

ERRATUM

Please replace page 5 with the following:

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership. She has a very clear vision for the work of the school in raising standards, and has established clear and robust structures that enable staff to have a good understanding of their roles and responsibilities. The headteacher is well supported by the deputy. The senior management team and the roles of all subject co-ordinators have not fully developed because of staff absences, although several subjects are very well managed. Pupils are well supported and they achieve well.
How well the governors fulfil their responsibilities	Governors are well informed, knowledgeable and very supportive of the school. They are actively involved in shaping and monitoring its work.
The school's evaluation of its performance	There are very good systems for monitoring the quality of planning and for helping staff to improve professionally. Test and assessment data are carefully scrutinised and analysed for trends of achievement. This information is used exceptionally well in setting the school's own targets. The school has established good strategies to identify the value added to its work.
The strategic use of resources	Financial administration and planning are very good. The school makes very good use of its resources and it budgets carefully to support the priorities identified for improvement.

The accommodation is very good and provides the pupils with a secure and attractive learning environment. The school places a high priority on staffing and pupils benefit significantly from the additional support in lessons and around the school. Resources are good overall.

INSPECTION REPORT

OLD PALACE PRIMARY SCHOOL

Bow

London

LEA: Tower Hamlets

Unique reference number: 100892

Headteacher: Lin Osborne

Reporting inspector: Paul Canham
1353

Dates of inspection: 3rd – 7th July 2000

Inspection number: 193851

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	St Leonard's Street Bow London E3 3BT
Telephone number:	020 8980 3020
Fax number:	020 987 4237
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Paul Martin
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Canham	<i>Registered inspector</i>	Design and technology; Physical education.	The characteristics and effectiveness of the school; The school's results and pupils' achievements; Teaching and learning; Leadership and management; Key issues for action.
Elaine Parrish	<i>Lay inspector</i>		Pupils' attitudes and personal development; Pupils' welfare, health and safety; Partnership with parents and carers.
Margaret Lygoe	<i>Team inspector</i>	Mathematics; Information technology; Music; Equality of opportunity.	
Anne Holland	<i>Team inspector</i>	Children aged under five; Art; Geography; History.	Quality and range of opportunities for learning.
Stephen Parker	<i>Team inspector</i>	English; Provision for special educational needs.	
Gerard Slamon	<i>Team inspector</i>	Science; Religious education; English as an additional language; History.	

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Old Palace is larger than most primary schools with 207 boys and 189 girls aged from four to 11 years on roll. The large majority of pupils come from ethnic minority backgrounds. The proportion of pupils who speak English as an additional language is above 80 per cent, and a large number of pupils in Key Stage 1 are at the early stages of learning English. The proportion of pupils eligible for free school meals is three times the national average. A substantial number of pupils leave and others join the school during both key stages. A below average number of pupils have some form of special educational need, including those with statements. The attainment of pupils on entry to compulsory education at the age of five is low, with particular weaknesses in numeracy, and in literacy and language skills.

HOW GOOD THE SCHOOL IS

Old Palace is a very effective school, which overcomes the challenging circumstances in which it works and succeeds in serving a community with specific needs. In recognition of its effectiveness, the school has been acknowledged by the government to be one of the most improved schools in the country. It has considerable strengths in its high levels of achievement in English, mathematics and science, and in the quality of leadership which sets a clear direction for the work of the school in raising standards. The quality of teaching is good, with a significant proportion of very good teaching. The school gives good value for money.

WHAT THE SCHOOL DOES WELL

- The good teaching ensures that pupils achieve very well in English, mathematics and science by the time they leave school at the age of 11;
- Very good leadership ensures that clear structures and routines effectively support teaching and learning;
- Effective assessment procedures help the school to meet its targets for improvement;
- There are very good procedures for ensuring pupils' welfare, and support staff are used particularly well. The very good accommodation provides a stimulating learning environment;
- Provision for pupils' moral development is very good, and reflects the school's strong values. Consequently, pupils have good attitudes to their work, behave well and want to achieve. They enjoy very good relationships with one another and develop into sensitive and mature individuals by the time they leave school;
- The school makes very good provision for pupils with special educational needs and those for whom English is an additional language.

