20
Percentage of pupils at NC level 4 or above	School	47 (75)	44 (68)	63 (64)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	15
	Girls	7	8	9
	Total	14	15	24
Percentage of pupils at NC level 4 or above	School	44 (72)	47 (72)	75 (64)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	21
Black – African heritage	4
Black – other	20
Indian	3
Pakistani	54
Bangladeshi	1
Chinese	2
White	79
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	7	
Black – African heritage		
Black – other	2	
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	19
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	17.12

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	482994.34
Total expenditure	461304.51
Expenditure per pupil	1830.57
Balance brought forward from previous year	17977.54
Balance carried forward to next year	39667.37

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	236
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	4	0	0
My child is making good progress in school.	53	37	10	0	0
Behaviour in the school is good.	29	47	12	8	4
My child gets the right amount of work to do at home.	29	43	16	4	8
The teaching is good.	39	47	12	0	2
I am kept well informed about how my child is getting on.	45	29	16	10	0
I would feel comfortable about approaching the school with questions or a problem.	51	37	8	2	2
The school expects my child to work hard and achieve his or her best.	45	47	4	0	4
The school works closely with parents.	39	37	16	2	6
The school is well led and managed.	31	20	22	12	15
The school is helping my child become mature and responsible.	37	47	10	2	4
The school provides an interesting range of activities outside lessons.	29	16	22	22	11

Summary of parents' and carers' responses and other issues raised by parents

Inspection evidence supports many of the positive views of the parents. Eighty per cent of parents are happy with the school whilst 20 per cent have some serious concerns but recognise that, during the last year, it has passed through a very difficult period. They believe that most of the teaching is good and that the permanent staff have high expectations for the pupils. Parents identify the nursery and the work of the education visitor as being strengths of the school. They value the fact that the school is working in a calm way, that the majority of pupils behave well and have good attitudes to learning. Parents report that pupils like coming to school and that any problems are resolved appropriately. They welcome the support that pupils with English as an additional language receive.

Parents have significant concerns about inconsistencies in the leadership and management of the school, particularly during the absence of the headteacher because of maternity leave. They lack confidence in the governing body. Parents believe that communication with the school has deteriorated, for example in having no annual report from the governors or annual general meeting to

discuss the developments. Parents of pupils in one class are very concerned that they did not receive an annual school report about their children's progress. They regret that the previous good provision of translation and audio services for families with English as an additional language has stopped. Many parents are concerned about the high turnover of staff and the lack of consistency in pupils' learning. They report increasing anxiety about the deteriorating behaviour of some pupils in classes that have been taught by several temporary teachers. Parents are concerned, therefore, that the previous good provision for extra-curricular activities and the consistent setting of homework has not been maintained and that both are now unsatisfactory.

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

56. There are 40 children aged under five in the nursery, all attending on a part-time basis for half a day. In the reception class, there are currently nine four-year-olds attending full time. One third of the children speak English as an additional language. Assessments soon after entry to the reception class show that attainment is below what is usually found. However, there is a wide spread of attainments and results are influenced by the high proportion of children who are learning to speak English as a second language and those with special educational needs. At the time of the last inspection, children under five were attaining the desirable outcomes in all areas of learning by the end of the reception class. Current work indicates that, although the understanding and vocabulary of some children is limited, the majority, with appropriate learning support and help in their mother tongue throughout nursery, make satisfactory progress in all areas of learning and good progress in the area of creative and physical development. Children under five make good progress in the reception class and, by the age of five, nearly all children are working at the appropriate level of the nationally recommended desirable learning outcomes in all areas of learning. A teacher and a full time nursery officer staff the nursery, with strong support from an educational visitor. Additional support is given to children who speak English as an additional language. At the time of the last inspection, all teaching was at least satisfactory, and this has been maintained. There are some good features, particularly in the management of pupils in the nursery and in the teaching of children who have moved into the reception class. However, at the time of the last inspection some very good teaching was seen, characterised by detailed planning and record keeping; this element of teaching lacks the same rigorous approach. Current work shows pupil records in the nursery are not completed on a regular basis nor used effectively to plan individual tasks and to monitor progress. There is no clear evidence of the identification of the desirable outcomes in planning for children's learning and this leads to a lack of clear and challenging targets for learning in the nursery. The governors recognise the need for staff training, in order to build on the satisfactory and often good practice in lessons.

Personal and social development

57. Attainment in personal and social development is in line with what is expected for the children's age, with all children under five likely to reach the nationally agreed outcomes. Younger children are beginning to work together as part of a group. Older children respond appropriately to adults and other children, and are happy to play together, for example sharing resources and taking turns fairly when in the 'café'. There are opportunities for role-play in nursery and children use these appropriately to enhance their social skills. The older children are good role models, the new children respond well to their example and they make satisfactory progress. All children under five, in both nursery and reception, show a suitable understanding of right and wrong and try hard to treat property and people with respect. They are polite towards one another and behave appropriately in class. Good relationships are established with parents before children are admitted to nursery. They are strongly fostered by the school's educational visitor and continue throughout the time in reception. This helps parents and teachers to share the same values and expectations for children's behaviour, progress and attainment. Teaching is satisfactory in this area of learning. However, there is a need for more planned adult intervention, particularly in the nursery, to encourage children to persevere and to increase their confidence when expressing their ideas.

Language and literacy

58. There is a wide range of attainment in early language skills, with the majority of children likely to reach the nationally agreed outcomes, with support in their first language. All the children know that a book with English text should be read from left to right and from top to bottom, and can join in with familiar sentences and phrases when listening to stories. Children's attitudes to learning are good. Children of all abilities are enthusiastic about books and one older child in the nursery, who was beginning to read, could retell the story, naming the animals in the text

accurately. Younger children are beginning to talk about the pictures in books. In the nursery, the understanding of books would be further encouraged by a greater use of shared picture books and large texts. In reception, shared text is used well to encourage reading and the majority of children under five have a good recall of stories. Children watch the words and listen carefully to what is read, joining in with familiar phrases, and commenting on the story quietly and thoughtfully. Children's writing is developing at an appropriate rate for all to attain the desired outcomes by the age of five. Older children in the nursery can write their own name and are beginning to recognise letter sounds in words. For example when making a shopping list, they can draw items and are encouraged to remember the shape and sound of the initial letter. Teaching in the nursery is satisfactory with some good features, particularly when working in small groups for writing. In reception, children are able to explain what print is and what labels tell us. Teaching for children in reception is good. Expectations are high, tasks are clearly explained and children are constantly challenged. Good reminders are devised for teaching letter sounds. For example, when learning the sound 't', children pretended to watch a tennis match whilst saying 't, t, t, t, t, t...' as the ball was hit.

