

INSPECTION REPORT

GAINSBOROUGH PRIMARY SCHOOL

Hackney, London

LEA area: Hackney

Unique reference number: 100225

Headteacher: Ms Mandy Milsom

Reporting inspector: Dennis Maxwell
8798

Dates of inspection: 5 - 9 March 2001

Inspection number: 193618

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Berkshire Road
Hackney
London

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Appropriate authority: The governing body

Name of chair of governors: Samantha Lloyd

Date of previous inspection: 14 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8798	Dennis Maxwell	Registered inspector	Science Information and communication technology (ICT)	What sort of school is it? How high are standards? How well are pupils taught? a) The school's results and achievements How well is the school led and managed? What should the school do to improve further?
19338	Graham Ellis	Lay inspector		b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2153	Jane Lamb	Team inspector	Art Design and technology Music Foundation stage English as an additional language	
31862	Julia Coop	Team inspector	English Geography History Special educational needs	
21372	Ken Hobday	Team inspector	Mathematics Physical education Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gainsborough Primary School is a large school for children aged 3 to 11 years, situated in a central residential area of Hackney Wick in the London Borough of Hackney. There are 308 pupils on roll, and a further 15 children are part-time. Around two thirds of pupils are from ethnic minority heritages, including a third from black Caribbean heritage, nearly one fifth of black African heritage and several from other countries of origin. The turnover of children is high, with around 20 per cent of children joining or leaving the school other than at the usual time. At the time of the inspection 32 children under five attended the nursery and a further 25 children were under five in the reception classes. Housing in the area consists of multiple occupancy homes, rented accommodation, council housing and some private housing. The percentage of pupils entitled to free school meals, at 59 per cent, is well above the national average. The proportion of pupils with special educational needs, at 23 per cent, is above the national average. Pupils' attainment on entry to the reception class is well below the national average. The school provides many experiences for children in the nursery to help develop their language, understanding and relationships. Nearly one third of all pupils have English as an additional language. The school roll is growing steadily, placing considerable strain on resources.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

This is an improving school, with a committed staff, which, despite difficult circumstances, has made good progress since the last inspection through the drive and vision of the headteacher. There are insufficient teachers to meet the demands of the curriculum and the needs of the pupils and, such is their commitment, that both the headteacher and the deputy headteacher are currently taking a class. The headteacher gives very good leadership through her management of change. She is setting high expectations for improvements in standards and behaviour. The quality of teaching is good with particular strengths in the nursery. Improving the teaching of literacy and numeracy has been a high priority and is a significant factor in raising standards. Pupils achieve appropriately in relation to their prior attainment, although standards in English and mathematics are well below average by the end of Key Stage 2. The pupils are usually interested in their work so that they learn new skills. Behaviour is satisfactory in lessons and around the school since all staff establish good relationships and usually keep firm control, although a few children present challenging behaviour. The governing body is active in promoting the development of the school through good procedures and forward planning. The school gives satisfactory value for money.

What the school does well

- The provision in the Foundation Stage is a strength of the school.
- Teaching is good across the school.
- Support for pupils with English as an additional language is good.
- The teachers' behaviour-management of the pupils is good and promotes self-discipline.
- Relationships with parents are good. Parents are very well informed about their children's progress and what the school provides for them.
- The headteacher provides very good leadership and management, coping with a very challenging set of circumstances.
- Child protection and procedures for ensuring children's welfare are very good. The school is very caring and has good relationships amongst pupils and staff.
- The governing body has a high commitment to the school and fulfils its statutory duties very well.

What could be improved

- Standards in English, mathematics and science are well below average.
- The pupils' skills in speaking and listening in English are underdeveloped.
- The planning and arrangements for teaching design and technology, geography and history are unsatisfactory.
- Insufficient attention is given in some lessons to meeting the needs of all pupils through the planning, teaching and questioning skills.
- The level of attendance is too low.
- The pupils' personal responsibility and independence are underdeveloped.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997 and it has made good improvements to overcome the serious weaknesses identified then. The headteacher and staff have worked with dedication for the children's education. They have made good progress in providing clear leadership, raising expectations and in establishing a system for monitoring standards. They have also made good progress in setting up assessment arrangements and in the use of staff and accommodation. They have tackled the serious issues thoroughly of planning for a sound curriculum, setting up procedures to help improve attendance and promoting their partnership with parents. The headteacher has introduced lesson observations so that the quality of teaching has improved, and there is now little unsatisfactory teaching. The school has rightly focused on planning for literacy and numeracy so that the teaching of English and mathematics have improved and give careful attention to basic skills. Standards have risen in line with the national trend over the past four years by the end of Key Stage 2, although standards in English and mathematics remain well below average. The quality of the annual reports to parents on their children's progress is very good. Members of the governing body are active in giving the school a clear direction for improvements.

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	
	1998	1999	2000	2000	
English	D	E*	E	C	well above average A above average B average C below average D well below average E
Mathematics	C	E*	E*	E	
Science	D	E*	E	D	

Standards in English, mathematics and science are well below average in the work seen in school by the end of Key Stage 2. The teachers give a strong emphasis to basic skills in literacy and numeracy and promote pupils' attainment well. In the national tests of summer 2000, standards in English and science were well below the national average while in mathematics they were very low. The category E* indicates that the school's performance is in the lowest 5 per cent nationally. In comparison with similar schools, standards were average in English, well below average in mathematics, and below average in science. Attainment in English, mathematics and science has improved in line with the national trend since 1996. The school has set challenging targets for the national tests of summer 2001 of 60 per cent of pupils to gain Level 4 and above in English and mathematics, and pupils are on track to achieve these. The school's analysis of test results indicates that children who start school in the nursery or reception classes generally reach higher standards by the end of Key Stage 2 than those starting later.

Attainment in the other subjects of the curriculum is broadly average by the end of both key stages, except for history and religious education, which are below average. The headteacher has worked hard to help the pupils to achieve well in relation to what they have learnt previously.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy working with their friends and have satisfactory attitudes to their work. At times, pupils demonstrate a lack of sustained concentration and involvement and tend to switch off unless challenged and supported.
Behaviour, in and out of classrooms	The behaviour of the majority of pupils is good, although a significant minority present very challenging behaviour.
Personal development and relationships	Pupils have good relationships with staff, and generally with each other. Several pupils are attention seeking, immature and lacking confidence. Most children are courteous.
Attendance	Attendance last year was well below average.

The good attitudes and behaviour of many pupils contribute to how well they learn and help them to improve their attainment. Most pupils take part well in their lessons, want to contribute their ideas and are beginning to work well with friends. The teachers and support staff provide good, caring support that encourages pupils to work hard. There is little inappropriate behaviour, although a few pupils present challenging behaviour, which requires firm handling. Overall, behaviour is satisfactory reflecting a number of strengths and weaknesses. There is a minority of pupils whose behaviour and attitudes to their work are inappropriate and are sometimes disruptive. On the other hand there are also pupils who show consistently good levels of behaviour, enthusiasm and concentration, which makes a positive impact on their learning. Pupils generally enjoy taking on responsibility, although there are not many regular opportunities. A significant minority of pupils have irregular attendance, which affects their attainment.

TEACHING AND LEARNING

Teaching of pupils:	Foundation Stage	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching is good and has strengths in all key stages. The teaching of English and mathematics is generally good now that the National Literacy and Numeracy Strategies are followed, but there is scope for developing how they are presented. Teachers are careful to give good attention to many basic skills such as phonics and mental arithmetic to help raise standards. Some teachers use many effective strategies to help improve pupils' skills and understanding. Teachers' planning sets out what pupils are to learn clearly, though gives less attention to the methods to be used. Teaching in the Foundation Stage is perceptive, giving a good start to the children's schooling. Ninety six per cent of teaching was satisfactory or better. Fourteen per cent of teaching was very good. The good and very good teaching accounted for 60 per cent of the lessons seen and indicates good progress since the last inspection and a good standard of teaching overall in the school. Four per cent of teaching was unsatisfactory. The teachers choose many good activities that interest and motivate the pupils. Teachers manage the challenge of pupils' difficult behaviour well. On-going assessment procedures are good. Pupils' learning is not as good as the teaching since many are not confident in taking on tasks themselves and their attitudes and irregular attendance affect progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for pupils in the Foundation Stage is a strength of the school. Provision for the pupils' personal, social and health education is well established and planned well with progression in activities.
Provision for pupils with special educational needs	Provision is satisfactory and procedures are now fully in place. The school has established a very good programme to help pupils catch up with their attainment in English. It supports progress and enables children with lower attainment to develop confidence.
Provision for pupils with English as an additional language	All the teaching and support staff contribute well to the good provision. The pupils make good progress through the effective encouragement and support given to pupils across subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is satisfactory overall. However, the spiritual dimension is unsatisfactory because it is not planned into activities or the assemblies sufficiently.
How well the school cares for its pupils	The school provides a very good level of care for the children.

The school provides a well-structured curriculum for English, mathematics and science. The planning for a few subjects such as design and technology, geography and history is not sufficiently developed, although a few useful links between subjects are made, such as between mathematics and design and technology. The planning is clear, although there is insufficient detail about how all pupils will be challenged. The school has good relationships with parents. The good care and consideration for pupils supports their personal development. There are good procedures in place to ensure pupils' well-being and to monitor how they are getting on in English, mathematics and science. The school provides a very caring and supportive environment. Provision for pupils' social development is good, although there are insufficient opportunities for pupils to develop independence. The staff have a good knowledge of the pupils, promoting positive behaviour, and work hard to develop their social skills and maturity. Generally, there is good attention to equal opportunities, with clubs open to both boys and girls.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. She is very committed and hard-working, giving a very good lead and role model to staff.
How well the governors fulfil their responsibilities	Governors take a full and active role in fulfilling their statutory duties and provide good strategic direction. They are very committed to the school.
The school's evaluation of its performance	This is a developing area. The school has early systems for evaluating its performance, such as lesson observations.
The strategic use of resources	The school uses resources generally to good effect in lessons to help raise standards.

The headteacher and governing body bring a good measure of drive and purpose to the development of the school. The senior management team provides good leadership in identifying areas for development and is hard-working. Currently there are insufficient qualified teachers to meet the demands of the curriculum and the needs of the pupils. Accommodation and resources are satisfactory overall, and the school has made good improvements in how the building is used since the last inspection. Members of the governing body take careful note of the headteacher's full reports and form their own views on the effectiveness of the school. They have a good understanding of strengths and weaknesses which inform

issues for the development plan. A deficit budget has been arranged with the local authority following agreement about funding for urgent improvements to the building. The governors apply the principles of best value within a very tight budget and consider carefully the effects of their spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The parents think their children like school. • They feel they can approach the school about a problem. • Parents think the school expects the children to work hard. • Parents consider the school to be led and managed well. • They think the school helps the children to grow up. 	<ul style="list-style-type: none"> • Several parents do not think behaviour is good. • Several parents do not think their children get the right amount of work to do at home. • A few parents do not think their children have good teaching. • A few parents do not think they are well informed about how their children are getting on.