WHAT COULD BE IMPROVED

- English and its impact on other subjects in Key Stage 1;
- Standards in information technology, design and technology, and music in Key Stage 2;
- Attendance levels, which are below the national average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made substantial progress overall since its last inspection in May 1997. Standards achieved by pupils aged 11 have improved significantly and, when the results of the national tests are considered against similar schools, pupils achieve well above average standards.

The areas for action identified in the last report have been tackled successfully. Assessment procedures have improved significantly in several subjects. Good planning is used effectively to support teaching, which has also improved significantly; pupils now benefit from good or very good teaching in over 60 per cent of lessons. The quality of information for parents has improved, but attendance remains a weakness and a cause for concern. Almost all subjects are now well managed and this has helped to raise standards. The school now meets statutory requirements for collective worship. The governing body continues to be constructively involved in the work of the school and is supportive of the headteacher. The school's capacity to improve further is good.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	E	D	C	A	<i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
Mathematics	C	D	C	A	
Science	B	C	B	A	

These are good results. In English, mathematics and science, they show a sharp improvement which is well above the national trend. The school explains this improvement as due largely to the effective use of assessment procedures, and to the good teaching of groups of pupils with similar attainment. Inspection evidence broadly reflects these standards. Pupils are working at the levels expected in English and mathematics, but above the expected level in science. Standards in art and swimming are also above those expected for pupils aged 11.

Pupils achieve the expected levels in history, geography and physical education, and they match the objectives of the locally Agreed Syllabus in religious education by the end of Key Stage 2. However, standards in information technology are below the national expectation, and pupils do not achieve as well as they should in design and technology or music. The school has set realistic targets for English and mathematics for the Year 2000, and the most recent results indicate that the school is on its way to achieving them in both subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school. In lessons they are attentive and responsive. They listen well, work hard and concentrate on their tasks over long periods of time.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Pupils clearly understand what is expected of them. There have been no exclusions.
Personal development and relationships	Personal development is good. Pupils soon learn school routines and older pupils enjoy the extra responsibilities they are given. The good relationships are fostered by mutual respect and consideration, and make a significant impact on the school's learning environment.
Attendance	Unsatisfactory and below the national average.

TEACHING AND LEARNING

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

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

Of the lessons seen during the inspection, 94 per cent were satisfactory or better, of which 61 per cent were good, very good, or outstanding. Teaching was very good or excellent in 25 per cent of lessons. Examples of good teaching were seen in all years and in all subjects. However, teaching is consistently good in Key Stage 2, where 65 per cent of the lessons were judged to be good or better. At this key stage, pupils benefit significantly from clearly defined and well-focused tasks which inspire their learning. Effective assessment procedures ensure that pupils are given tasks which match closely their stages of learning. The consistently good teaching of numeracy, science, and language and literacy is exemplified by the provision of tasks which are carefully chosen to stimulate pupils' interest and help them to achieve well. In the reception classes, the children's good learning is promoted through stimulating practical experiences and well-structured teaching which is a strong feature of the

very good teaching. Careful attention is given to pupils with special educational needs and those with English as an additional language, who benefit from very good teaching. Common features of the unsatisfactory teaching, seen mainly in Key Stage 1, are unclear learning objectives, weak pupil management, and a limited range of teaching strategies. Overall, the teachers' subject knowledge of information technology, design and technology, and physical education is not well developed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced, and pupils benefit from a good range of learning opportunities. The great emphasis placed on the development of literacy and numeracy skills reflects the needs of the pupils. Good attention is paid to equal opportunities for all pupils and to their personal development. The provision for extra-curricular activities is satisfactory.
Provision for pupils with special educational needs	Very good. Pupils are given well-planned tasks which closely match their needs. They benefit from effective support, and make good progress when working individually or in small groups away from the main class. The school's very good assessment procedures are well used to ensure that these pupils make significant and specific learning gains in their learning.
Provision for pupils with English as an additional language	Provision for pupils who have English as an additional language is very well managed. Pupils benefit from effective and sensitive support at their individual stages of learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for moral development and ensures that all pupils understand right and wrong. The provision for spiritual, social and cultural development is good. Aspects of the school's curriculum enable pupils to reflect on events and on their lives. Pupils are made aware of other cultures and beliefs through the curriculum, and a wide range of educational visits.
How well the school cares for its pupils	The school is diligent in its care for pupils. It has very good procedures in place to promote the best interests of all, and these make a positive contribution to pupils' development. Staff know the pupils well and take great care of them in a safe and supportive environment. Effective child protection procedures ensure that staff are sensitive to the needs of the pupils. Systems for monitoring academic performance are very good because the information is used to help pupils achieve particularly well.