Mathematics

59. Most children in the nursery will reach the nationally accepted standards in using mathematical language to describe regular geometric shapes and in recognising and making patterns, by the age of five. Work in the reception class is well focused on mathematical skills and is helping the majority of children to learn quickly and achieve the national standards in recognising and using numbers up to ten. Children's attitudes to learning are good. Singing rhymes are used appropriately to encourage counting and most children join in confidently when counting to three in the story of the Three Billy Goats Gruff. There is good emphasis on shape and pattern work and children produce some delightful Eid patterns. Teaching at nursery age is satisfactory in this area of learning, although there are some weaknesses. Regular opportunities to use play situations and classroom tasks to introduce counting in sequence beyond five and mathematical ideas are missed. Counting the number of children in groups and in class, and recognising and speaking about larger numbers, like house and telephone numbers, is not routinely undertaken and there is little use of mathematics to solve practical problems involving early use of addition and subtraction. Teaching usually focuses on shape work, patterns and sand and water play. Capable adult assistants work carefully on their designated tasks and children from minority ethnic groups are supported well in counting games helping them to make sound progress.

Knowledge and understanding of the world

60. In the wide area of knowledge and understanding of the world, teaching is satisfactory; it helps all children to reach the expected standards by the age of five. Children's attitudes to learning are good. They enjoy a variety of well presented activities and their level of learning is satisfactory, with some areas of good learning. For example a younger child, using a computer, could move the cursor, controlling the mouse with care. Children select materials appropriately for their printing and gluing tasks from a range displayed on the table. They explore the properties of sand and water, but opportunities to discuss their findings and extend their thinking are often not given. Children are encouraged to study features of the area where they live and to explore the natural world and are taken on interesting visits, for example by train to Epping Forest.

Physical development

61. In the area of physical development, children under five are in line to meet the desirable outcomes and their attitudes to learning are good. When painting and gluing, sufficient provision of small tools like scissors, glue and brushes helps the development of fine motor skills. Children enjoy their regular sessions of physical education in the school hall and the teaching they receive is good. Lessons are carefully planned with a range of activities, which keep children actively involved. Each activity is introduced and explained carefully so that children understand what they are doing. All children, including those who have just joined the nursery, move confidently and use the space well. They can jump, walk, skip, and can tap the

different parts of their body in response to the teacher's instructions. They can join hands in a circle and line up appropriately, without bumping into others. A secure fenced area is provided for outdoor activities and the use of large apparatus, and children have regular supervised use of wheeled toys and climbing apparatus; they make good progress in developing gross motor skills.

Creative development

62. Teaching is good in this area of learning and children clearly enjoy their tasks. Children are on course to attain many of the desirable outcomes by the age of five. The majority of children are confident in naming primary colours. Children who are learning to speak English as an additional language recognise the colours and are positively encouraged to try the words in English. Children's attitudes to learning are good. They show confidence in exploring colour in a wide range of creative activities, including mixing colours for painting and printing. For example, when painting with thick brushes, they work boldly, and when printing with vegetables, use the materials carefully and position their prints on the page thoughtfully. Adults establish very good relationships with children who are learning new skills; appropriate attention is given to their differing needs. For example, a group of children who were learning to sew, are carefully instructed and supervised, managing to stitch a felt shape onto a small piece of hessian, and adding pasta shapes to the design. Children in the nursery show great enthusiasm in music lessons and, although their attainment is not yet on target to reach the nationally expected standards in this element of creative development, teaching is good, and praise and encouragement help children to make good progress. Children join in their favourite songs with enthusiasm, though their awareness of rhythm is undeveloped. The teacher has good knowledge of the subject and activities are carefully and appropriately prepared; children respond well and make good progress overall.

ENGLISH

63. At the time of the last inspection, standards in English were above average for pupils aged seven and eleven. Inspection evidence shows that attainment is broadly average by the end of both key stages and the school recognises that an unstable situation, where pupils have been taught by a variety of teachers, has had a significant effect on pupils' attainment. The school keeps concise records, which also highlight differences between different year groups. These show a variation in the numbers of pupils with special educational needs and those with English as an additional language, and this has also affected attainment in English since the last inspection, particularly in Key Stage 1.
64. Results of National Curriculum tests for 1999 show pupils' attainment in reading and writing at the age of seven is below the national average but broadly in line with expectations when compared with similar schools. The percentage of pupils reaching the higher level is well below national averages in reading and below the national average in writing. Current work indicates that most pupils are achieving as well as pupils in most similar schools and are making satisfactory progress. All teaching is at least satisfactory, and in the Reception class is good, but the attitude of a significant minority of pupils in Year 2 prevents them from making the most of the appropriate and carefully planned learning opportunities presented to them. National Curriculum test results in 1999 indicate that, by the age of eleven, pupils' attainment is well below the standards expected when compared with schools nationally and those with similar backgrounds. The percentage of pupils achieving the higher level is well below the national average. Current work indicates that most pupils are making good progress and achieving standards in line with those found in similar schools. All teaching is at least satisfactory with some good teaching in Year 4 and Year 6 and very good teaching in Year 5. However, there is scope for greater challenge in the work provided, particularly in Year 3. Pupils with special educational needs make good progress. Pupils with English as an additional language make good progress in Key Stage 1 but achieve lower standards than their peers. In Key Stage 2, they make very good progress and achieve higher standards than other pupils.
65. Trends over the last three years show wide fluctuations in pupils' attainment. Taking the years together, results indicate that the performance of boys in English is better than that of girls by the end of both key stages. However, inspection evidence does not show any current

significant difference between the attainment of boys and girls. In Key Stage 1, standards in reading have varied from being below average to average. Inspection evidence indicates that standards for the current year are average, which is an improvement on last year. Standards in writing show similar fluctuations, from being well above average to below average. Inspection evidence indicates that standards for the current year are average, which is an improvement on last year. In Key Stage 2, the fluctuations have been even wider from being well below average to well above average. Inspection evidence indicates that standards are average or better; this is a significant improvement on last year. In addition to the high staff turnover, some of the year groups have had high numbers of pupils with special educational needs and pupils learning to speak English as an additional language. A further important factor has been the high number of pupils joining or leaving the school; this has had a significantly influence on the results in Key Stage 2.