The school has good links with parents, who in turn have good views of what the school provides and achieves. Having observed around 90 lessons, the inspectors have a clear view that the quality of teaching is good. The school has had difficulty in maintaining a stable teaching staff, in common with many schools. The inspectors agree that there is a problem with the behaviour of a significant minority of pupils who are very challenging. An appropriate amount of homework is usually given, with a focus on English and mathematics. Parents' impact on the work of the school and their contribution to their children's learning are both satisfactory. The school provides frequent, very good comprehensive information for parents on their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the published results of the end of Key Stage 1 national tests for summer 2000 were very low in reading and well below average in writing and mathematics compared with the national average. The percentage of pupils gaining Level 2 or above was well below average in science. The percentage gaining the higher Level 3 was close to the national average in science. The performance of boys and girls was similar. In comparison with schools in similar contexts the percentage of pupils gaining Level 2 and above was below average in reading, well below average in writing and close to average in mathematics and science. The school is enabling the higher-attaining pupils to reach or exceed the expected standards through good teaching and a focus on basic skills.
2. At Key Stage 2 standards overall in the summer 2000 national tests were well below average in English and science, and very low in mathematics. Overall performance in comparison with similar schools was average in English, well below average in mathematics and below average in science.
3. The school has a large number of pupils with English as an additional language and pupils from ethnic minority heritages, who take time to settle into the school. The school roll is also increasing and pupils need additional attention as they join a class. The school's information suggests that where pupils join the nursery or infant classes and continue to Year 6 they achieve close to the national average. Pupils who join the school in later years attain on average lower scores in the national tests of Key Stage 2. The school has increased the percentage of pupils gaining Level 4 and above in English, mathematics and science substantially since the last inspection in 1997. This was particularly evident in 2000 compared with 1999 as the focus on literacy and numeracy is helping to promote standards.
4. Pupils' attainment on entry to the school in Year R is well below average. The good provision and teaching overall in the Foundation Stage and carefully-chosen activities enable pupils to make good progress to below average standards by the age of 6. Attainment by the end of Key Stage 1 in the work seen is below average in English, mathematics and science. Attainment by the end of Key Stage 2 in the work seen is well below average in all these subjects. The effects of the growing school population and pupil mobility mean that many of the children taking the national tests have had a mixed or disturbed schooling. In addition, one third of pupils are learning English as an additional language.
5. Overall, pupils are achieving above what might be expected in relation to what they have learnt previously in the Foundation Stage. Their achievements are broadly as expected in the infant years but below the expectation in the junior years. The older pupils have not had the benefit of a well-structured curriculum and clear focus on literacy and numeracy, since the school has only recently put a well-planned curriculum in place. The school has given a high priority to behaviour management and forming a positive learning environment to promote attainment. There are no significant variations in attainment among pupils of different ethnic groups or background. The school gives a high priority to identifying the requirements of pupils with special educational needs. They receive well-targeted support, which enables them to make satisfactory progress towards the targets on their Individual Education Plans. Pupils with English as an additional language receive good support so that they make good progress. The school is beginning to collect assessment and monitoring information about pupils' attainment and progress and to use it for further planning, particularly for English, mathematics and science.
6. Standards in English, mathematics and science in the work seen overall are below average by the end of Key Stage 1 and well below average by the end of Key Stage 2. This is similar to the standards identified in 1997, although standards have risen during this time in line with the national trend. The school has agreed challenging targets for English and mathematics that relate to projected attainments of the pupils and the school is on course to meet them. The National

Literacy and Numeracy Strategies are becoming established and are making a positive contribution to pupils' learning and to standards.

7. The pupils' learning and achievements are generally below the quality of teaching in English, mathematics and science. Many pupils join the school with very low levels of English, readiness to learn and personal development. The quality of teaching is good and is usually more effective than the progress and achievements pupils make during lessons. Where support and direct teaching are taking place, several pupils make good progress but they do not retain this learning to apply it to other tasks.
8. The provision for children in the Foundation Stage is a strength of the school, providing children with a good range of experiences that promote their learning well. The children make good progress in their learning whilst in the nursery and reception classes. By age six their attainment is improved, although still below the expectation for the age.
9. Standards in art and design, design and technology, ICT, music and physical education are average by ages 7 and 11. Standards in history are below average by ages 7 and 11. This indicates good improvement in art, history and music since the last inspection, and in ICT at Key Stage 2. Standards in religious education have improved but remain below average. Standards in design and technology and in physical education have been maintained since the last inspection. Pupils make good progress in art and music from a low start. The teachers give a good emphasis to speech and language in the early years so that pupils generally become more confident and take part well in lessons. There are no significant variations in the attainment of pupils in relation to gender.
10. Pupils with special educational needs make satisfactory progress overall, although pupils that are withdrawn from literacy in order to receive additional support through a 'catch up' literacy programme are making better progress. This is due to the well-planned lessons, which are matched to pupils' ability. Pupils working in these small groups are growing in confidence and are more motivated to learn. Similarly, in classes where teachers match work appropriately to pupils' levels of ability and have involved support staff in planning, ensuring that they are better able to support pupils, this again leads to pupils making good progress. Although the school has placed great emphasis on training to improve the support given within class, this has yet to have an impact in all classes in the school.

Pupils' attitudes, values and personal development

11. The pupils' behaviour and their attitudes to learning are satisfactory overall. Their motivation towards work and their personal development are both satisfactory. The behaviour of pupils under six is good. The pupils generally have good relationships. Parents have some concerns about behaviour in the school which the inspection team confirm for a minority of pupils. Attendance is poor.
12. Most pupils enjoy school and speak well of it. The majority of pupils are suitably motivated in lessons, and when tasks engage their interest, many have good enthusiasm and application to their work. However, a significant minority are frequently inattentive and many are easily distracted. Teachers work hard to maintain an industrious learning environment but, even with their good class management skills, pupils' attitudes and behaviour are frequently unsatisfactory. Several pupils do not listen properly to the teachers and in many lessons there is an undercurrent of inattention, sapping teachers' time and energy. This, together with many pupils' inability to retain their concentration for sustained periods, hampers their learning. With enthusiastic teaching and well paced, focused activities or when it is possible to give small groups close attention, attitudes and behaviour are frequently good.
13. Most pupils enter school with limited social skills and low levels of independence. These are developed satisfactorily during their school lives through a carefully planned programme of personal development. As a result, the self-esteem of many pupils is improved, but some are reticent and lack confidence in expressing themselves, being reluctant to talk about their work. Most pupils will join in discussions enthusiastically when encouraged to do so. The majority of

pupils have satisfactory, and sometimes good, standards of self-discipline but a minority need close and continual supervision.

14. Pupils with special educational needs have satisfactory attitudes to their work, with moderately sustained concentration, and they make satisfactory progress. They are integrated well into their classes and work well with other pupils. Pupils with English as an additional language mostly work hard and contribute to lessons.
15. Although some unsatisfactory features remain that were identified during the last inspection, there have been clear improvements in behaviour. Instances of inappropriate behaviour by older pupils in assemblies are no longer evident and there are no problems with school property.
16. The school is an orderly community with a satisfactory overall standard of behaviour. Most pupils conduct themselves in an orderly manner. There are a small minority who are disruptive and who exhibit erratic or volatile behaviour. While this does not usually result in a proliferation of unsatisfactory behaviour by other pupils, it does detract from their concentration.
17. The school has a positive approach to behaviour, which in general is reinforced sensitively and continually by staff. The code of conduct is understood and accepted by most pupils. They are aware of the standards expected of them, responding with courtesy, consideration and respect. They are sometimes noisy in moving around the school but are orderly and sensible in lessons, which start promptly.
18. While some pupils are immature in their development, most are caring, with the older pupils helping the younger ones. For example, older pupils take their duties in the 'playground patrol' seriously. No sexist or racist behaviour was observed during the inspection. Boys and girls work and play well together. Play is sometimes boisterous but no bullying was observed. There have been 13 fixed period and one permanent exclusion.
19. Most pupils are proud of their school and take good responsibility with equipment and resources. They generally work collaboratively together, although there are occasional instances of failing to share resources. Most pupils are trustworthy and considerate, respecting the feelings, values and beliefs of others. They are usually pleased to celebrate the achievements of others.
20. The good relationships are a strength of the school. Relationships between pupils themselves are good. Their relationships with all adults are generally good and sometimes very good. While a small minority of pupils sometimes exhibit a lack of respect, the school's predominant ethos is one of mutual trust and respect. Pupils feel valued by teachers and reciprocate accordingly. They consider the staff approachable and supportive. In general, they relate well to each other and work together harmoniously. Pupils respond satisfactorily to opportunities to exercise responsibility and independence. They willingly undertake duties with satisfactory degrees of personal responsibility.
21. While attendance improved in the previous year, it is currently below 90 per cent and it has been poor during the whole period since the previous inspection when it gave rise for concern. Up to a third of absence is unauthorised and is well above average. While several pupils are noted as having poor attendance, the attendance levels are also unsatisfactory for a large number of pupils. The first lessons in the mornings start on time but they are often interrupted by the pupils who are frequently late, adversely affecting the learning for all pupils.
22. A minority of pupils display immature, attention-seeking behaviour, especially when they are expected to work unaided. The school has worked hard to support these pupils and specific, focused behaviour targets and a well-thought out behaviour policy are having positive effects. As a result, pupils' overall behaviour is improving.

23. Pupils with special educational needs throughout the school have good relationships with the learning support assistants and teachers. They behave well in lessons, where they are supported in small groups, and in these situations usually remain focused on tasks.

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching is generally good. Teaching is satisfactory or better in 96 per cent of lessons, good or better in 60 per cent and very good in 14 per cent. Teaching was unsatisfactory in 4 per cent of the lessons seen. In the Foundation Stage, teaching was good or very good in three quarters of lessons and none was unsatisfactory. In both Key Stage 1 and 2, teaching was good or very good in nearly 60 per cent and unsatisfactory in 5 per cent. Unsatisfactory teaching was mainly caused by weaknesses in planning, subject knowledge or class management. The quality of teaching and its impact on learning have improved substantially at both key stages since the last inspection, when unsatisfactory lessons accounted for 20 per cent of those seen and there were few good lessons.
25. The teaching of literacy and numeracy is satisfactory overall so that pupils make satisfactory gains in such basic skills as phonics and mental arithmetic. The teaching of English is a little stronger than for mathematics. The school has devoted considerable time and effort to implement the National Literacy and Numeracy Strategies so that all teachers follow the approach well and promote learning. This has been successful in improving standards. Teachers plan lessons carefully in line with the recommendations of the strategies but they make insufficiently productive links with other subjects. The teachers in all stages engage in a high proportion of direct teaching, with clear explanations and discussion about stories or texts that help to capture the pupils' interests and focus well on skill development. The teachers give good attention to the teaching of basic literacy skills, with a good balance between word, sentence and text-level work. In this way phonics, for example, are taught in a helpful context. The teaching of numeracy is satisfactory overall, and the introductory mental sessions are usually structured well. This helps pupils to consolidate and extend their learning, such as in applying mental strategies for number calculations. Good and very good teaching were noted in many subjects and across the year groups. Very good teaching was noted particularly in the Foundation Stage, science, religious education; and in personal, social and health education, showing strengths across the school.
26. Teachers' knowledge and understanding of the subjects are satisfactory overall. Good subject knowledge was shown, for example, in a lesson on finding which is the best paper to mop up a spillage. This gives teachers more confidence to explain tasks clearly and ask more searching questions that extend pupils' understanding and lead to secure progress. Teachers' planning is good in English and mathematics, with clearly identified tasks for the lower-attaining pupils. Planning varies in quality in other subjects since several of them are at an early stage of development, and insufficient attention is given to what pupils of differing attainment are expected to achieve. Learning intentions for the whole class are clearly identified for literacy and numeracy, although on a few occasions insufficient attention is given to how tasks will be matched to the differing needs and abilities of groups of pupils. The practice of identifying what pupils are expected to learn is extending to other subjects. The good practice of sharing these with the pupils might usefully be extended to make clear how the higher-attaining pupils are to be challenged. A few of the objectives are too broad to be of direct use in teaching.
27. The teachers use satisfactory teaching methods overall. There is often a purposeful introductory session that captures pupils' interests well and where the ideas are presented clearly. This was shown to good effect in one lesson by lighting candles for each group of pupils in order to observe permanent chemical changes. This was contrasted well with the water cycle, representing a reversible physical change, and led to progress in pupils' understanding. The pace of lessons is usually matched to the difficulty of the tasks, although on a few occasions the time allowed is not clear and the pupils' progress slows. Many teachers have a good questioning style that prompts pupils to explain and reason, such as when discussing "Billy Goats Gruff" to bring out the characters and punctuation. There are suitable opportunities for pupils to work in differing groups, including the lower-attaining pupils, although some pupils find collaboration difficult. The plenary sessions are often carefully structured to pull the ideas together and consolidate pupils' learning.

For example, a teacher applied very good strategies to help pupils think about their behaviour by using the ideas of dramatic role play in PSHE.