The school is committed to building a close partnership with parents. The large majority of parents who responded to the parent questionnaire believe the school works closely with them. In spite of this, parents' contribution to their children's learning and the impact of their involvement in the work of the school are not well developed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership. She has a very clear vision for the work of the school in raising standards, and has established clear and robust structures that enable staff to have a good understanding of their roles and responsibilities. The headteacher is well supported by the deputy. The senior management team and the roles of all subject co-ordinators have not fully developed because of staff absences, although several subjects are very well managed. Pupils are well supported and they achieve well.
How well the governors fulfil their responsibilities	Governors are well informed, knowledgeable and very supportive of the school. They are actively involved in shaping and monitoring its work.
The school's evaluation of its performance	There are very good systems for monitoring the quality of planning and for helping staff to improve professionally. Test and assessment data are carefully scrutinised and analysed for trends of achievement. This information is used exceptionally well in setting the school's own targets. The school has established good strategies to identify the value added to its work.
The strategic use of resources	Financial administration and planning are very good. The school makes very good use of its resources and it budgets carefully to support the priorities identified for improvement.

The accommodation is very good and provides the pupils with a secure and attractive learning environment. The school places a high priority on staffing and pupils benefit significantly from the additional support in lessons and around the school. Resources are good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school;• the good teaching;• the good progress;• being kept well informed about their children's progress;• the school listens to their concerns;• their children are expected to work hard;• the caring environment.	<ul style="list-style-type: none">• homework that is consistently set and marked;• the range of activities outside lessons.

Inspection evidence supports all the positive views expressed by parents in response to the questionnaire and at the meeting of parents with the registered inspector. Homework seen during the inspection was consistently set and marked over time and across the school. The range of extra-curricular activities has improved since the previous inspection, and the school organises a substantial number of educational trips to enrich pupils' experiences.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The large majority of children attend a local nursery before joining the reception classes full time. For almost all the children, English is an additional language. Attainment on entry is very low when compared with that of children of similar ages, both nationally and locally. Children make very good progress in all areas of learning, including the language element of the early learning goals, because they are well taught. On entry to Key Stage 1, pupils' language competence is put under pressure by the increased expectations for literacy, and attainment levels are low due largely to undeveloped numeracy, literacy and language skills.
2. Throughout the school, pupils made good gains in their knowledge and understanding in 60 per cent of the lessons observed and satisfactory progress in all but 6 per cent of the remaining lessons. Pupils with special educational needs make very good progress. Their needs are identified as soon as possible after entry to the school, so that they can be given appropriate individual education plans. Targets in these plans are clear, specific and suitably challenging for their academic and personal development. Careful monitoring of progress and regular adjustment of targets mean that pupils sustain a very good quality of learning. Few pupils require a statement of special needs, and the level of need of many is reduced as they progress through the school. In English, pupils are given highly effective additional help so that they make very good progress, and the school's monitoring indicates that they are well supported by parents. The achievement of pupils who speak English as an additional language is enhanced by the very good quality support provided by the school. When these pupils become proficient in English, their progress in all curriculum areas is equal to that of other pupils of similar ability.
3. The results of the 1999 national tests show that standards at Key Stage 1 were well below average in reading, writing, and mathematics. When these results are compared with those of schools which have a similar proportion of pupils eligible for free school meals, standards were average in reading and mathematics, and above average in writing. The proportion of pupils reaching the higher level in these subjects was well below the national average. In science, the performance levels of pupils were also well below the national average in the 1999 teacher assessments.
4. The results of the national tests show that, in 1999, standards at Key Stage 2 matched the national average in English and mathematics, and were above average in science. When compared with schools having a similar percentage of pupils eligible for free school meals, standards were well above average in all three core subjects. The proportions of pupils reaching levels above those expected for their age were below average in mathematics, close to the national average in English, but well above in science.
5. At Key Stage 1, results over time show some variation but a downward trend overall. In contrast, the results in Key Stage 2 show a sharp rise in English, mathematics and science, which is well above the national trend. The girls have improved more than the boys in all three subjects, but particularly in science. The school has recognised this trend and is monitoring the strategies used in teaching. This significant improvement in standards has