66. By the age of seven, the majority of pupils are achieving as well as pupils in most similar schools and are making satisfactory progress in lessons. They express their views and opinions on texts simply but clearly, with a growing vocabulary, for example identifying that at the beginning of the story of Red Riding Hood, 'her mother was grumpy, cross and angry,' but at the end, 'she felt happy, surprised and proud.' Attainment in reading is good. When reading, pupils are very enthusiastic and all, including those with special educational needs, can use picture clues and sound out words when they need to. They read with careful attention and can explain what they have read. Higher attaining pupils use expression and humour when reading and can summarise the story succinctly. Pupils who are learning to speak English as an additional language find sentence writing difficult. They are beginning to use interesting vocabulary and their sentences are generally punctuated well. The majority of pupils use full stops and capital letters appropriately. In Year 1, pupils are beginning to use question marks and exclamation marks in their writing. A pupil in Year 2, when expressing about Red Riding Hood wrote "She was frightened at the beginning because she didn't want to go on her own, but at the end she was happy because the wolf was dead." Many pupils have started to use a dictionary or word list to help improve their vocabulary and spelling. They have a good recall of letter sounds and most, including those with special needs, are confident in using the technique of look, cover, write and check to help them learn spellings. By the age of seven, pupils usually spell simple words correctly and some are developing accuracy in the spelling of more complex words. Year 1 pupils are particularly neat and careful in presenting their work. Handwriting is even in size and work is tidy. However, careless presentation detracts from the overall quality of some pupils' writing, particularly in Year 2. A small, but significant group of pupils in this class show immature behaviour and their attitude has a detrimental effect on the learning of others and themselves. During the literacy hour while sharing text, they seemed unaware that they should respond to the teacher's patient and appropriate efforts to involve them in the task.
67. By the age of eleven, the majority of pupils are achieving as well as pupils in most similar schools and are making good progress. They use appropriate language to express their thoughts and opinions. For example a high attaining pupil, talking about the choice of book, said "I chose it because I had read Pollyanna and enjoyed it and this is the sequel." Pupils have a good understanding of how to find and use information books using the index and contents pages appropriately. However, some pupils with special educational needs, who are learning to speak English as an additional language, are struggling with the vocabulary in their reading books and this should be more closely monitored. Over half the pupils in Year 6 are beginning to understand the need to link paragraphs in text by relating words or phrases to keep the story flowing. When working with Tom's Midnight Garden they could identify such links and reflect this in their own written work. When writing stories, they use adjectives and adverbs well, enabling them to express ideas and feelings sensitively, for example, "Slowly, painfully he reached towards the window." Pupils use a variety of styles of writing well, such as in a Year 4 lesson on discussing the setting, plot, conflict and resolution of a story, In Year 5 pupils learned about effective note taking. Year 6 pupils have studied aspects of narrative structure, newspaper text and reporting. In all this work, pupils express their thoughts clearly and most present their work neatly using a well-developed cursive style of handwriting.
68. The literacy hour has being implemented very effectively; it is planned successful and organised well. Teachers have a good knowledge of the National Literacy Strategy. They teach the whole class text sessions well. Teachers encourage pupils to contribute their views

by a skilled use of questioning, adapted appropriately to meet the differing needs of the pupil, for example, in Year 5, when good questioning about the key points in the story of 'How the camel got his hump' evoked clear responses and imaginative ideas. Sufficient time is allocated to teaching English to ensure that pupils are given a good grounding in literacy skills. Pupils use these skills effectively throughout other areas of the curriculum.

69. In Key Stage 1, the quality of teaching and learning is at least satisfactory; it is good in the Reception class. In the best lessons, teaching is characterised by good class management, so that all pupils remain focused on the shared text. Teachers find interesting and challenging ways of presenting vocabulary work, so that pupils remember the sound of letters and words, are interested and work at a good pace. For example, when reading "Handa's Surprise", the story was explained carefully so that all pupils, including those with special educational needs, could understand. Pupils are then encouraged to contribute words for the sound of the day, crisply offering, teddy and tea; water, which has a t in the middle; and bat, with a t at the end. In Key Stage 2, the overall quality of teaching is good. Teaching is never less than satisfactory, and is good or very good in over three quarters of lessons observed, with teaching in lessons in Year 5 very good. Teachers show secure subject knowledge and have responded very positively to the introduction of the literacy hour. Lessons are planned well with appropriate aims and interesting activities which help to challenge and inspire pupils who apply themselves well to their tasks. For example, in a very good lesson in Year 5, pupils learned how to take notes to help them remember the main points of a story, highlighting appropriate words and phrases from text. They then used their knowledge of the technique to help with their own story planners, when writing an animal myth.
70. The organisation of groups during the literacy hour, the management of time and resources are carefully planned. The acting subject coordinator is provided with non-contact time to monitor teachers' plans and classroom practice. The analysis of test results is used well to identify areas for development and spending. The efficient use of support staff has a positive impact on learning for all pupils, particularly those with special needs and enables them to make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Learning resources are used well, for example in a Year 6 lesson when all pupils had access to large photocopies of the text so that marking the links between paragraphs could be discussed and carried out easily. However, during whole class teaching sessions, pupils are sometimes confined in a space that is too small to allow all of them to be comfortable, and this limits the ability of some pupils to sustain concentration; they become restless and exhibit inappropriate behaviour.

MATHEMATICS

71. The results of the 1999 National Curriculum tests show that by the age of eleven, pupils' attainment is well below the national average with just over four out of ten reaching the expected standard. When compared with schools having pupils from similar backgrounds, attainment is well below average. The number of pupils achieving higher levels is well below the national average and well below average when compared with similar schools. Girls achieve higher standards than boys. The results of the 1999 National Curriculum tests show that by the age of seven, pupils' attainment is well below the national average, with just over seven out of ten reaching the expected standard. When compared with schools having pupils from similar backgrounds, attainment is well below average. The number of pupils achieving higher levels is well below the national average and below average when compared with similar schools. Boys achieve higher standards than girls. These results show a very significant decline since the previous inspection when pupils' standards of attainment were in line with the national expectations at the end of Key Stage 1 and significantly above national expectations at the end of Key Stage 2. The decline in standards is a direct result of uncertain leadership during the extended periods of maternity leave of the headteacher. This, together with the interruptions caused to pupils' learning by frequent changes in teaching staff, and a high level of pupil transience, has resulted in the drop in standards.
72. Inspection evidence indicates an upward trend and shows that, whilst attainment is still below average by the end of Key Stage 1, there has been an increase in the number attaining the national expectation. By the end of Key Stage 2, attainment is average, but with a significant number of pupils attaining standards above this. The school is working hard to improve

standards and has successfully implemented the National Numeracy Strategy, which has led to a greater emphasis on mental mathematics and well-structured, focused teaching. The recent training that staff have received, and the close monitoring of teaching and learning, are having a positive impact on standards throughout the school.