28. Most teachers have high expectations of pupils' behaviour. This has been a major focus, showing good improvement since the last inspection and helping to set an atmosphere where pupils will learn well. These expectations are effective in most lessons in reducing interruptions and in maintaining attention. On a few occasions, teachers allow themselves to be distracted through the view that discipline is paramount, and the distraction leads to loss of attention by the pupils generally and interrupts the flow, so that progress is slower. Teachers usually create a purposeful atmosphere and their good choice of activity promotes a good work attitude - as in a lesson involving the use of body spray, paint and nail varnish to observe change. The good management of behaviour helps pupils to concentrate satisfactorily and stay on task, to promote appropriate progress in learning.
29. Resources are used well in most lessons and they are generally matched well to pupils' needs. A good example of this was noted when onion skins were examined under a microscope to observe cell formation. The pupils were highly engaged in the tasks, applied their observation skills and learnt well about the structure of the cells. Learning support assistants and other specialist staff are deployed well in many, though not all, lessons. Overall, the classroom assistants make a worthwhile contribution to pupils' progress, particularly when they are briefed by the teacher and understand their role.
30. Teachers mark pupils' work regularly and they give encouraging comments to them. However, marking does not always support pupils' learning by providing guidance on how pupils' can improve their work to make further progress. The quality and use of on-going assessment are satisfactory, with teachers and support staff employing questions well to assess and extend pupils' learning. Most teachers adapt their questioning to enable and encourage pupils with special needs to answer. Teachers use homework effectively to consolidate pupils' learning following a lesson or to lead into further work.
31. Good teaching in the Foundation Stage ensures that children with special educational needs, who are identified early, are given support that is appropriate to their needs. These children make good progress as a result.
32. In Key Stages 1 and 2, the quality of teaching for pupils with special educational needs varies. Teachers generally plan carefully for pupils with identified needs, although lesson objectives are frequently for all the pupils. Teachers adjust their questions to suit pupils' levels of understanding and have appropriate expectations for behaviour and the amount of work to be produced. However, work is sometimes not sufficiently matched to the pupils' needs and the targets on their Individual Education Plans are often too broad to support teachers in planning. As a result tasks are not always matched well to pupils' abilities or interests. In addition, while several teachers use thoughtful strategies, on occasions the approach is not fully effective in developing confidence and independence. An important contributing factor is the lack of a suitable variety of resources to make learning more interactive and interesting. An example of good learning was when pupils in Year 6 accessed the Internet in an ICT lesson to find out about the Tudors. All pupils were focused and interested and pupils with special needs were fully engaged in applying their skills to access the information. Of particular note is the fact that the web pages were prepared by the Year 5 pupils as a special ICT project.

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

33. The school aims to provide a broad and balanced curriculum but to concentrate particularly on raising standards in literacy and numeracy. The school has been partially successful in achieving this aim because it has made significant improvements since the last inspection, but some weaknesses remain.

34. The curriculum for children in the Foundation Stage is good. A well-balanced programme is provided which gives children good experience in all the areas of learning. The curriculum for pupils in Key Stages 1 and 2 is suitably broad, including all the subjects of the National Curriculum and religious education, which is taught as required to the Locally Agreed Syllabus. There is a good programme of personal, health and social education. This includes work on health, sex and drugs education but also addresses areas such as relationships, emotional health and citizenship. The programme of work is well thought out to provide for the needs of pupils from reception to Year 6 and represents a significant improvement from the provision at the time of the last inspection.
35. At the time of the last inspection it was noted that the overall time spent on lessons was below the nationally recommended minimum. The school has increased the time so that the teaching time is generous at Key Stage 1 and satisfactory at Key Stage 2. Following these changes, more time has been allocated to many subjects which received too little attention. In particular, the time allocation for religious education now permits the Agreed Syllabus to be taught in sufficient depth, although the level of pupils' understanding remains low because of the inadequate programme of study in past years.
36. There are weaknesses in the overall balance of the curriculum and the balance within some subjects. A very high proportion of teaching time is spent on developing pupils' literacy. This is considered to be necessary because of the children's low levels of attainment as they enter the school and the high proportion of pupils with special needs. Most of this time is spent on reading and writing, enabling at least satisfactory progress to be made by the majority of pupils. The teachers give insufficient attention to opportunities for speaking and listening. Pupils' continuing low levels of listening skills have a significant impact upon their acquisition of knowledge and understanding in other subjects. The daily Literacy Hour is supplemented by extra time on reading, handwriting and extended writing. At the beginning of each day, most classes work on handwriting exercises. This is an ineffective use of teaching time as pupils are not sufficiently encouraged to transfer the skills they acquire to all the writing tasks they undertake. This work at this time of day provides little incentive for pupils to be punctual.
37. The low time allocation for specific subjects prevents the teachers from covering the curriculum in sufficient depth. Too little time is spent on history, geography, art and design, and on design and technology. In history and geography in particular, there is superficial coverage of the areas of study with no assured progressive development of specific subject skills. In design and technology there is insufficient attention to the processes of design and evaluation. The school is using national guidance appropriately to provide suitable lessons for pupils. However, these often require adaptation because pupils do not have the necessary prior skills and understanding to complete all the activities proposed for their age group.
38. The potential of subjects such as history, religious education and science to provide opportunities for the development of literacy skills is under-exploited. For example, drama is seldom used in history to extend pupils' speaking skills and opportunities to use persuasive writing are underdeveloped in geography. The school has begun work on providing a whole-school curriculum overview to ensure a balanced curriculum. As this work has not yet been completed and implemented fully, there is no assurance that each subject is fully covered and made relevant to the pupils through cross-curricular links.
39. The National Numeracy Strategy has been introduced successfully and the time available for mathematics has been increased. Appropriate emphasis is given to work on number but the balance between individual parts of the curriculum requires some adjustment. In some classes, pupils do not spend enough time learning how to use and apply the skills they learn. Little investigative work is carried out. In Key Stage 2, data handling is underemphasised. The school is aware of the need to use mathematics more in other subjects of the curriculum. The science curriculum includes too little investigative work to enable pupils to develop practical skills. A new ICT suite is beginning to have an impact on the work in this subject. The school intends to enable pupils to use the skills they acquire across a broad range of subject areas.

40. The school uses opportunities to enrich the curriculum well. It has given greater emphasis to homework tasks, which are linked well to the work in the classroom but are not yet consistent across the whole school. Homework does not include regular reading tasks. Extra-curricular activities take place after school or during the lunch break. They include sports, art and computers. Most of these are run by teachers but there is a successful drama club taken by a classroom assistant and a governor. Tuition in brass instruments is available free of charge to older pupils. Resources in the local community are used well. For example, pupils regularly visit Hackney Museum and library and there are productive links with the local hospital and day-care centre. Pupils enjoy a good programme of visits to places of interest and many visitors bring specific expertise into the school to impart to the pupils. Sports matches are played against neighbouring schools and pupils have taken part in a cricket tournament at Lords. Specific grants have been used well to provide activities such as expert coaching in football skills. The oldest pupils have the opportunity to go on a residential visit to the Isle of Wight, which includes activities in ICT.
41. The school is firmly committed to providing equal opportunities for all its pupils and in most respects meets its aims well. The school sensitively assists poorer parents to ensure that their children do not miss educational opportunities. For example, it ensures that parents are assisted with the cost of the Year 6 visit to the Isle of Wight if this is necessary. All activities are open equally to boys and girls.
42. The pupils, irrespective of culture, ethnicity or background, are helped to feel highly valued. The staff of the school reflects the ethnic diversity of its pupils and provides good role models in their own strong relationships. The school works hard to give all pupils the opportunity to progress. For example, it provides good opportunities for those whose attainment levels are lower to catch up through additional programmes of study. Sometimes insufficient care is taken to ensure that these pupils do not miss important parts of the teacher's presentation when they leave the classroom for this additional work. The match of tasks to the attainment levels of individual pupils is not always precise. This results in some higher attaining pupils having less opportunity to make good progress. There is scope to take a more active approach in ensuring that pupils from specific cultural backgrounds do not miss important parts of the curriculum, such as swimming lessons or residential visits.
43. The provision for pupils' personal development has improved since the last inspection. It is now satisfactory overall. Provision for social development is good, whilst that for moral and cultural development is satisfactory. However, provision for spiritual development remains unsatisfactory.
44. Assemblies do not contribute significantly to pupils' spiritual development. There is no music to develop a spiritual atmosphere and pupils do not sing. Times for reflection are brief and references to a supreme being are scant. Most teachers do not attend assemblies, devaluing the importance of this shared occasion. However, the governing body ensures that there is a daily act of collective worship for all pupils. There are few planned opportunities within lessons for teachers to develop pupils' spiritual awareness and sensitivity. In most classes, teachers demonstrate that they value each pupil's contribution by listening carefully and sympathetically to their ideas. When pupils are distressed, teachers take time to settle and reassure them, exhibiting high levels of care and concern. However, there are occasions when teachers do not value sufficiently the written work produced by pupils. This is shown when marking is superficial and the few written comments are brief. Religious education helps pupils to acquire knowledge and insight into the beliefs and values of others but there is a greater emphasis on learning about religions than on learning practical lessons from them. However, the school has encouraged visitors to contribute to pupils' awareness of this area, including a local Anglican curate and a Christian group taking assemblies in alternate weeks. Unplanned opportunities for pupils to experience a sense of awe and wonder are developed well on a few occasions by the teachers.
45. There is satisfactory provision for pupils' moral development. The school has worked hard to improve behaviour by introducing strategies designed to modify attitudes. These include regular 'circle time' in which such matters can be explored and an action plan to improve breaktime and lunchtime behaviour. Rules are displayed in classrooms, so that pupils are clearly taught right from wrong. However, there is insufficient reference to them when there are lapses in behaviour. Pupils have appropriate opportunities to develop their understanding of a range of moral issues,

such as concern for the environment and personal rights and responsibilities.

46. The provision for pupils' social development is good. At the previous inspection it was satisfactory and this improvement reflects the priority the school has placed on developing stronger social relationships. This it has done effectively through the programme of personal, social and health education, which gives pupils opportunities to examine social issues such as the misuse of drugs, and emotional or personal issues such as the management of anger. Teachers know their pupils very well and display high levels of care and concern for them. They encourage pupils to build good relationships and to co-operate, providing many tasks which develop these skills. For example, in a Year 4 mathematics lesson, pupils co-operated in making strategic decisions in a game designed to develop their knowledge of place value. With the high turnover of pupils, there are good measures to ensure new pupils quickly become a part of the community, such as the 'friendship patrols' recently introduced. Assembly stories strongly emphasise social themes, including sharing achievements, and extra-curricular activities provide further social interaction. For those pupils who have already achieved a good measure of social maturity there is scope for the school to extend opportunities to them to exercise independence and initiative.
47. Provision for pupils' cultural development has also improved since the previous inspection and is now satisfactory. There is suitable provision for pupils to develop their awareness of a wide range of cultures, mostly through the subjects of religious education and geography. The opportunities presented by the school's own ethnic diversity are underused, however. For example, during the inspection there was little reference to the Eid Festival, which caused a low level of attendance at the beginning of the week. There is a good range of resources representing differing ethnic traditions, such as musical instruments from many world sources. The school makes good use of visitors to enhance pupils' understanding. Pupils in Year 5, for example, have enjoyed a workshop on African music and a Muslim parent has talked to pupils about her beliefs. The pupils make visits to local places of worship. There is less attention to studying British culture. The library contains few books about London or about the United Kingdom and pupils' knowledge of their own city and country of residence is limited.
48. The provision for children with special educational needs is now satisfactory and has improved since the last inspection. The policy is good and has clear aims and objectives. The newly appointed co-ordinator has identified appropriately, on the action plan and School Development Plan, further revisions to explain the school's approaches to inclusion clearly. The school now meets all the requirements of the Code of Practice. The curriculum that the pupils receive is broadly appropriate and most teachers attempt to adapt the work, although this is not always successful. In literacy and numeracy lessons, for example, although pupils are fully included in all aspects of lessons, the lack of practical and interesting equipment hinders pupils' progress. A positive strategy of 'catch up' and additional support by trained parents and helpers is, however, proving beneficial in developing pupils' confidence and skills in order that they are able to benefit from all aspects of the curriculum.

PROVISION FOR PUPILS WHO HAVE ENGLISH AS THEIR ADDITIONAL LANGUAGE

49. The provision for pupils who have English as their additional language is good. The school uses the good expertise of the specialist teacher well, both to directly support pupils from the nursery up to Year 6 and to support teachers' planning and expertise in lessons. Pupils are making good progress through this support. They start to acquire English quickly, although many pupils are not targeted to attain the expected levels for their age in English by the time they are 11.
50. Teaching is generally good, both by the specialist teacher and by class teachers. There is a good balance between supporting pupils' learning in English and access to lessons, and encouraging their emerging independence. A particular strength of the specialist teaching is the quiet and effective encouragement and support given to groups of pupils across a wide range of subjects. The support for their development of skills of independent learning is also good. Pupils respond well and are able to participate fully in lessons. There is some group work also to develop specific skills. Appropriate systems of assessment and recording pupils' progress are in place.
51. Pupils are tracked carefully through the levels of English acquisition. Targets are set

appropriately, in both class-teachers' planning and the planning for individual groups made by the specialist teacher. A strength of the provision is the good partnership between specialist and class teachers and the joint planning for provision in almost all subject areas.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. Overall, the school's arrangements for the welfare and support of pupils provide a good caring and developmental environment, which is well supervised. All members of staff have a good knowledge of their pupils, promote positive behaviour and work hard to promote pupils' social skills and maturity. The use of educational and personal support and guidance is good. There are good procedures for monitoring and promoting behaviour, with very good levels of advice and guidance.
53. The school has adopted an appropriate health and safety policy with defined internal responsibilities. The school has procedures in place for the systematic monitoring of health and safety requirements. There are good procedures for the care and support of pupils who are taken ill at school, for first aid and for appropriately maintained accident records. There are good arrangements for the supervision of pupils at break times and lunch periods. The school provides a healthy and safe environment.
54. The previous inspection report stated that, although the school had its own policy, there had been no training in child protection procedures. This has now been corrected. The school has a very good policy with good procedures and practical guidance. All members of staff are vigilant and conscientious and there is a designated co-ordinator, who has good experience. All members of staff have been trained and receive regular updating in the procedures. Current arrangements for child protection and welfare for pupils are therefore very good.
55. The school's behaviour policy is maintained by a conscientious approach, vigorously implemented by all staff with good procedures for monitoring and promoting discipline and good behaviour. These are consistently reinforced by the staff who work hard to create a positive learning environment and provide good role models, encouraging pupils to take responsibility for acceptable behaviour and standards. The school's 'golden rules' are prominently displayed and in some classes there are imaginative and effective measures to improve pupils' self-discipline. For example, in one class younger pupils who have difficulty controlling their anger are encouraged to reduce it by manipulating plasticene. Some of the pupils display extremely challenging behaviour, which is managed very well by staff. Many pupils also require intensive supervision, which, within the limited resources available, staff provide well. These approaches result in the majority of pupils being motivated to act responsibly, albeit the approach is only partly successful in that several pupils are unduly inattentive and, for a minority, their behaviour frequently lacks self-discipline and control.
56. There is currently no policy for dealing with bullying, although a working group involving both parents and governors is well advanced with its development. However, there are effective procedures to deal with bullying and for speedily and sensitively resolving incidents that arise. No oppressive behaviour or bullying was observed during the inspection.
57. There are satisfactory procedures for monitoring attendance and there is good liaison with the Education Welfare Service. There is a part time home-school liaison worker, part of whose duties includes following up absences, including home visits, and providing analysis of attendance. However, these initiatives have not yet resulted in sustained reductions in absence levels. There is a need to establish further measures that encourage, celebrate and successfully motivate better attendance by pupils.
58. The school's good pastoral arrangements are based on thorough and sensitive knowledge of all pupils as individuals, well matched to their particular needs, which is acknowledged and valued by parents. All members of staff are highly committed to giving the pupils good levels of support and guidance. Their caring approach is discernible throughout all the school's activities and is a major factor in achieving the school's stable environment. Many pupils benefit from sensitive and comprehensive welfare, which, as a vital element in pupils' learning, is a high priority.

59. The staff work conscientiously to enhance pupils' self-esteem and confidence and, where their efforts are well focused, clear improvements can be seen. For example, although only operating for a relatively short time, the weekly Drama Club has already been successful in developing some pupils' self-expression and confidence. The introduction of structured class discussion times has also had a positive impact on improving pupils' maturity and personal development, shown by the way they consider issues and contribute ideas. Pupils are generally well prepared for their next stage of education.
60. Pupils are provided with some opportunities to exercise responsibility. Pupils undertake several regular duties in each class, while older pupils carry out additional duties, for example as 'stair monitors' and as the 'friendship squad', helping younger pupils in the playground. They are also regularly involved in fund-raising activities for charities. However, pupils would benefit from wider opportunities to take responsibility in the running of the school.
61. The provision for pupils with special educational needs is satisfactory. They are given helpful support and integrated into all areas of the school. External agencies are used well and regularly to the benefit of pupils. The school provides good support and guidance, which assist pupils' progress and their confidence. The school has good procedures for the identification of pupils with emotional and behaviour difficulties. However, criteria to improve the identification of pupils' learning difficulties are not yet well established. As a result, many pupils who clearly have learning difficulties are not appropriately placed on the special needs register. Pupils with Statements of Special Educational Need have good support, from the co-ordinator. She liaises effectively with parents and outside agencies to provide additional support and guidance for the school. A small minority of pupils, in addition, have benefited from more detailed diagnostic assessments in order to identify strengths and weaknesses in learning and to inform planning. A system of more detailed assessment and monitoring is developing within the school. This has had to be curtailed due to staff shortages requiring the co-ordinator to relinquish her non-contact time. This has also had an adverse impact on the quality of the learning targets on pupils' education plans. In general, staff know pupils well and targets that support the improvement of behaviour are well thought out. However, teachers lack sufficient skills to plan specific learning targets. This is an area that requires development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. The school has good links with parents, who in turn hold positive views of what it provides and achieves. Parents' impact on the work of the school and their contribution to their children's learning are both satisfactory. Parents provide good general and financial support to the school. The school values its partnership with parents and has good relationships with them. The school provides frequent, very good, comprehensive and thorough information for parents on their children's progress.
63. The school works continuously to maintain good relationships with parents and to encourage parental involvement in their children's education. The previous inspection report stated that there were parental concerns with the quality of information about the school. There have since been considerable improvements. The school communicates frequently with parents and the quality of information is very good. There is a well-produced and informative governing body's annual report to parents, which includes statements by individual governors. The prospectus is attractively produced and detailed. There is a helpful induction booklet and regular informative newsletters. These are augmented by frequent and useful curriculum-related information leaflets, which provide guidance on how parents may assist their children.
64. The school has also held useful meetings for parents on such subjects as the National Numeracy Initiative, although they have received only limited support. There are two formal consultation opportunities for parents during the year and these are supported by parents reasonably well. Parents have been consulted on the home-school agreement. They had opportunities to comment upon and contribute to the final document. The school has also responded well to parental needs, for example by establishing the weekly homework club for older pupils.

65. A significant minority of parents expressed concern with information on progress in the parents' questionnaires. The team does not agree with that view. The annual reports to parents are of a consistently high standard. They provide separate information on all subjects with clear, precise descriptions of what pupils know, understand and can do. In English, mathematics and science they are related well to National Curriculum attainment levels and provide very good information on progress and ability levels. They also provide targets for further improvement. Additionally, the information for parents about their children is enhanced and broadened by their discussions with staff throughout the year.
66. Parents make satisfactory contributions to their children's learning. While there are regular homework arrangements, there is no routine provision for pupils to read at home to give parents a useful involvement in their children's education.
67. Parents of pupils with special educational needs are kept fully informed and involved with annual reviews, especially those at stage three and above. They are invited to make comments and to participate in meetings with school staff and outside agencies. These meetings are supported well. Parents who have concerns are able to meet and discuss issues with the co-ordinator, who ensures that advice and guidance are provided from outside agencies if required.
68. Parents hold good views of the school and are appreciative of the educational direction and support for pupils. Most of them feel that the school is accessible, that they are welcomed and that staff are approachable. The school encourages regular and broad parental contact and parents are impressed by the commitment of the headteacher and the support of the staff. Overall, parents' involvement in the work of the school is satisfactory. A number of parents are directly involved in school and provide assistance in classes with activities such as helping with reading. Some parents have also been involved in a family learning course and a numeracy course, both arranged by the school. Parents give good support to school activities and provide valuable financial assistance to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. The school has made good improvements since the last inspection through the drive, hard work and vision of the headteacher, despite difficult circumstances, and has addressed the serious weaknesses identified then. Since the last inspection the headteacher and governing body have taken several decisions to promote their vision of a high quality education for the pupils. These include adopting national guidance for planning the curriculum and introducing effective arrangements for lesson observations. The headteacher has rightly given a high priority to addressing pupils' behaviour and standards. She provides very good leadership through her straightforward management style, where difficulties and weaknesses are discussed openly with a view to supporting change. She has set high expectations for improvements in standards and behaviour by establishing clear guidance on rewards and sanctions. She has a good understanding of the need to bring all members of staff together to agree good practice and ensures that there is staff agreement before a policy is finalised.
70. The headteacher has helped to raise teachers' expectations for attainment and progress. There are now good procedures for planning the core subjects and the co-ordinators make checks for progression and coverage. The school has introduced suitable systems for assessment in the core subjects, which are used well to monitor progress, although there are not yet appropriate systems in the foundation subjects. The headteacher uses these for checking pupils' progress and to set cohort targets. The subject co-ordinators have appropriate monitoring procedures, such as checking lesson planning and work sampling. The governing body is developing links with subject co-ordinators to help them to monitor the curriculum and developments.
71. The headteacher has a good understanding of all aspects of the school through her own class teaching as well as her formal monitoring procedures. She has helped to motivate staff through her positive style as well as by taking firm action when necessary. Performance management is in place but at an early stage, and is helping to identify where improvement is required. Members

of the senior management team meet regularly and have a good understanding of current school needs. They give effective support for planned improvements and help to identify where staff need further training. Staff professional development is planned well to meet school priorities.

72. The process of development planning is good and draws on the experience of all staff and the governing body. The headteacher and governing body follow developments and agreed priorities through the year carefully. They evaluate the effectiveness of their spending decisions by studying the effects of the improvements on provision and standards. They take good account of the principles of best value when making decisions. For example, the central reception area for parents and visitors has improved the efficiency of the school and communication between the headteacher and office staff considerably. The headteacher and governing body work closely together and have a clear agreed view about the strategic management of the school. The governing body is strongly committed to the school and fulfils its statutory duties very well. It has good procedures to monitor spending through regular checks of financial statements. The school has reached an arrangement with the local authority to have a temporary deficit budget for building improvements to cover the expenditure that had been previously expected. Temporary staffing costs were also high through specific causes. Specific grants are applied well for the purposes for which they are intended.
73. The statutory requirements related to child protection are fully in place. Health and safety is a high priority and receives good attention. The governing body ensures that the school complies with the requirement to provide a daily act of collective worship.
74. The teaching and support staff have appropriate qualifications, although the current level of teaching staff is unsatisfactory with two teachers short despite extensive advertising. Teachers have appropriate job descriptions and there are suitable plans for a staffing structure with lines of responsibility. There are clear arrangements for the induction of new staff, including newly qualified teachers. The classroom assistants usually work well in partnership with the teachers and support pupils' learning, although in a few lessons they are not given sufficiently clear directions to make the best use of their time. The school receives very good support from the school secretary and other office helpers to keep the school running smoothly. The site manager and all support staff contribute to the good community ethos of the school.
75. The accommodation is satisfactory. There are several specialist rooms, which are used well. The adaptation of the downstairs entrance hall into a reception area and central library has been successful. The school building is in generally poor condition internally and externally, although displays of pupils' work help to hide the poor decoration. The school has begun a programme of improvements. The hall is of a fair size, and accommodates all pupils on the present school roll. The school's external facilities are adequate, although the playground space was cramped at the time of the inspection since scaffolding was in place for roof repairs. The nursery accommodation is adequate and there is an adjacent play area which is used fully in suitable weather. There is no grassed field for sports, since a local field was put out of action through inappropriate usage.
76. The quality and range of learning resources are satisfactory overall and there is a good ICT suite. Resources for geography and history are poorly organised at present. The school makes several outside visits and invites visitors into school for special events such as music making. Special educational needs provision is efficiently managed and organised by the co-ordinator. She is hard working and committed and has a good grasp of the strengths and weaknesses in the school's procedures and practices. She had begun to work with staff to develop and improve their skills but the difficulty faced by staff shortages has had an adverse effect on this good start. As a consequence, the action plan has not been fully implemented, especially in terms of training staff to identify and support pupils with learning difficulties more effectively and to improve provision further.
77. The overall effectiveness of the school is satisfactory and it gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to improve attainment and the quality of learning the governors, headteacher and staff should give attention to the following issues, which have already been recognised as areas for development:

1. Raise standards in English, mathematics and science by:
 - planning to national guidance, and using the experience and good practice in the school;
 - establishing clear and measurable curricular targets following the school's analysis of test results;
 - ensuring that the choice of activities captures pupils' interests;
 - developing manageable procedures for assessment in order to inform lesson planning.(Paragraphs 1, 2, 6, 89, 90, 99, 108, 110)
2. Provide more opportunities for pupils to develop their speaking and listening skills in all subjects and in the general life of the school. (Paragraphs 36, 91, 94, 104, 112)
3. Make thorough arrangements for the teaching and learning of the foundation subjects, to provide a fully broad, balanced and relevant curriculum, and to raise standards in history and religious education particularly. (Paragraphs 26, 36, 37, 38)
4. Give further attention to ensuring that the needs of all pupils are met, by developing the school's arrangements for planning, teaching and questioning. (Paragraphs 26, 29, 32, 33, 42, 95, 104, 105, 114, 144)
5. Improve the level of attendance. (Paragraphs 11, 21)
6. Continue to extend pupils' personal development and encourage their responsibility within the life of the school. Include support for pupils' learning, particularly at Key Stage 2, for their concentration and independence in taking on the tasks. (Paragraphs 12, 13, 16, 43, 44, 45)