73. By the end of Key Stage 1, the majority of pupils use mathematics as an integral part of classroom activities. They recognise and use simple patterns and relationships as, for example, when defining an object's position in a series using appropriate terms such as *first*, *second*, *third*. Higher attaining pupils try different approaches and find ways of overcoming difficulties that arise when solving problems, for example when they are considering what strategy to use when adding 7, 8 and 3. They understand that it is easier to add the 7 and 3 to make 10 and then add the 8 to make 18. Most pupils throughout the key stage are developing confident mental calculation skills. They count on and back using rulers as 'counting sticks' and use this method to follow the teacher's instructions to 'put your finger on 15 and go back 5 spaces'. Pupils of average ability count sets of objects reliably and use mental recall of addition and subtraction facts to 10 and above. Pupils of below average ability count, order, add and subtract numbers when solving problems involving up to 10 objects. A significant number of pupils at the end of this key stage do not yet have the ability to ask and respond appropriately to questions including 'what would happen...?'. They are developing a sound understanding of two and three-dimensional geometric shapes. They use correct names for shapes, such as rectangles, triangles, squares, and group them according to the number of sides, corners, faces and edges. The majority of pupils can measure and order objects using direct comparison, know the days of the week, and read time to the hour. They collect information, for example when collating facts about pupils' birthdays, they tally their findings and transfer this information to simple block graphs successfully.
74. By the end of Key Stage 2, pupils have a good understanding of number work, which is central to the requirements of the National Curriculum and the National Numeracy Strategy. They describe number patterns and relationships, including multiple and factor. Most pupils develop their own ways for solving problems and use these methods in applying mathematics to practical contexts. An example of this was seen when pupils were choosing the appropriate operations when ordering different meals from a menu when operating on a budget. The majority of pupils show an understanding of place value of numbers up to 1,000. Higher attaining pupils use their understanding of place value to multiply whole numbers and decimals by 10, 100 and 1000. Most pupils develop a good knowledge of fractions, decimals and percentages and use negative numbers when, for example, measuring temperature. Lower attaining pupils are beginning to organise their work and to check their results. Pupils of all abilities have a good understanding of data handling, which is a strength of the curriculum. They understand the use of mode and median, and use simple vocabulary associated with probability, including 'fair', 'certain' and 'likely'. They interpret graphs and diagrams, including pie charts, and draw conclusions. By the end of the key stage, pupils find the areas of irregular shapes and higher attaining pupils measure angles to the nearest degree and have a good knowledge of language associated with angles. Lower attaining pupils find the perimeters and areas of shapes by counting squares and other pupils go further and develop an understanding of the use of formulae.
75. Pupils enter the school with below average levels of attainment in mathematics. The quality of teaching and learning is satisfactory overall in Key Stage 1 and good in Key Stage 2. The quality of learning of pupils in Year 2 is unsatisfactory because of the behaviour of a significant number of pupils, which disrupts the learning of others. However, progress is good overall in both key stages. During the week of inspection, Year 3 pupils were being taught by a teacher who had just joined the school and was, therefore, not yet fully informed about pupils' abilities and the school's planning and expectations. As a result, the quality of learning in this class was unsatisfactory at this stage of development. In other classes throughout the school, planning is good, expectations are high, relationships are positive and pupils are well motivated and teachers use questions effectively to challenge pupils' understanding. In these classes, positive relationships have been established which results in raising pupils' confidence and self-esteem. Some very good teaching was observed in both key stages, with the result that the learning of all pupils was very good and pupils of all abilities made good progress. A common feature of the very good lessons is teachers' very good knowledge of the subject, which allows them to

challenge and to inspire their pupils. Pupils with special educational needs make good progress towards the targets set for them. Teachers are aware of their needs and they receive good support in lessons, which enhances their learning. Pupils who speak English as an additional language receive good language support in the school and this allows them to make progress in mathematics that is comparable to that of other pupils of similar ability. Analysis of National Curriculum test results show that, by the end of the key stage, they achieve higher standards than their peers. The good attitudes and behaviour of most pupils in both key stages have a positive impact on their learning. Most pupils enjoy mathematics and, for many, it is their favourite subject. In most lessons, pupils concentrate well, work at a good pace, discuss their work sensibly and appreciate each other's efforts. A very good example of this was seen in a Year 4 lesson where pupils readily applauded when a pupil who had been experiencing difficulties grasped the idea and solved a problem on the classroom white board. In most lessons, teachers give good oral feedback as pupils' work and assessment is used well for planning the next stage of learning. Teachers place appropriate emphasis on developing correct mathematical vocabulary and this makes a good contribution to pupils' literacy skills. Homework is used well to develop pupils' mental strategies and a new homework scheme is being introduced which will further encourage personal study.

76. The subject coordinator provides very effective leadership. The coordinator has been instrumental in the successful implementation of the National Numeracy strategy and has a clear vision for the future development of the subject. Resources are adequate, managed well and used effectively. Strategies for assessing pupils, linked to the Numeracy Strategy, are being effectively developed. Targets have been set for different groups of pupils so as ensure a swifter rate of progress. Assessment information is generally well used when planning work for pupils of differing attainment. The contribution of other subjects, such as science and design and technology, make a positive contribution to pupils' numeracy skills.

SCIENCE

77. The results of the 1999 National Curriculum tests show that by the age of eleven, pupils' attainment is well below the national average, with six out of ten reaching the expected standard. When compared with schools having pupils from similar backgrounds, attainment is well below average. The number of pupils achieving higher levels is below the national average but average when compared with similar schools. Boys achieve slightly higher standards than girls. The results of the 1999 teacher assessments show that by the age of seven, pupils' attainment is well below the national average with three out of four reaching the expected standard. When compared with schools having pupils from similar backgrounds, attainment is well below average. The number of pupils achieving higher levels is in line with the national average but above average when compared with similar schools. Girls achieve higher standards than boys. These results show a very significant decline since the previous inspection when pupils' attainment was above average by the age of seven and below average by the age of eleven. The decline in standards is a direct result of past uncertain leadership during the extended periods of maternity leave of the headteacher and changes in the leadership and management of the subject. This, together with the interruptions in pupils' learning caused by frequent changes in teaching staff and a high level of pupil mobility, has resulted in the drop in standards.
78. Inspection evidence indicates an upward trend and shows that, whilst standards of attainment are still below average by the age of seven, there has been an increase in the number attaining the national expectation. Evidence also indicates that by the age of eleven, attainment is average for the majority of pupils with a significant number achieving above this. The school is working hard to improve standards, particularly in Key Stage 2. By the age of seven, pupils who speak English as an additional language do not do as well as others but, by the age of eleven, they achieve higher standards than their peers. Pupils with special educational needs are receiving effective support and make good progress. The recent training that staff have received, and the close monitoring of teaching and learning, are having a positive impact on standards throughout the school.
79. By the age of seven, pupils can recognise and name different parts of the body using appropriate vocabulary. They know about the importance of healthy eating and can identify

different foods, for example when tasting them for sweet and sour properties. Pupils can describe the similarities and difference between common materials. They recognise the sounds that they hear and understand about pulling and pushing forces, for example in a lesson when investigating the movement of cars. Higher attainers are beginning to understand about friction and gravity and are able to describe ways of improving their experiments. Pupils who speak English as an additional language achieve similar standards to others and are acquiring an appropriate vocabulary to communicate their findings. Pupils with special educational needs are able to use simple equipment and make appropriate observations with the help of support staff.

80. By the age of eleven, pupils demonstrate a good understanding about forces. They successfully undertake investigations about magnetism and describe their findings using correct vocabulary such as attract, repel, transform and evidence. Pupils can describe the feeding relationships between plants and animals. They understand about food chains and use scientific words correctly, for example predators, consumers and prey. Higher attainers know about the diversity of life and can classify animals and plants into appropriate groups. Pupils know, understand and can investigate the properties of different materials. Pupils with English as an additional language make good progress, use scientific vocabulary well and achieve higher standards than their peers. Pupils with special educational needs are increasingly confident and can talk about magnets and forces with the help of support staff.
81. Most pupils enter school with broadly average levels of attainment in science, but a significant number of pupils are at a lower level of achievement because they are at an early stage if acquiring English as an additional language. The quality of teaching and learning is satisfactory in Key Stage 1; it is good in Key Stage 2. Overall, pupils make satisfactory progress in Key Stage 1, but in Year 2 it could be better if the behaviour and social skills of some of the pupils improved. In Key Stage 2, pupils make good progress; pupils with English as an additional language make very good progress. Pupils' attitudes to learning are good in both key stages. In the reception class, pupils start their National Curriculum work with a natural curiosity in the world around them. The teacher encouraged pupils to discuss the criteria for the sorting materials and by using key words such as hard and soft, artificial or natural, helped them to work with sustained concentration and interest. In Year 2, group work is managed appropriately to help pupils acquire new and complex ideas about scientific forces. In Year 4, the teacher improved pupils' investigative skills by encouraging them to predict the strengths of different types of materials. The teacher in Year 6 used very good subject knowledge to challenge and extend pupils' thinking about forces and magnetism. The lesson proceeded at a good pace and the work produced is of a high quality. Pupils are keen to share with others their newly acquired knowledge and understanding and answered questions in a mature and sensible manner. Overall, planning is good, expectations are high and relationships are positive. This is helping improve pupils' self-esteem, particularly pupils with special educational needs. In most classes, pupils are managed well and teachers insist on a high standard of behaviour. Pupils who speak English as an additional language make good progress in Key Stage 1 and very good progress in Key Stage 2. The additional support they receive enhances their learning in all classes. Pupils with special educational needs make good progress towards the targets set for them. Teachers are aware of their needs and they receive good support during lessons, which enables them to know what they are doing and how well they have done. In most lessons, teachers make constructive comments on how pupils can improve and use assessments well to track progress and to plan the next stage of learning. Teachers place good emphases on developing correct scientific vocabulary and the accurate recording of investigations; this makes a good contribution to developing pupils' literacy and numeracy skills. In most classes, homework is used appropriately to consolidate pupils' learning; it is used particularly well in Year 6 to encourage personal study and extend pupils' thinking.
82. The leadership and management of the subject have improved and are now very good. The new co-ordinator has very good subject knowledge, a clear vision for the development of the subject and the raising of standards. The policy and scheme of work give good guidance to teachers for planning work; the curriculum is broad and balanced and is being developed to follow the Qualifications and Curriculum Authority's advice. Procedures for monitoring of teaching and learning are good and the information gathered is being used well to improve staff training. The monitoring and evaluation of pupils' progress is used effectively to identify areas

for improvement. The analysis of school results is being used well to set achievable and challenging targets for each year group. However, the school does not have an up-to-date portfolio of moderated examples of pupils' work to help teachers make consistently uniform judgements about pupils' attainment. Resources are satisfactory, easily accessible and used well. The school grounds, local habitat and environmental study areas near to the school are used well for teaching sciences.

ART

83. The good standards in Key Stage 1 and satisfactory standards in Key Stage 2 identified in the last inspection report have not been maintained in Key Stage 1 but are similar in Key Stage 2. Overall, standards are satisfactory in both key stages. The last inspection report identified the need for a system of assessment to be developed for art. This remains to be addressed, but improvement has been made in teaching and learning, particularly in Key Stage 2.
84. By the end of Key Stage 1, pupils can mix colours and are developing their observational skills and progress is good. For example, reception pupils mix colours well and show very well developed brush control. Year 1 pupils develop a good understanding of texture in natural surroundings through rubbings of rough surfaces. By the end of Key Stage 2, pupils demonstrate satisfactory and, sometimes, very good knowledge, skills and understanding. The majority of pupils experiment with their own ideas and the skill of sketching to plan a painting. They produce sad and angry paintings using abstract shapes in the styles of Paul Klee and Picasso. Most pupils can explain the moods and feelings that their work represents. Older pupils can use a variety of media, including pastels, to draw portraits of their peers in Derain style, showing well-developed observational skills. Higher attaining pupils are learning to improve their work through planning and sketching, and they make rapid progress. Many pupils consolidate their skills by using previously acquired techniques such as those associated with painting winter scenes. The work of some middle and lower attaining pupils lacks sufficient detail and proportion while others have difficulty in producing deep and dark shades. A significant minority of pupils' skills in drawing accurately shapes and using contrasting colours is not well developed. Pupils with special educational needs and those at early stages of learning to speak English as an additional language are making sound progress in developing their skills. There are no significant differences in the attainment and progress of boys and girls.
85. The quality of teaching is good and sometimes very good in Key Stage 1; it is good in Key Stage 2. In Key Stage 1, teachers are very competent in teaching early art skills. They use questioning techniques well to challenge and extend pupils' thinking. Teachers' use the accommodation and other learning resources effectively and this has a positive impact on pupils' learning. They use class and group discussions successfully to improve pupils' literacy skills; support staff are used well to help with this work. In Key Stage 2, teachers have good subject knowledge, are organised well and manage pupils effectively. Lesson plans are good and an appropriate range of resources is used effectively to improve learning. Most teachers make effective use of important teaching points to motivate and encourage pupils, particularly in Key Stage 2, where attitudes and behaviour of the majority of pupils are very good. However, teachers' plans do not always emphasise the next stage of learning sufficiently. Pupils respond well to the teachers' instructions, which they follow without fuss. Neatly produced drawings and paintings reflect the pride they take in their work. Teachers encourage pupils to work independently and to show initiative such as clearing up at the end of a lesson. Teachers and pupils have good relationships and this has a positive impact on their learning and progress. Overall, progress is good in both key stages.
86. The art curriculum is broad and balanced and the links made with other subjects, such as science, design and technology and information technology, are strong. The coordination of the subject is good and most teachers' expectations of pupils are high. This is reflected in the good quality of display of pupils' work around the school and has a considerable impact on pupils' progress. Resources are adequate, but the school has no kiln and books, such as those on art history are limited. Opportunities for visits to art galleries are currently limited. There is no portfolio for art to share ideas and promote effective practice. The school is waiting for the publication of the Qualification and Curriculum Authority guidelines before addressing the issue of assessment. The coordinator is very enthusiastic and has good understanding of how the

subject can be improved.

DESIGN AND TECHNOLOGY

87. The sound standards identified in the last inspection have been maintained by the end of Key Stage 1 and improved upon by the end of Key Stage 2 where standards are now good. Pupils, including those with special educational needs, those who speak English as an additional language, and higher attaining pupils, make sound progress in design and technology in Key Stage 1 and good progress in Key Stage 2. The subject is taught as a discrete subject and is appropriately integrated into elements of cross-curricular work; this enhances its relevance and pupils' understanding. Good examples were seen when pupils use designs to make Tudor costumes in preparation for their visit to Kentwell, and Year 1 pupils make prayer mats as part of their religious education programme. An examination of teachers' planning, of work in progress and of past examples on display, and discussion with teachers and pupils, show that pupils are able to develop skills and techniques in meaningful ways.
88. By the end of the Key Stage 1, pupils exhibit a sound level of competency and are able to choose from a range of tools, materials and resources. They can assemble their products by cutting and shaping components and materials with some precision. They use construction kits successfully to build toys with moving parts. Pupils in Key Stage 2 work from plans they have produced, evaluate ideas, showing understanding of the situations in which designs will have purpose, and an awareness of limitations of the materials used. They understand and explain a variety of ways of joining a structure together and think ahead about the order of work, choosing materials, tools and techniques realistically. Pupils evaluate their work as it develops, bearing in mind the purpose for which it is intended. Completed work in design and technology is generally imaginative and takes good account of aesthetic considerations. Food technology is appropriately represented. Pupils design healthy diets and menus and bake bread and cakes from recipes. A strength of the subject is pupils' skill in designing at the end of Key Stage 2. Their designs for moving vehicles are impressive. They produce step-by-step plans that identify the main stages in making, and list the processes and materials needed. The school ensures that all pupils have full and equal access to all aspects of designing and making. The subject makes an effective contribution to pupils' numeracy and literacy skills through the opportunities provided for measuring and in acquiring the appropriate design and technology vocabulary.
89. The quality of teaching and learning is sound in Key Stage 1, with some good features, and good overall in Key Stage 2. Teachers plan well and most have secure knowledge of the subject, which enables them to teach the skills required. Pupils' behaviour is generally well managed and teachers have good, positive relationships with them. Pupils have good attitudes to work and this has a positive impact on their learning. Most pupils enjoy their lessons and are enthusiastic about their work. Girls and boys work equally well on tasks and cooperate sensibly. Good use is made of classroom support assistants to support the learning of pupils with special educational needs and those who speak English as an additional language, enabling their learning.
90. Resources and accommodation are adequate and ensure that the subject can be taught effectively. The scheme of work identifies skills to be developed and suggests ideas for teachers to include in the work. A temporary teacher, who has only recently joined the school, manages the subject appropriately.