In addition to the above, the school should give appropriate attention to the following minor issues:
a) The spiritual dimension of assemblies and class activities is not often made explicit for the children. b) While the classroom assistants often give sensitive help, they need more directed management to be consistent and fully effective.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	46	36	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	308
Number of full-time pupils known to be eligible for free school meals		161

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	11	63

English as an additional language	No of pupils
Number of pupils with English as an additional language	79

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	53
Pupils who left the school other than at the usual time of leaving	53

Attendance

Authorised absence	%
School data	5.7
National comparative data	5.2

Unauthorised absence	%
School data	3.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	11
	Girls	11	8	14
	Total	21	16	25
Percentage of pupils at NC level 2 or above	School	68 (44)	52 (35)	81 (68)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	9	14	14
	Total	18	24	24
Percentage of pupils at NC level 2 or above	School	58 (49)	77 (78)	77 (76)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	17	11	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	3	7
	Girls	7	6	7
	Total	13	9	14
Percentage of pupils at NC level 4 or above	School	46 (26)	32 (29)	50 (26)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	4	5
	Girls	7	4	6
	Total	7	8	11
Percentage of pupils at NC level 4 or above	School	25 (26)	29 (29)	39 (26)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	75
Black – African heritage	38
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	5
Chinese	4
White	90
Any other minority ethnic group	13

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	5	1
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	1	0
White	0	0
Other minority ethnic groups	8	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	26.8
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	245.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	1
Total aggregate hours worked per week	30.2

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	704,003
Total expenditure	776,763
Expenditure per pupil	2784
Balance brought forward from previous year	25,500
Balance carried forward to next year	-47,260

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

308

Number of questionnaires returned

81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	4	1	1
My child is making good progress in school.	32	49	10	4	1
Behaviour in the school is good.	32	40	22	5	4
My child gets the right amount of work to do at home.	23	44	14	11	2
The teaching is good.	35	36	16	1	9
I am kept well informed about how my child is getting on.	33	41	14	5	4
I would feel comfortable about approaching the school with questions or a problem.	47	40	4	1	7
The school expects my child to work hard and achieve his or her best.	41	43	7	1	4
The school works closely with parents.	35	43	15	2	1
The school is well led and managed.	33	47	6	0	11
The school is helping my child become mature and responsible.	27	48	11	0	10
The school provides an interesting range of activities outside lessons.	21	43	12	2	19

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

79. The provision for children in the Foundation Stage is a strength of the school. The school admits children to the nursery, on a full- or part-time basis, after they have their third birthday. Children transfer to the reception class in September and January during the year in which they are five. Most children in the reception classes attend the school's nursery before they enter school full-time. The provision for the children's all round development and education is good. The members of the early years staff are effectively developing provision for all children in the Foundation Stage. The reception classes build well on the work of the nursery. The curriculum for all children in the Foundation Stage promotes the Early Learning Goals effectively in all areas of learning and development. This inspection shows good improvement from the findings of the previous inspection.
80. Curriculum planning for all children of nursery and reception age meets the requirements of the new Foundation Stage of learning for young children, and is good. The nursery and reception class teachers work closely together to ensure there is a good level of progress between the classes. They give the children a firm foundation in basic learning skills and there is a smooth transfer to the work for Key Stage 1 of the National Curriculum. There is a clear commitment to raising standards from all members of staff. They attend training courses to inform themselves of the latest developments and plan some work together. All members of staff work hard and develop close and effective relationships with parents and carers. This ensures that children see how the important people in their lives, at home and at school, share an interest in what they do. These links help in making the transition from home to school smooth and painless. The nursery and reception teachers are forging effective links with Key Stage 1 teachers. This supports the continuation and development of the current early years good practice into Key Stage 1.
81. The record keeping system is clear, manageable and helpful. It gives all members of staff a well-informed base on which to plan work. The nursery works with parents and uses an entry assessment procedure to assess children's level of development and achievement. This gives a clear indication of the children's early abilities in English language, mathematics and social and physical skills. It ensures that the members of the nursery staff have a clear knowledge of what children know and can do at home. The nursery teacher, along with the nursery nurse, sets targets for children and revises them on a regular basis. The reception teachers continue to use and add to the records from the nursery. Children make good progress in the nursery and reception classes. The great majority, however, are unlikely to meet the expected levels in their communication and mathematical skills. This is because many children enter the nursery with very limited knowledge and use of English. The nursery and reception classes provide a good and effective level of support for children who have English as an additional language. This enables children to make good progress in all areas of learning. All members of staff ensure that children, including those with special educational needs, have full and equal access to the areas of learning. Parents value and appreciate the work children do in the nursery and reception classes.

Personal, social and emotional development

82. All members of staff promote children's personal, social and emotional development effectively throughout the foundation curriculum and teaching and learning are generally good. The members of staff are consistent in their dealings with the children. They provide good role models as they treat children politely, courteously and with respect. Children settle quickly and happily into the security of the nursery and make good progress in developing their personal and social skills. They are confident when moving around the nursery and share and take turns amicably, for example, when using computers and books. They concentrate well on their tasks, for example, when working together in a numeracy session. Children are enthusiastic and clearly enjoy their work in the nursery and reception classes. They co-operate well with each other and adults. They continue this good progress in their personal development as they move into the reception class. Here, children generally work well together, although some less mature children need adult support to do their best. They understand the routines of school life and move reasonably

quietly and confidently around the school. The members of staff take every available opportunity to develop and promote calm behaviour and independence. By the time they are six, most children, including those with special educational needs, are likely to meet the expected levels in the development of their personal and social skills. The school is continuing to maintain and improve this area of children's development effectively since the previous inspection.

Communication, language and literacy

83. The teaching, children's learning and provision for the development of communication skills, language and literacy are good. The range of books in the nursery and reception classes is suitably wide for the needs and interests of the children. Although standards in the reception class are below those expected, progress is good. The members of the nursery staff ensure that children learn the correct way to hold and handle books and that they enjoy looking at the pictures. The reception class teachers use the National Literacy Strategy effectively to develop children's understanding of letter sounds and word building. This gives children a very firm basis for reading. All members of the early years staff provide opportunities for children to realise the importance of language across all areas of learning. This encourages children to read and write, and some in the nursery can already recognise their own names. Most children, in spite of the good progress they make, have well below average writing ability. Teachers successfully promote children's skills in listening and speaking by reading stories. Children enjoy these sessions and quickly develop a love of books. All adults give an effective level of support to children who use the role-play areas. As a result, children make good progress in their ability to share ideas, experiences and feelings as they act out real life situations. This level of support enables children who have English as an additional language to develop confidence in speaking English. All children learn to hold and use pencils correctly. They increase their early writing skills in a range of activities that encourage their hand and eye control. This makes a positive contribution to their development. Children with special educational needs receive effective support from the staff but in the reception classes, this needs to be more consistently organised. The great majority of children make good progress in their learning. The children are however, below the Early Learning Goals by the time they enter Year 1.

Mathematical development

84. The teaching, children's learning and provision for children's mathematical development are good. Most children make good progress in consolidating and developing their number skills. One of the strengths of this provision lies in the way in which members of the nursery and reception staff develop these skills through a structured programme of work. This includes the use of construction activities to develop awareness of space and children's control skills. Children become interested in number and count objects as part of everyday life. For example, children in the nursery play counting and matching games using large number cards. In the reception class aspects of the National Numeracy Strategy are taught to raise basic numeracy skills. For example, children look for shapes in ordinary objects and organise counting games. This development of number language provides an effective level of support for children who have English as an additional language. There is satisfactory support for children with special educational needs. They make good progress in developing their knowledge of numbers. By the time they enter the reception class most children have a developing range of mathematical skills. The members of the reception staff continue to build on and develop these early skills well. Children have a session of structured number work each day. Most children count and order objects to ten confidently. Many know and recognise the place of numbers on a number line. Children consolidate, build on and develop their early mathematical experiences effectively. Most children, however, are unlikely to reach the Early Learning Goals by the time they begin National Curriculum work in Year 1.

Knowledge and understanding of the world

85. All members of staff promote and develop children's knowledge and understanding of the world and children make good progress. Teaching and learning are generally good. Children have many opportunities in the nursery and the reception classes to explore the world. For example, children in the reception classes investigated how flowers are constructed and made model flowers naming the parts. They understand that plants need water, light and a place to grow. Children in the Foundation Stage develop a sound level of understanding of where they live in relation to the school. Children in the nursery use computers as a matter of routine. They work carefully and accurately at matching objects and are developing good mouse skills in playing games. This enables children to develop a suitable understanding of how to use the keyboard and mouse for accurate control. There is a good level of development in all areas of this aspect of learning. Most children are likely to meet the expectations of the Early Learning Goals by the time they begin work in Year 1.

Physical development

86. The nursery makes good provision for children's physical development and children make good progress. Teaching is good and children learn well. They have access to pencils, crayons, scissors and glue from the beginning of their time in the nursery. Many experience difficulty in controlling tools when they start in the nursery. All members of staff promote the development of physical skills well. This ensures that children learn well and make good progress. They increase their control skills well but most are still below expected standards when they enter the reception class. Children in the nursery and reception classes develop their climbing and balancing skills effectively. They have opportunities to run, jump, skip and use wheeled toys with an increasing awareness of space. There is a secure area for outdoor activities but this is starting to look shabby and the co-ordinator has plans for improving this after the contractors finish the building work. Children in the reception classes also have access to a suitable selection of large and small apparatus in the school hall. All adults interact well with the children and take all possible opportunities to support and extend children's physical skills and development. Children make good progress and most are likely to meet the expectations of the Early Learning Goals by the time they enter Year 1.

Creative development

87. All members of staff in the Foundation Stage give effective support to children's creative development and this is taught well, resulting in good learning by the children. They all have good expectations of what the children will achieve. This makes learning fun and motivates the children to work hard and develop new skills and techniques. Children make good progress in both classes as they learn how to use these skills to use and control materials effectively. They apply paint to paper confidently and learn the techniques of modelling very quickly. An example of this is the attractive paint mixing and printing of flowers in the reception classes. In the reception classes, children also develop well their ability to measure and cut accurately. Good teaching ensures they make good progress in shaping and assembling materials. For example, they apply their making skills in making flower models. There is regular access to music in the nursery and reception classes, and songs and number rhymes are often used to reinforce learning. Children sing a variety of songs melodically and accurately from memory, for example singing 'Inch Worm' in their work about plants. Most children are likely to acquire the level of skill necessary to reach the Early Learning Goals by the time they begin work on the National Curriculum.
88. The provision for the Foundation Stage is good and teaching and learning are good in all lessons in the nursery and many in reception, with some very good teaching also seen. There are many strengths: the greatest of these strengths is the quality of teaching and planning; this is reflected in the good level of progress children make in their early years at school. The teachers, nursery nurses and members of the support staff work effectively together to promote learning. They have a clear understanding of the needs of young children as well as realistically good expectations of what the children should achieve and how they should behave. They give children challenging and interesting tasks to consolidate and increase their knowledge and understanding. All the members of staff use language very effectively to develop and improve children's skills in speaking. This ensures that all children, particularly those who have English as an additional

language, make good progress in developing their speaking skills. All members of staff place a suitably strong emphasis on the teaching of specific skills, for example, how to use pencils and paint. They encourage children to work independently and make choices, when this is appropriate. An example of this is the work children do on the computer and their ability to concentrate unaided. The quality of teaching seen is an improvement since the previous inspection. The experienced co-ordinator for the Foundation Stage is having a positive impact on the level of provision and the quality of teaching. The curriculum and teaching are monitored well and the information is used sensibly for further developments.