GEOGRAPHY

91. The sound standards identified in the last inspection report have been maintained in Key Stage 1 and improved in Key Stage 2 where they are now good. A limited number of lessons and related activities were seen but the evidence from these, together with the scrutiny of pupils' work, teachers' plans, display and discussion with staff and pupils, indicate that the majority of pupils make satisfactory progress in Key Stage 1 and often good progress in Key Stage 2. Pupils with English as an additional language make satisfactory progress in Key Stage 1 but make good progress and achieve higher standards than others in Key Stage 2. Pupils with special educational needs make satisfactory progress.

92. By the end of Key Stage 1, pupils' knowledge, skills and understanding are at the expected level. They can describe the local area around the school, identifying buildings, shops and houses and the people who use them. They are starting to use appropriate geographical vocabulary in discussions about their work. In the reception class, pupils are developing an awareness of the use of maps and globes, for example when studying where Native Americans came from and where they live now. By the end of Key Stage 2, pupils can describe some of the major physical and human features of their locality, justifying their observations. They compare past and present use of land in their area by following the route from home to school on a map and noting changes in the houses and shops. Most pupils realise that land is increasingly used for housing and as such more amenities are needed, for example libraries and surgeries. Year 5 pupils are currently involved in an interesting study of their local fields and recreational areas through links with the British Trust for Conservation Volunteers Project. This is helping them to develop good practical, verbal and recording skills. In both key stages, pupils are improving their literacy skills when developing an appropriate geographical vocabulary, using it correctly in speaking and writing.
93. In Key Stage 1, teaching is satisfactory and pupils make steady progress. Lessons are planned well and resources used effectively, such as the display of artefacts relating to Native Americans which had a positive impact on pupils' interest and progress. However, the emphasis placed on direct teaching sometimes limits the scope for pupils to work more actively and independently. Teachers' good subject knowledge is used well to motivate pupils, particularly younger ones, to look at maps and pictures of places, although some are not always able to sustain concentration when lessons are too long. In Key Stage 2, teaching is good and pupils make good progress. Teachers' good subject knowledge is used to challenge pupils' thinking and provoke lively discussion, for example when Year 5 pupils debated whether the planned improvement to car parking facilities at the local fields and wetlands would detract from their use. Lessons are prepared well and resources used effectively to help pupils develop their map reading skills and productive work results. However, when a small group of older pupils were given the responsibility for planning and organising their own work, too much noisy discussion detracted from effective learning. In both key stages, teachers encourage pupils to discuss their work, sharing personal experiences of their locality and to appreciate the contribution of others. Most teachers manage pupils well and have high expectations; this improves the quality of learning and pupils develop good attitudes to the subject and behave well.
94. The curriculum for geography is broad and balanced and is taught mainly in large units of work; this does not help pupils to develop their knowledge and understanding and to practise their skills regularly. There is little evidence of any comparative study of the immediate area and other localities. Overall, resources are adequate, but some atlases are over-complicated, particularly for pupils in Key Stage 1. There is a subject coordinator, although the post holder is new to post; this is an improvement since last inspection. However, limited opportunities are given for sharing effective practice and monitoring teaching and learning. No formal assessments are made of pupils' attainment, although systems for tracking their progress are being developed, particularly in Year 6. The school's capacity to continue to improve is good, particularly in Key Stage 2.

HISTORY

95. The sound standards identified during the last inspection have been maintained in Key Stage 1 and improved in Key Stage 2 where standards are now good. A limited number of lessons and related activities were seen but the evidence from these together with analysis of pupils' work and teachers' planning, as well as discussions with staff and pupils, indicate that the majority of pupils make satisfactory progress in both key stages. Pupils with special educational needs and those who speak English as an additional language make sound progress in Key Stage 1 and good progress in Key Stage 2.
96. By the end of Key Stage 1, pupils have a sound understanding of old and new. They know about changes that have occurred in their own short lives and are, therefore, in a sound position to study changes over a longer time period. Pupils know they can find out about the past by talking to older people, such as parents and grandparents, and from books and pictures.

They use the terms past, present and future and distinguish between fact and fiction. Pupils understand that we can know about the past beyond living memory because of what was left behind and from stories told through generations. By the end of Key Stage 2, pupils begin to develop a sense of chronology and understand that the past can be divided into different and distinctive periods of time. The subject makes a good contribution to pupils' literacy skills as they develop an historical vocabulary when describing events. Pupils know about Tudor England and famous people from this period such as Henry VIII. They know about life in Victorian times and note the differences in homes, schools and transport when compared with today. Older pupils study history through myths and legends and make a study of Ancient Greece. They have a good understanding of local history, for example when studying the changes in Waltham Forest since 1930. Throughout the school, pupils study Black history during Black history month. This helps pupils to develop a broad historical perspective in which ultimately they will be able to locate themselves. Higher attaining pupils have good historical knowledge, particularly in Year 6.

97. The quality of teaching is mostly good in both key stages, but the progress of pupils at the end of Key Stage 1 has been slow over time because of the many changes of teachers which has hampered progression in pupils' learning. Pupils with special educational needs and those who speak English as an additional language, make sound progress in Key Stage 1 and good progress in Key Stage 2. In most lessons, learning in lessons is good as teachers plan their lessons well, enjoy good knowledge of the subject and provide pupils with interesting, challenging activities. Teachers make good links between history and geography, for example, when Year 6 pupils study maps past and present as sources of evidence of changes in Waltham Forest over the years. Most pupils have a good attitude to the subject and talk with interest about topics they have studied. In most classes, behaviour is good; pupils work at a good rate, and readily volunteer to answer questions and to join in discussion. Pupils' good attitudes have a positive impact on their learning.
98. Since the last inspection, the planning of the history has significantly improved and resources for learning enable pupils to develop their skills in interpreting evidence. The quality of cross-curricular work, which is linked directly to the teaching of other subjects, is good. The subject makes a good contribution to pupils' literacy skills. The coordinator has a clear vision for the future development of the subject. There is a good scheme of work in place to guide teachers' planning and to help ensure progression in pupils' learning. The school complements its own stock of books and artefacts with loans from the local Teachers' Centre and from Vestry House; these are used appropriately. Visits to places of historical interest are used well to enhance the curriculum and to challenge pupils' interest and thinking in the subject.

INFORMATION TECHNOLOGY

99. Statutory requirements for teaching information technology are not met. Pupils do not experience a sufficiently broad and balanced curriculum. Insufficient opportunities are provided for pupils to experience work involving the use of databases and graphic forms. Very little time is given to work on control, monitoring and modelling technology and other forms of information gathering and transmitting. Since the last inspection, the key issue of developing information technology to enhance teaching and learning has been achieved and staff are increasingly confident in using computer assisted learning in other subjects. However, staff turnover has been high and there has been a significant loss of expertise, particularly with regards to the coordination of the subject and this has resulted in some aspects of the programme not being taught. The school is aware of these weaknesses and is in the process of improving the provision. A limited number of lessons and related activities were seen but the evidence from these, together with analysis of pupils' work and teachers' planning as well as discussions with staff and pupils, indicate that the majority of pupils make unsatisfactory progress in control, monitoring and modelling technology. However, they have knowledge and understanding of communication information and of the contribution information technology makes to everyday life, and progress is good. Pupils with special educational needs and those who speak English as an additional language make sound progress in Key Stage 1 and good progress in Key Stage 2.
100. There were few opportunities to observe pupils using information technology because no

specific teaching time is identified on timetables and computers are not always in use. This slows pupils' progress and is unsatisfactory. Consequently, many opportunities that have good potential to develop pupils' information technology capability are lost. When computers are used, the work is limited in range but is beginning to develop pupils' knowledge, skills and understanding in a planned way. Overall, pupils' attainment is unsatisfactory in most aspects of the subject in Key Stage 1. However, pupils are becoming more confident in using the mouse and cursor to access icons and drag letters to different parts of the screen. They know how to change the shape, style and fonts of letters such as when writing simple sentences. Good use is made of pupils' literacy skills to help them express their thoughts and ideas. Discussions with pupils indicate that they are beginning to develop keyboard and mouse skills then using mathematics games, paint and word processing programs and do have opportunities to practise their skills.

101. Overall, pupils' attainment is unsatisfactory in Key Stage 2. However, pupils' progress is good in communicating information and standards are in line with those expected for pupils by the age of 11. However, standards in handling data, control, monitoring and modelling are below those expected. Year 4 pupils improve their numeracy skills when using palm top computers as part of the follow-up to a mathematics lesson. Year 5 pupils are confident using the mouse, for example when using an art program. They are able to produce free-hand shapes using the 'brush' technique and can manipulate blocks of colour to produce interesting Mondrian patterns in art. In Year 6, pupils use information technology skills well when drafting and editing their stories as part of the literacy hour and achieve good standards.
102. Overall, the quality of teaching and learning is unsatisfactory in both key stages. Teachers have limited knowledge of control, monitoring and modelling technology and this is unsatisfactory. However, in communication information, they have good knowledge that is used well to help pupils improve their skills, such as using the numeric pad to assist in number work. They teach word-processing skills appropriately to support follow-up activities developed during literacy lessons. Although many lack confidence, teachers do motivate pupils well and this is reflected in the positive attitudes pupils have towards the subject. Pupils are keen to experiment and try out new ideas, which teachers and support staff encourage. They make constructive comments and pupils know how well they have done and what they can improve. Teachers work well with pairs of pupils for very short periods and, although the teaching is effective, it takes too long for all pupils to have access to similar tuition and their progress is slow. Teachers work closely with higher attaining pupils and create good opportunities for them to share their expertise with others.
103. Before the inspection, the school had identified the unsatisfactory attainment and progress of pupils as an area for improvement. They have produced an action plan to raise standards and improve staff training; this is in the process of being implemented. The newly appointed coordinator is working hard to improve provision and the effective use of information technology equipment but has limited time to share effective practice. The policy gives appropriate advice to support teaching in both key stages. A scheme of work is being developed to meet the Qualification and Curriculum Authority's recommendations for information technology. When fully implemented it will improve planning for the progressive development of skills, particularly for control, monitoring and modelling technology and other forms of information gathering and transmitting. An audit of staff skills and competences is planned and outside providers have been asked to develop and deliver a comprehensive training programme for staff. A start has already been made by some teachers who meet after school to learn together. They are very ably helped and supported by older higher attaining pupils who enjoy the opportunity to share their computer knowledge and skills. Provision of computing equipment is good but equipment is not used effectively to meet all the requirements of the National Curriculum and for the direct teaching, for example to larger groups of pupils. The coordinator is improving provision and is helping teachers in particular to gain confidence in using information technology to support learning in other subjects, such as in English, mathematics and art.

MUSIC

104. There has been an improvement in standards at Key Stage 2 since the last inspection when

standards were reported to be satisfactory. Standards are good at the end of Key Stage 2 and continue to be satisfactory at the end of Key Stage 1. Pupils with special educational needs and those who speak English as an additional language make sound progress in Key Stage 1 and good progress in Key Stage 2.

105. By the end of Key Stage 1, pupils have learnt a range of songs and are able to make choices of sounds and rhythms for pieces they create. They explore, select and order sounds, making simple compositions that have a simple structure and make expressive use of some of the musical elements including dynamics and timbre. Most pupils can sing tunefully with a pleasing tone, are developing appropriate voice control and a knowledge of a range of music and styles. By the end of Key Stage 2, rhythm patterns are taught and pupils use simple notation when composing. The quality of composing at the end of this key stage is strength of the curriculum. Year 6 pupils make very effective use of body parts, tuned and untuned percussion instruments when composing accompaniment, for example to the song 'Coconut Woman'. They explore, select and order sounds effectively and make expressive use of some of the musical elements including dynamics and timbre. Pupils at this key stage add to their song repertoire and listen carefully to a range of music from around the world. There are good links made with their work in history when pupils study the rhythm and structure of Tudor music. By the end of the key stage, pupils sing confidently, in tune and with a pleasing tone. They sing songs and rounds that have two and more parts, maintaining independent instrumental lines with good awareness of other performers. Pupils make effective use of symbols when performing and communicating musical ideas.
106. The quality of teaching and learning is satisfactory in Key Stage 1 and good, overall, in Key Stage 2. However, the quality of learning is unsatisfactory in Years 2 and 3. The inappropriate behaviour of a significant number of pupils in Year 2 has a negative impact on the learning of all pupils in this class. In Year 3, the lesson planning lacks a structure, learning intentions are not made clear to the pupils and class organisation is unsatisfactory. In the other lessons observed, teaching is good and pupils' good attitudes, interest and concentration make a strong contribution to their learning. Teachers benefit from regular in-service training when they observe lessons given by the visiting specialist and this enhances their knowledge of the subject. They make good use of the forum area of the school for lessons and the good range of resources is used well. Most teachers use a good range of teaching strategies, which enable pupils to understand what they are doing, how well they have done and how they can improve. They have a good working knowledge of what pupils know, understand and can do and use this information well when planning lessons. Expectations are generally high and the good calibre support provided by peripatetic teachers in piano, violin, clarinet and guitar has a positive impact on pupils' learning, attainment and progress.
107. The coordinator manages the subject effectively and offers good guidance and advice to teachers. Planning is guided by a good scheme of work, which is regularly reviewed. A musical assembly is held each term when pupils demonstrate their musical abilities to parents, other pupils and staff. The school makes effective use of opportunities on offer through the school's proximity to London. Pupils speak with great enthusiasm about their visits to the Barbican, which are organised by the London Symphony Orchestra. Pupils are prepared well for these visits when they perform with the Orchestra on a predetermined theme such as 'Eastern Rhapsody'. Year 2 pupils take part in the local schools' music festival successfully. All of these activities, together with the lunchtime recorder club, enhance the curriculum and ensure that music makes a strong contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

108. Overall, the sound standards in Key Stage 1 and good standards in Key Stage 2 have been maintained since the last inspection. Pupils, including those with special educational needs, those who speak English as an additional language and higher attaining pupils, make good progress in Key Stage 2; progress in Key Stage 1 is satisfactory overall. Pupils follow a balanced curriculum over a year in units of work, which for the week of the inspection included games and gymnastics.