ENGLISH

89. Standards at the time of the last inspection were well below national expectations. Results in the summer 2000 national tests show standards remain below national expectations in both key stages. In summer 2000, however, the number of pupils achieving the expected Level 2 in reading and writing in Key Stage 1 improved, especially in reading where pupils attained standards in line with similar schools. Although a few pupils attain the higher Level 3, many pupils are attaining very low standards. By age 11, pupils reach standards broadly in line with those of similar schools and there was a significant improvement in the average points scored in English in summer 2000. However, there has been a varied trend over the last four years with rises and falls in standards. This was in part due to long term staff illness and the difficulties in recruiting and retaining staff. In addition the wide variation in abilities of pupils in each year group, with high pupil mobility, has had a significant impact.
90. All elements of English are weak, with writing the weakest element. The school recognises this and has implemented measures to rectify the situation, although continuing staff shortages have slowed down their effect. Current inspection findings confirm that standards in Key Stage 1 remain below national expectations, although reading standards continue to improve. In Key Stage 2, standards remain well below average in all aspects of the subject. Pupils are making satisfactory progress in Key Stage 1 from the very low levels of attainment on entry to the school. However, pupils whose attendance is irregular or whose attitudes vary are not making satisfactory progress in Key Stage 2, affecting the overall pattern of progress for the age group.
91. When pupils start school they have very low levels of ability when speaking and listening in English. Pupils make some progress and become more confident as they move through the school, but many pupils have very limited listening skills and as a result often do not understand what is expected of them. Pupils who are learning English as an additional language receive good support from the specialist teacher and, especially when supported in class, they make better progress. Pupils' speaking skills are developed effectively when they are encouraged to join in discussions and activities stimulate their interest, as in the lunchtime drama club or when language games are used. This was evident in Year 2, through the teachers' good use of questions about a traditional story that was interesting. With sensitive encouragement and the effective support from additional staff, pupils gained in confidence to make contributions. Again, in year 5/6 the good use of pupils' recorded stories effectively focused attention and developed their confidence to speak in a different situation. However, there are generally too few opportunities in most subjects to enable pupils to develop their skills in a range of creative, formal and informal settings. Opportunities, when they arise, are not always fully developed, as in a lesson using various shoes and gloves as a stimulus. The pupils were clearly motivated but had limited opportunities to discuss the items as a class. This resulted in their becoming unsettled when asked to write descriptions, whereas they had clearly needed to discuss ideas first.
92. Given that pupils have very limited English language skills when they start school, they make good progress in reading, especially in Key Stage 1 which is similar to the findings of the previous inspection. However, this varies according to the class the pupil attends. In Key Stage 1, pupils are developing a good sight vocabulary and high-attaining pupils can use letter sounds to read simple unfamiliar words. Pupils' progress has been enhanced by the regular opportunities to read to parental helpers, who have received relevant training. Pupils' more limited progress in Key Stage 2 suggests that some teachers have not used the group reading strategy effectively to develop reading skills. The lack of regular opportunities to read individually leads to pupils lacking

in confidence to read and tackle new words in text. Pupils often do not understand the meaning of words. They lack confidence to read unfamiliar words and do not realise the lack of meaning in the text as they interpret it. One boy, for example, did not understand the word 'complimented', and it was only when encouraged to use a dictionary that he realised his misunderstanding. This affects pupils' comprehension of the books they are reading and severely limits their ability to improve both spoken and written vocabulary.

93. The lack of a more structured reading scheme, combined with very limited opportunities for hearing pupils read individually on a regular basis, slows progress down. This is especially the case in Key Stage 2, where pupils in general choose their own books from a limited range within the classrooms. Some teachers have tried hard to provide books that are interesting for older, more reluctant and less able readers and, in addition, some staff read interesting stories to pupils at the end of the day. In general however, the limited number of suitable texts at a simple level of text restricts the progress of pupils with special educational needs. Across the curriculum, reading for research is not fully developed nor are the approaches of the literacy strategy used often enough to develop pupils' competence as readers in subjects such as history, for example. The lack of opportunities to hear interesting stories or to read a range of books in a quiet yet stimulating environment does not develop pupils' interest for books. Throughout the inspection no pupils were seen using the library, for example.
94. Writing is the weakest element of the subject and has not developed significantly since the last inspection despite efforts by the staff. In Key Stage 1 higher-attaining pupils can write simple sentences using full stops and capital letters appropriately. They are beginning to spell more complex words, using these when writing about the characters in stories. Teachers' marking is generally positive and encouraging, and pupils make satisfactory progress from when they enter Year 1. By age 11, some pupils are beginning to use a range of interesting words when writing. Most pupils are unable to sustain their ideas long enough to write them down fully, or to extend their meaning into more complex sentences. This is due in part to pupils' weak language skills. It also follows from an over-emphasis on a narrow range of teaching skills, especially the often laborious handwriting and grammar exercises that are completed each morning. These do not motivate pupils and are having very limited impact on standards since written presentation remains poor in all subjects. Spelling strategies are also weak. This is especially so in classes where teachers' marking is infrequent or cursory at best. When motivated and supported by tasks that are matched well to their ability, pupils make better progress. This was seen in Year 6 when pupils, after discussions and debates about the use of cars, wrote some perceptive comments. One higher-attaining pupil, for example, stated, "Cars are a clever and efficient way to move around, but if everyone had a car it would lead to a very polluted world. People should do more to change cars for the better."
95. The quality of teaching varies across the school, although overall it is now good, notably in the infants and Year 6. This is an improvement since the last inspection. In general, teachers follow the format of the literacy strategy well. They have good relationships with their pupils. Learning objectives are clear and targets are set for each term based on good assessments against the National Curriculum level descriptors. These, although placed in pupils' books, are not easily understood by all pupils. They would benefit from less detailed, short-term targets in order to see their progress better. Although teachers' planning follows the literacy strategy for each year group, this is not always appropriate to the ability of pupils, many of whom lack the language skills to work at that level. For example, pupils were introduced to the 'passive voice' and paragraphs when they had difficulty writing simple sentences unaided.
96. Several teachers lack sufficient variety in their approaches and have limited resources to stimulate learning. Learning is most secure when teachers are supported by classroom assistants who are involved in all parts of the lesson. In Year 2, for example, the support teacher and staff helped pupils with learning difficulties by sitting with them during a whole-class session, encouraging them to take part and praising their efforts. In general, however, whole-class activities last too long and take insufficient account of the pupils' very limited attention spans. This leads to pupils becoming restless and teachers having to settle behaviour rather than teach, which leaves limited time to consolidate and practise skills.

97. Pupils with special educational needs in Years 2 and 5 follow a 'catch up' literacy programme. They are well supported by dedicated and well-trained classroom assistants, with whom they have good relationships. In these sessions, because work is matched to their needs and activities are interesting, they make good progress. Pupils are clearly interested, enjoyed showing their work to visitors and had great pride in the poetry book they had produced. Individual Education Plans have targets planned that take into account each pupil's individual needs. The plans are much improved since the last inspection but vary in quality. In some classes they are too broad, which makes the setting of work and the tracking of progress difficult. There was limited evidence, for example, to indicate that the plans were being followed by teachers and used to plan appropriate and interesting activities.
98. The management of English is now good and is much improved since the last inspection. The co-ordinator has worked hard to improve teaching and to support staff. Analysis of assessment data is used well to set school targets. This would benefit from further development in order to track individual progress and set increasingly more specific work. Class targets are beginning to have an impact on standards but are not sufficiently specific with short-term targets which pupils can easily work towards to recognise their improvement and to boost their confidence. In general, the use of literacy skills is restricted to literacy lessons and insufficient development of skills across other subjects is slowing progress. Pupils' spelling and reading strategies are weak, especially in Key Stage 2, and require a more structured approach. There is also little use of drama and few opportunities for pupils to speak in a variety of situations in order to develop their language skills. Although resources have improved and the library has been redeveloped, this requires further work in order to create a stimulating environment, with pupils given regular opportunities to visit and borrow books.

MATHEMATICS

99. Pupils' attainment in mathematics by the end of Key Stage 1 is below average. Standards are well below average at the end of Key Stage 2. In the 2000 national tests for seven-year-olds, about four pupils in every five reached the expected Level 2 and one in six reached the higher Level 3. These results are well below the national average but comparable with those of similar schools. In 2000, one in three eleven-year-olds reached the expected Level 4 and less than one in ten the higher Level 5. These Key Stage 2 results are very low compared to the national average and also well below those of similar schools. Evidence from the inspection indicates slightly better standards in the current Year 2 but well below average in Year 6.
100. The results are broadly similar to those at the time of the previous inspection. Several factors contribute to these low standards. Children's levels of mathematical development are very low when they enter the school. Pupils at the end of Key Stage 2 have experienced an inadequate curriculum in the subject and some unsatisfactory teaching in the past. Assessment procedures have not been used well to identify the consequent gaps in knowledge and understanding, nor to provide a suitable programme to make up these deficiencies. The high level of pupil mobility and low attendance levels of some pupils militate further against high standards. Although the use of the National Numeracy Strategy now ensures an appropriate curriculum, this has not been in place long enough for the older pupils to benefit fully. Teaching, although improved, is sometimes not sufficiently good to enable pupils to make the rapid and sustained progress needed.
101. There are no significant differences between the performance of girls and boys at present, although in 2000, Year 6 girls performed much better than the boys. Too few lower-attaining pupils have been identified as having special educational needs in numeracy. Consequently, there are not enough mathematical targets in Individual Education Plans and the progress of these pupils is satisfactory at best. Pupils with English as an additional language mostly make good progress in the subject.
102. By age seven, most pupils know the addition bonds to ten but are less secure with subtraction. They identify pairs of numbers which add to 20 and recognise multiples of ten. They know the names of the basic two-dimensional shapes and identify those that are symmetrical. Higher-attaining pupils are beginning to understand place value and find pairs of numbers whose sum is

100. These pupils calculate change from £1. Pupils with lower levels of attainment still reverse some digits when they write them. With some support, they separate a line of 20 cubes and record the resulting addition sum. They find it difficult to use a number line to subtract six from nine. Most pupils present their work poorly and this sometimes slows the pace of their learning. Their work shows insufficient progress from that completed in Year 1.
103. By age 11, pupils have extended their understanding of place value and use it to work with numbers at least up to a thousand. Although knowledge of multiplication tables is often not secure, pupils know and use divisibility rules. They have some understanding of fractions, decimals and percentages. They know a good range of metric and imperial measures and estimate lengths well. They reflect a shape across a line of symmetry. In data handling, most pupils construct and use conversion charts but have little understanding of the concepts of probability. Pupils rarely check their results. Pupils with higher levels of attainment understand and work successfully with negative numbers and read seven-digit numbers. Some pupils have good mental skills, calculating change from £10, adding numbers with two places of decimals and estimating products accurately. The large group of less able pupils are working at a very low level. They do not know the addition and subtraction bonds to 20. Their knowledge of mathematical vocabulary is weak. For example, they do not understand the meaning of 'ascending order'. Many have not acquired basic concepts in shape, space and measures. A lack of practical experience leads some to assume, for instance, that a taller container has a greater capacity than a shorter one, irrespective of its other dimensions. The ability of all pupils to use and apply the mathematics they have learnt is too limited because they are provided with insufficient opportunities, both within mathematics and across a range of other subjects.
104. As at the time of the previous inspection, the overall quality of teaching is satisfactory. Around one third is good but there is also a small amount of unsatisfactory teaching. All teachers are making appropriate use of the National Numeracy Strategy to plan their lessons. The initial oral or mental part of the lesson is used well to work on questions that often relate to the subsequent work in the main part of the lesson. However, few teachers are using this time to provide the frequent brisk practice that pupils need to increase their levels of numeracy. However, in the better lessons it is used constructively to increase skills in a way that gains the pupils' interest and enthusiasm. For example, in a Year 4 lesson, a game was played to extend pupils' knowledge of place value into thousands. The game, which was well organised, necessitated good co-operation and strategic skills amongst the players of each team. A good feature of the mental session is the way in which teachers encourage all pupils to participate by focusing questions at an appropriate level of difficulty for each pupil.
105. In most lessons, activities are carefully planned and presented in a logical sequence which enables pupils to understand each stage of the lesson. The management and control of pupils are usually good, with clear expectations about pupil behaviour. In a good Year 1 lesson, for example, the vigorous pace ensured pupils were constantly busy and a 'noise meter' was used effectively to convey the teacher's expectations about noise levels to the class. In some lessons, the challenging behaviour of a small minority slows the pace of learning. Occasionally the pace is too slow, the tasks hold little interest or pupils do not understand their relevance. In these circumstances, pupils become restless or inattentive but overall attitudes to the subject are positive. Weaker teaching is often the result of inadequate knowledge of the subject. Some teachers lack the confidence to impart new skills clearly or to explain mathematical vocabulary and use it consistently. In some cases, these teachers use commercially-produced lesson plans which do not exactly meet the objectives of the lesson. As a result, pupils become confused. In the better lessons, the work is made relevant to the experiences of pupils. More theoretical work is underpinned by practical activities to ensure concepts are thoroughly grasped. For example, in a Year 5 lesson on converting metric units of length, an outline map of the North London railway line was used by pupils to calculate the distances between their local stations.
106. In most lessons, classroom assistants are sensibly deployed and make a very positive contribution to the learning of the pupils, particularly of those with lower levels of attainment. However, there are instances where these staff sit watching the teacher's input instead of sitting amongst the pupils to help them to understand. Occasionally they even spend time that should be used directly supporting pupils' learning on low level tasks such as sorting books or pencils.

107. The comprehensive role of the subject co-ordinator is well established and she provides effective leadership. She has had the opportunity to observe lessons and to feed back her observations to each teacher. She has produced a clear action plan to develop work in the subject and in particular is aware of the need to increase the emphasis given to work on using and applying mathematics. There are good arrangements for the assessment of pupils' levels of attainment using National Curriculum criteria. Teachers are beginning to use these to match work more closely to individual pupils' needs. The quality of teachers' marking is variable. Some marking is superficial and gives pupils little idea of what they have learned or of what they can do to improve. The potential of ICT to support the work, particularly for pupils with special educational needs in mathematics, is considerably underdeveloped at present. Resources for mathematics are adequate but some require replacement. They are not well organised to enable teachers or pupils to find what they need quickly.

SCIENCE

108. Standards in science at the end of Key Stage 1 are below average in the work seen, maintaining the position at the last inspection. Attainment in science in summer 2000 at Key Stage 1 was well below the national average using Teachers' Assessment. The proportion of pupils gaining Level 3 was broadly in line with the national average. Pupils' attainment was well below average in all areas of science. In comparison with similar schools, the proportion of pupils gaining Level 2 and above was average and the proportion gaining Level 3 and above was above average. The school has made satisfactory improvements in the teaching and learning of science since the previous inspection since there is now a good focus on practical tasks.
109. By age seven, the teachers' good choice of tasks helps pupils to develop good attitudes and to have good experiences of practical work needing investigation and observations. The pupils respond well and become motivated to work hard. For example, pupils in Year 1 were excited by having a black box to look into, and tried to use a torch carefully to see what was in it. Pupils have studied parts of the body and have a satisfactory understanding of the main parts and internal organs. They know many sources of food and are beginning to understand the need for a healthy diet to meet the body's needs. Pupils are interested in how things work and have observed and experimented with several materials and know what some of them are used for, such as plastic, wood and metal. They are beginning to understand how properties of materials may be useful in making things and recognise how they are bendy, twisty or hard.
110. Standards are well below average by the end of Key Stage 2 in the work seen. The percentage of pupils gaining Level 4 and above was very low, and the percentage gaining Level 5 was well below average in the summer 2000 national tests. In comparison with similar schools, pupils' attainment was well below average for the percentage gaining Level 4 and above but was broadly average for Level 5 and above. This indicates that the school was broadly meeting the needs of the higher-attaining pupils. Improvements in science at Key Stage 2 over the last four years, and since the last inspection, have been broadly in line with the national trend.
111. The experiments chosen by the teachers provide worthwhile practical experience and encourage pupils to be interested in the ideas. This was seen to very good effect when a piece of onion skin was put under a microscope for pupils to observe cell structure. However, in general, the pupils are not given sufficient responsibility in asking their own questions and making their own investigations, so that their initiative is limited. The pupils' own investigational skills are below average. With support and good questioning, pupils become engaged in their tasks and they try to work out the problem. A good illustration was when in Year 6 the teacher lit candles to focus pupils on chemical changes. The teachers' good questioning prompted the pupils to think and reason about how the flame was fuelled and what a black stain from the flame might be. Their understanding was below average, however, since the pupils' observations, knowledge and reasoning were uninformed. Pupils respond well to their teachers and are keen to become involved in the activities and to use their skills. They are making satisfactory progress through the effective teaching and activities.

112. Pupils with special educational needs are able to work with some independence with support. Most pupils see the need for fair testing conditions and to be able to repeat and cross check their results. The teachers' good methods, for example of bringing pupils together to check progress, help to confirm pupils' understanding and to consolidate their learning. The quality of pupils' learning is better than their ability to set out their written work, although their ability to reason and explain is underdeveloped. Their behaviour is usually good during science sessions and pupils are responsible with materials. A few pupils give sensible reasons for their findings and are beginning to understand the importance of following a method during experiments. Previous work shows that pupils attain well below average across the science curriculum.
113. The quality of teaching and of learning is good at both key stages. There are examples of good teaching in both key stages and as a result pupils make good gains in scientific skills. Strengths in teaching include a focus on the science ideas, which are usually explained well to the pupils. Teachers establish interest and their good relationships with pupils encourage them to work. Behaviour was at least satisfactory in all lessons, which contributed to the pupils' concentration and learning, although a few pupils required firm handling. Teachers make informal observations of pupils through their questioning as part of on-going assessments to check on pupils' understanding and these are recorded formally each half term in a good arrangement.
114. Teachers generally make their expectations clear for behaviour and attitudes and pupils respond accordingly. They usually manage the pupils well and make clear presentations that hold pupils' interest. The analysis of work indicates that teachers' expectations related to the presentation of work are variable, with several examples of pupils' work being scrappy or incomplete. There are useful opportunities for pupils to apply their numeracy skills in calculations and tables.
115. The science curriculum is planned using national guidance, so is broad and balanced overall and meets the requirements of the National Curriculum. The work on investigative science is becoming focused and supports pupils' learning, although not many tasks allow pupils to investigate independently. Resources are just sufficient for the needs of the curriculum but require development. The subject makes a positive contribution to pupils' social skills when they work together and learn to share equipment.

ART AND DESIGN

116. By age 11 standards are generally in line with those expected for their ages in art. Younger pupils at Key Stage 1 are also attaining in line with expected levels. This indicates good improvement since the last inspection. Evidence was gained from lessons, displayed pupils' work, teachers' plans and discussion with pupils.
117. Younger pupils were using simple card viewfinders to observe parts of colourful illustrations before reproducing details using pastels, crayons and felt pens. They showed good observation and drawing skills and many produced attractive and careful work. Older pupils used well-developed cutting and folding skills to make simple pop-up books of their own poems, which they then illustrated. The oldest pupils had visited the local park before using photographs taken on the visit to make sketches before painting parts of the landscape and features they had seen. They were able to compare the techniques and effects of painters such as the Impressionists in painting from the landscape and discuss how these techniques could help their own work. Some pupils were using sketch books to record ideas and designs but this was not consistent throughout the school.
118. Teaching is satisfactory, with some good teaching seen at Key Stage 2. The strengths of the teaching include the good range of activities offered, which are often linked to work in other foundation subjects. It is also the expertise and confidence of teachers and the links to the work of other artists and the local environment. Skills are taught satisfactorily but there was less evidence of using three-dimensional media such as modelling materials and clay.
119. Pupils respond well to their teachers and are enthusiastic and keen to develop their existing skills in new work. They are able to discuss and evaluate their own and others' work to improve it. They

are making satisfactory progress from their previous levels, including those with special educational needs and are able to work with some independence. Behaviour was satisfactory in all lessons and this contributed to the pupils' concentration and learning.

120. There is a recently appointed and enthusiastic co-ordinator for art, who has undertaken an audit of resources. The range and quality are adequate to teach the subject. There are plans to update the policy in line with the revised National Curriculum and the school is using national guidance for the subject. The subject is taught for half a term at a time to make best use of the time allocated. There is also an after school art club, which makes a good contribution to pupils' interest and progress. The monitoring of the subject is undertaken by supporting colleagues and looking at pupils' produced work. The school has a large art room on the top floor, which is currently unusable due to re-roofing work but which offers a very good environment for future provision.

DESIGN AND TECHNOLOGY

121. By age 11 pupils are attaining levels which are generally in line with those expected for their ages in the making aspect of design and technology. Younger pupils at Key Stage 1 are also attaining in line with expected levels. There was little evidence of pupils' designing and planning, although teachers' plans covered this element of the subject. Evidence was taken from lessons, displayed pupils' work, teachers' plans and discussion with pupils.
122. Younger pupils had made models of flowers showing their different parts. Some pupils had made well-constructed houses from a variety of materials. A group had made papiermâché pink pigs using balloons as a base shape. Year 2 pupils had made coracles related to their work in other subjects and had woven paper to make mats and patterns. Older pupils had made board games, card containers and a group of Year 4 pupils were constructing a model of a Viking long boat. The subject is often linked with work in other subjects, such as when older pupils were making models to incorporate a circuit and switch linked to work in science. This is effective in using the short time allocated productively, but results in the specific skills of the subject, such as designing, planning and evaluating, being neglected.
123. Teaching is satisfactory and pupils respond with enthusiasm and interest. They focus well in their lessons and develop further their existing skills in new tasks. They were well able to describe, for example, the use of circuits in their models in Years 5 and 6. They show good construction and making skills and are able to use tools and materials safely. Their designing and planning skills are less well developed, although they understand the practical implications of modifying their models to improve them and are able to make useful suggestions to improve others' work also. They make satisfactory progress in lessons, including pupils with special educational needs and are proud and interested in what they have produced. This increases their positive attitudes to the subject and their interest in learning new techniques.
124. The subject is led by an enthusiastic and experienced co-ordinator, who is in the process of updating the existing policy in line with the revised National Curriculum. The school is using national guidance for planning the curriculum. There is a strong overlap with art and science and the subject is often used to extend work in history and geography. This has resulted in some weakening of the design element in teaching and this needs to be emphasised more in lessons. The school is aware of this and understands that the new policy needs to reflect this element more consistently. Resources for the subject are barely adequate and need to be extended and made accessible to teachers on each floor of the school. Monitoring of the subject has helped to make improvements and is carried out by evaluating the outcomes of lessons and discussion with teachers.

GEOGRAPHY

125. Very limited evidence was available for analysis and no lessons were seen in either key stage. It is therefore not possible to report on standards. The subject is supported by a scheme of work but, as found at the last inspection, pupils have broad gaps in their geographical knowledge and

skills. There is little evidence to suggest that there has been clear planning for progression. The curriculum is insufficiently developed, while staff shortages have meant that there is no co-ordinator to develop this subject appropriately.

126. In Key Stage 1 pupils have produced a simple pictorial map following a walk in the local area. However, in Key Stage 2 in Year 4, pupils have also produced maps of their route to school, which clearly indicate that pupils' mapping skills have not developed and remain immature pictorial representations. Although, for example, higher attaining pupils included a simple colour key, they made little attempt to use a 'birds eye' view. In Year 6 similar work has been undertaken when pupils mapped the local canal following a visit. Although some pupils used more detail, including keys, their skills remain immature, with a mix of pictures and plans on their maps. There is a lack of progress in skills. Similarly, work on contrasting environments both in Key Stages 1 and 2 remain underdeveloped, although, in one Year 4 class, pupils had been stimulated when they looked at the local environment and conducted a 'rubbish survey'. Work on the theme of water was of a better standard, although, when asked, pupils could recall very little. Pupils lack experience in the use of atlases, for example, and, when given the opportunity to use these to identify world regions of high and low rainfall, found this difficult.
127. The subject has not moved forward sufficiently since the last inspection. There is a need to further consider the scheme of work, the use of different teaching methods, and to improve resources in order to ensure that pupils are not only motivated but that they have sufficient opportunities to study an appropriate range of topics in sufficient depth to ensure progression.

HISTORY

128. Standards in history are below expectations in both key stages. Evidence indicates that in Key Stage 1 many pupils are attaining in line with expectations but not enough to reach average attainment overall. This is due to the good use of visits and resources that stimulate pupils. In Key Stage 2 the curriculum has been insufficiently developed and teaching in general has focused on the acquisition of basic factual knowledge, with limited opportunities for pupils to research, analyse and interpret the significance of the facts known. This is similar to the findings of the previous inspection.
129. In Key Stage 1, teaching is consistently good. Good use of resources, visits, focused open-ended questioning and a variety of interesting tasks have stimulated pupils. These challenge younger pupils to think about the facts and ensure they are motivated and stimulated. In one good lesson in Year 1, about homes in the past, all these elements were combined well. Pupils recognised some of the features of different homes, for example the different materials used, and could produce simple time lines to sequence the style of homes. But, because the teacher had encouraged them to consider the facts, higher-attaining pupils were beginning to analyse and make interesting deductions. They correctly identified that old houses did not have TV aerials on the roofs, 'as there was no electricity then'. Pupils were beginning to identify that knowledge about the past could be gained from different sources. They recognised that life in the past was different. In Year 2, visits have been used effectively to stimulate pupils. After a visit to a Florence Nightingale exhibition, pupils were clearly excited after touching various artefacts. Although they were tired after the visit, they could recall interesting information such as 'She would have used candles made from sheep fat as bees wax was too expensive'.