109. In Key Stage 1, pupils can throw and catch balls with increasing accuracy. They are becoming more aware of the use of space by practising running, chasing, dodging and avoiding each other. Pupils are beginning to acquire an appropriate knowledge and understanding of the rules of small team games. In Key Stage 2, pupils are able to plan, perform and evaluate their movements. Year 4 pupils can balance using different parts of their body. They are able to construct simple sequences of movements but these lack refinements. However, pupils are able to talk about how they had improved since the last lesson. Pupils with special educational needs make very good progress in these activities and are supported well by the teacher. In Years 5 and 6, pupils can pass a hockey ball using open and reverse stick skills with increasing accuracy, particularly higher attaining pupils who achieved very good standards. Year 3 pupils are beginning to learn the importance of warm up and cooling down activities under the guidance of a new teacher; however, adverse behaviour resulted in lower than expected standards being achieved.
110. Overall, the quality of teaching is satisfactory in Key Stage 1; it is good in Key Stage 2. The teaching of games is very good in Key Stage 2. Visiting specialist teachers have very good knowledge of games and pupils achieve high standards, particularly higher attaining pupils. Lessons have a clear focus, the skills to be learned are demonstrated well, work proceeds at a good pace and pupils are expected to improve. The high expectations of the teacher and sensitive support for pupils helps those with special educational needs to grow in confidence and make very good progress in learning to control their bodies, particularly in Key Stage 2. The teachers give clear instruction and check carefully whether pupils learning to speak English as an additional language understand the tasks set; these pupils work well and make good progress, particularly in Years 4, 5 and 6. Most teachers ask challenging questions to extend pupils' thinking. They encourage discussions about how pupils can improve their movements and skills and this contributes well to developing literacy skills. When lessons are planned well and pupils work at a good pace, they are highly motivated. Most teachers encourage pupils and give sensitive comments on their performance and this contributes well to their positive attitudes to the subject, which are good in both key stages. When teaching is less effective, lessons lack clarity of purpose, and planning and organisation are weak; pupils' attainment is lower than expected, such as in a Year 3 gymnastics lesson. In Year 2, the new teacher had not fully established appropriate class routines and the standard of behaviour expected during a physical education lesson and pupils' progress was unsatisfactory. The teacher wisely stopped the lesson because of the poor behaviour of a significant minority of pupils who lacked self-discipline and social skills and who became a danger to themselves.
111. The physical education programme is balanced over a year and pupils have good opportunities for athletics, dance, outdoor adventurous activities. Requirements are met for teaching swimming. The school's policy and scheme of work give good guidance for teachers' planning and the development of knowledge and skills in both key stages. Very good use is made of visiting sports coaching staff to support these activities. Staff training is good and is helping to improve the teaching of dance, games and gymnastics. Pupils have good opportunities to participate in competitive sport and do well, particularly in football and hockey. The indoor and outdoor facilities are good. Resources for learning are good and are used well. The new coordinator is beginning to improve the provision for extra-curricular clubs.

RELIGIOUS EDUCATION

112. Pupils' attainment in religious education is in line with the expectations of the Agreed Syllabus by the end of both key stages, which is similar to outcomes of the last inspection.
113. In Key Stage 1, younger pupils show an awareness of Ramadan and the celebration of Eid, with particular reference to some special sweets and clothes associated with the occasion. Others can share with their peers their family celebrations such as that at the birth of a baby. Higher attaining pupils can identify and talk about people who help them and whom they can trust. In Key Stage 2, pupils demonstrate a good knowledge and understanding of their faith and the religious festivals. Year 4 pupils can talk about the importance of a mosque to Muslims, reflecting good personal research. In Year 5, pupils are able to engage in a purposeful discussion with a 'panel' of Muslim pupils, answering questions about Islam and its practices. Year 6 pupils can share ideas and personal experiences, relating similarities and differences

between major world faiths. Most pupils are developing an understanding of the religious beliefs and attitudes of other people while consolidating their understanding of their own particular faiths. They are tolerant of each other's religions, showing well-developed skills in sharing their beliefs and traditions within culturally diverse classes.

114. In Key Stage 1, the quality of teaching and learning is satisfactory and, occasionally, good, with the majority of pupils making good progress. Pupils' attitudes to learning are good. Teachers' secure subject knowledge is reflected in thoughtful planning and enhances pupils' participation in discussion. However, some Year 2 pupils' occasional lack of concentration, and the unacceptable behaviour on the part of a minority, reduces the level of participation. Teachers provide good role models for pupils and deploy support staff effectively, although occasionally the lack of organisational skill leads to a lesson being less effective. They encourage pupils to share ideas about family celebration and this helps to develop positive attitudes to the subject. Pupils understand their work and show the capacity to think for themselves. In Key Stage 2, the quality of teaching and learning are good overall and reflect effective planning and high expectations; pupils make good progress. Pupils' attitudes to learning are good. Teachers lead discussions about pupils' religious experiences and their relevance to their lives efficiently. They enjoy good relationships with pupils who show good attitudes to the subject. This enables them to manage pupils well and help them understand religions other than their own. Teachers encourage pupils to apply their intellectual and creative ideas well. For example, pupils who are Muslims show well-developed knowledge and understanding of their faith. Muslim pupils respond well to questions raised by their peers concerning their religious practices such as "Why do you have to be clean before praying?" The majority of pupils understand their work and show the capacity to think for themselves, have good attitudes and work with sustained concentration. Learning resources are used effectively, particularly the knowledge of pupils from different faiths. Boys and girls are motivated well and make similar progress. Pupils with special educational needs and those learning to speak English as an additional language make sound progress.
115. The programme of religious education is consistent with the requirements of the Agreed Syllabus. It has strong cross-curricular links including those with assemblies and pupils' personal, health and social education. The issues covered in religious education lessons make a good contribution to pupils' spiritual, moral, social and personal development. Resources are adequate and are used well. There is no formal assessment of attainment and limited evidence of pupils recording their work in writing; this is unsatisfactory. Appropriate opportunities are provided for pupils to visit places of worship. The school's capacity for further improvement in religious education is reflected in the coordinator's interest and commitment, but the role is not sufficiently developed in respect of monitoring of teaching and learning.