130. In Key Stage 2, pupils have studied a suitably broad range of topics but at a superficial level. Pupils' knowledge is limited, while work in some books shows that all pupils have written the same words, which suggests that teaching has not stimulated or challenged pupils. In general across the key stage, pupils are insecure in their factual knowledge of the periods they have studied and could only recall simple facts. For example when discussing the Tudors, pupils could relate the facts but could not discuss the motives or consequences of the events. Work in books was the same for all pupils. Pupils in general have had limited opportunities for independent research. In the lessons seen, teaching was good and used interesting resources to stimulate pupils. This was noted in a Year 5 lesson about the history of the local area that used postcards and books to develop a sense of enquiry. However, although clearly interested, because pupils had had little previous experience of this kind of research, they had difficulty recording their findings and expressing their ideas.
131. The subject has no co-ordinator due to staff vacancies. Consequently, staff lack guidance and support. Resources such as artefacts are very limited, although visits effectively support the curriculum. A scheme of work has been adopted but further consideration of this is required in Key Stage 2, in order to fully comply with the new curriculum orders. In particular, there is a need to ensure topics are covered in sufficient depth to enable pupils to develop their independent research skills, so that they may consider the facts, motives and consequences of the events. The work planned requires further consideration in order to engage pupils of all abilities more fully through the development of a more varied range of activities than is currently used.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. Standards of attainment in information and communication technology (ICT) are broadly in line with those expected nationally in both key stages, although several pupils lack understanding and skills for specific tasks. This is similar to the previous inspection for Key Stage 1 and an improvement at Key Stage 2. The school has a computer suite, which is beginning to be used to good effect in linking ICT to tasks across the curriculum.
133. Overall, pupils are gaining appropriate experience and skills. They are introduced to the process of setting up a computer ready for use and of loading programs. Within Key Stage 1, many pupils have sound word-processing skills and are accurate in the use of the mouse. They are able to enter simple text, and to make simple designs using an art program. By Key Stage 2, pupils have gained more confidence with word-processing and are generally able to change the style and size of text. For example, in Year 4 the teacher had composed his own poem with a repeating chorus. The pupils learnt and applied their skills to pasting a copy of the chorus after each verse. Few pupils have fluent keyboard skills and tend to poke each letter, showing an area for further direct teaching. Pupils are beginning to extend the use of their skills to writing for differing subjects and to use different fonts, layouts and colours. Pupils in Year 5 have produced well-structured web pages on the Tudors, which schools in the area may access, showing that with support pupils can produce good quality work. Pupils in Year 6 accessed these pages and demonstrated satisfactory skills in searching for information.
134. The school plans to national guidance and the requirements of the National Curriculum are broadly covered, although experience of control is more limited. Pupils have begun to use computers to access reference material such as encyclopaedias. They are able to use the Internet with help, and use the computers for modelling in art.
135. The quality of teaching is good in both key stages. There is some good direct teaching of skills for word processing. The teachers manage the pupils well, use very appropriate methods to create interest and have pupils working together. The choice of tasks is good, giving good motivation, and these are sometimes linked to other subjects. The school has not yet developed assessment procedures, although teachers are generally observant of pupils as they work.
136. The co-ordinator has taken on the role keenly and provides good general support to colleagues. He understands the need for development in the subject and helps arrange suitable training. He has a clear understanding of the role and the need to design the curriculum for the progressive

development of skills through the school. The school has adopted national guidance which provides for subject coverage and supports lesson planning. The subject meets national requirements, although subject development is still at an early stage.

MUSIC

137. By age 11 pupils are attaining levels which are generally in line with those expected for their ages in music. Younger pupils at Key Stage 1 are also attaining in line with expected levels. Pupils are making good progress from a low start. Evidence was gained from lessons in composing, performing together, instrumental tuition and from teachers' plans and discussion with pupils.
138. Younger pupils are able to distinguish high and low sounds and can sing together while changing pitch. They understand the texture of sounds and the way in which varied effects can be made through changing pitch. Older pupils have good appreciation skills and are able to identify some elements in contrasting pieces of music. They were imaginative in describing what they had heard. Pupils in Years 5 and 6 were able to compose sequences and cycles in music using untuned percussion instruments and could perform their group compositions for others and in school assembly. Some pupils had good opportunities to learn brass instruments with an experienced specialist teacher and were able to perform with their teacher compositions such as 'Memphis Underground' and 'Ode to Joy' with good competence, tempo and breath control.
139. Teaching in music is generally good and a good range of musical activities is offered by the school. Teachers have good enthusiasm and expertise and are able to organise lessons well so that pupils are given good opportunities to perform, compose, listen to music and participate in instrumental playing. The pupils respond well and are well motivated to work hard. They are generally well behaved in lessons and are proud of their achievements, particularly when they perform for others. They are keen to improve their skills and co-operate well in their group learning.
140. The subject is led by a new co-ordinator, who has a keen interest in developing the subject further. The policy is due to be updated in line with the revisions in the National Curriculum. The subject is monitored by discussion with teachers and listening to pupils' performances. The use of specialist visiting teachers enhances the curriculum and pupils' learning and adds to the expertise available. The school has a well-resourced specialist music room, which is used well, and instruments and materials reflect a wide range of world music, classical music and jazz. Pupils are given opportunities for performing in large groups in local festivals and for parents and the community. They sometimes perform together in assemblies. There is currently little opportunity for listening to taped or performed music in school assemblies, which needs to be reinstated when the building work is complete to add to pupils' spiritual and musical development.

PHYSICAL EDUCATION

141. During the inspection, lessons in gymnastics, dance and games were observed. Standards of attainment at the end of both key stages are as expected for pupils at these ages. This is the same as at the time of the previous inspection. It was not possible to observe swimming, which takes place in Year 6. Discussion with the subject co-ordinator indicates that about 60 per cent of the Year 6 pupils are likely to be able to swim 25 metres by the end of the school year. The main reason for this low percentage is that a significant number of Muslim girls do not attend swimming lessons.
142. Pupils in Year 1 move imaginatively to music. They work well with partners to produce sudden movements which they link effectively to produce a dance. In Year 2, pupils know why it is important to warm up before they undertake physical activities. Their theoretical knowledge of other safety issues, such as not wearing jewellery and changing properly for physical education lessons, is not fully realised in practice, leading to time being wasted as the teacher puts such matters right. These pupils perform forward rolls well but they are less confident when undertaking balancing activities.

143. By Year 4, most pupils perform a variety of rolls and some have developed imaginative and skilful techniques to do so. At the end of the key stage, pupils display very variable movement skills. Some climb ropes or ladders with considerable agility and perform high quality rolls, landing on their feet. They do not link their movements into fluent sequences, however. Others work hard but struggle to move with sufficient speed, and a few are reluctant to participate in physical activity. In games lessons, most pupils control a ball well with a hockey stick but have limited skills in working co-operatively and strategically in a team.
144. The quality of teaching is satisfactory but with many good features. There were no unsatisfactory lessons. This is an improvement from the previous inspection, when teaching was unsatisfactory in Key Stage 1. Teachers display good subject knowledge, which leads them to explain new skills and techniques clearly. In the good lessons, they plan each activity carefully, adopt a calm, purposeful manner and stimulate pupils' imagination so that they produce more creative movements. All lessons begin with a warm-up, enabling pupils to undertake some vigorous activity. However, in some lessons in both key stages there is insufficient activity to render pupils breathless. Pupils sometimes remain inactive for long periods as teachers spend too much time explaining procedures, organising games or evaluating the work of individual pupils. Some lessons in Key Stage 1 are too long, the pace of learning is too slow and some activities are more suited to much older pupils. Teachers are very aware of safety considerations and ensure that pupils respond promptly to their instructions. Some support staff, however, are less adept at noting and preventing unsafe practices.
145. The school operates fully inclusive extra-curricular clubs and activities. All sporting activities are open equally to boys and girls, and pupils of all levels of ability may participate. Additional funding and the resources of the local community are used very well to increase the range of sporting opportunities. For example, national funding has been used to provide high quality football coaching by a local club and pupils have taken part in a cricket tournament at Lord's.
146. There is a suitable scheme of work for the subject but this is not closely adhered to by all teachers. Arrangements to monitor the work in physical education to ensure a well-balanced and appropriate programme for all pupils are inadequate. Sensible arrangements have been made to share expertise in physical education. For example, the co-ordinator, who teaches Year 6 pupils, exchanges classes once a week to teach the Year 2 class whilst the Year 2 teacher uses her expertise in literacy in Year 6. However, this results in a lesson which is too long for the Year 2 pupils. Provision for outdoor games lessons is inadequate. The school possesses no area of grass. The area close to the school formerly used for games has fallen into disrepair and is no longer fit for use. Although the school has an adequate quantity of equipment, some requires replacement. A considerable sum has been spent in renovating the large climbing frame in the hall. This represents a valuable resource for Key Stage 2 pupils but is less suitable for younger pupils. Overall, there is too little equipment and apparatus suited to the needs of children in the Foundation Stage and pupils in Key Stage 1.

RELIGIOUS EDUCATION

147. Standards at the end of both key stages are below the expectations of the Agreed Syllabus for the subject. This represents an improvement from the position at the time of the last inspection, when standards were well below expectations. At that time, the only religious education teaching taking place was a follow-up to assemblies and there was no scheme of work. All classes now have regular religious education lessons and the Locally Agreed Syllabus has recently been implemented. The inadequate curriculum in the past has resulted in most pupils having gaps in knowledge and understanding which will take further time to fill. The pupils, including those with special educational needs and English as an additional language, are now making satisfactory progress in their learning.
148. Pupils in Year 2 watch a video to learn about 'endings and new beginnings'. They give many examples of endings from their own experience but find it difficult to understand how they can lead to new beginnings. They know that some people believe in life after death but do not identify this as a concept from any particular religion. In Year 3, pupils know many details of Muslim

practices and infer the reasons for many of them. Pupils in Year 4 understand the concept of 'community' and are aware of the need for rules in varying types of community. Pupils in Year 5 are becoming increasingly thoughtful about relationships within society. One pupil, for example, asked if the local supermarket is able to comply with fair trade principles whilst maintaining a low price policy. They know the functions of aid organisations, although they have only a limited understanding of the many ways in which they assist people in poorer countries.

149. Pupils at the end of the key stage know a number of stories from various religions but rarely appreciate their significance. These pupils have studied several religions in previous years but have retained little knowledge of them. They know little of how or why religions started and their grasp of religious vocabulary is limited. In particular, their knowledge of the basic tenets of Christianity is inadequate.
150. The overall quality of teaching is good. All lessons observed were at least satisfactory and one was very good. Particular strengths are teachers' ability to gain the interest of the pupils by making the work relevant through reference to their own experiences and the use of open-ended questions to promote discussion. Some teachers have very good knowledge of the subject but in a few instances teachers are less confident. This results in only limited amounts of information being imparted or in missed opportunities to make connections between religious practices. Pupils show great interest in the subject when they realise their teacher knows a lot about it. In a very good lesson in Year 3 on the ways in which Muslims prepare to worship, the teacher's calm, confident and well-structured delivery led one pupil to ask how she knew so much about the subject. Through this lesson, pupils learned that preparation for worship implied respect and laid the foundation for them to respect the beliefs of other people. However, occasions when pupils learn from religion as well as learning about religion are relatively rare. Written work in the subject is comparatively sparse but some teachers are recognising the potential of the subject to promote pupils' literacy skills.
151. The subject is co-ordinated by a newly-qualified teacher, who has a clear idea of the way in which the subject needs to develop. The Locally Agreed Syllabus, still in draft form, has been introduced from the beginning of the year. Indications of improvement are already evident. However, the co-ordinator has not yet had the opportunity to monitor teaching or pupils' work in the subject. In more than one lesson, groups of pupils left the class, sometimes in the middle of the teacher's initial input, to receive additional help in literacy. Pupils may infer from this that the subject is comparatively unimportant. Equal access to the whole of the curriculum by all pupils is compromised by this arrangement.
152. Although there are sufficient books on most world faiths, the range of artefacts is more limited, with insufficient to assist teaching on Christianity, Islam or Buddhism. Teachers organise regular visits to churches and mosques and make good use of visitors who can share their beliefs with the pupils, so promoting good quality learning.