been recognised by the government, and the school has been identified as being one of the most improved schools nationally. The school attributes this improvement largely to the diligent use of assessment procedures, and the good teaching of groups of pupils similar attainment. The school's most recent unconfirmed results show that standards for pupils aged 11 continuing to improve. There was a slight decline in 1999 for pupils aged seven in the boys' reading and writing, with girls performing slightly better than the boys. At face value, this paints a negative picture, but the school explains the slight decline as due to differences in the year groups and to the numbers of pupils who join and leave the school at other than the usual time of first admission. During the inspection, weaknesses in teaching also centred on Key Stage 1.

6. Taking into account the challenging circumstances in which the school works, the school has set realistic targets for English and mathematics for the Year 2000.

7. Evidence gathered during the inspection reflects the results of the most recent National Curriculum tests. Pupils aged seven are working at levels below or well below those expected in English, mathematics, and science. However, pupils aged 11 are working at the levels expected in English and mathematics, and above the expected level in science. Standards in information technology are below the national expectation by the end of both key stages. Pupils are not making enough progress in religious education to meet the objectives of the locally Agreed Syllabus by the end of Key Stage 1, but standards match the objectives by the end of Key Stage 2. Standards in art are similar to those found nationally by the end of Key Stage 1, but they are above them in Key Stage 2. Standards in history, geography and physical education are similar to those found nationally by the end of both key stages, although standards in swimming are higher than those found nationally. In design and technology standards are similar to those found nationally for pupils aged seven, but not for pupils aged 11. Standards in music are below those found nationally for pupils aged seven and 11. The difference in the standards achieved by pupils between the key stages is due in part to the consistently good teaching in Key Stage 2 and the length of time pupils have to develop their language skills through this key stage.

8. The school places a strong emphasis on the development of literacy skills. Planning in both key stages is based on the targets of the National Literacy Framework, and teaching follows the recommended structure of the literacy hour very closely. The supportive approach used by teachers and other adults encourages pupils to develop their speaking and listening skills in all subjects. However, expectations for standards of speaking need to be higher in both key stages, and very few instances were noted of pupils being coached to project more loudly, slowly and clearly. In mathematics, most teachers speak very clearly and they ensure that pupils understand new concepts and use new vocabulary correctly. This is of value to all pupils, but of great significance to those who have English as an additional language. In Key Stage 1, limited skills in reading affect pupils' learning in several subjects, and many depend on adult support to explain information books and written instructions. There are good examples of formal and creative writing in several subjects, for instance well-sequenced science reports and imaginative projections into other times in history. However, errors in spelling technical terms are common, and teachers tend to ignore language errors when marking work in subjects other than English. In Key Stage 2, pupils generally know how to use information books for study purposes. This supports their development in most subjects, though they do not use the school library regularly enough to develop independent study skills.

9. The National Numeracy Strategy has now been successfully introduced and many features, such as mental sessions and the discussion of strategies, are securely embedded. There is an emphasis throughout the school on mental computation. All pupils benefit from regular practice at the start of lessons, and pupils' understanding of mental strategies is good. Instant recall of number facts is not as well developed. Pupils' numeracy skills are used to support work in science, design technology, and information technology.

10. Many pupils have limited contact with English outside school because they speak their mother tongue at home and in the local community. Some pupils speak their mother tongue in the playground and during lessons when not under direct supervision. By Year 2, the quality of pupils' speech is well below national expectations for standard English. Many pupils give answers that are very brief, and they speak too quickly and quietly, without forming sounds clearly enough. By Year 6, pupils respond well to teachers' expectations and they take an active part in lessons. Most pupils are confident in speaking formally in answering questions and explaining their ideas to the class, using technical terms appropriately. Nevertheless, some speak too quietly to communicate effectively except in informal situations, and many continue to speak too quickly and not clearly enough. Girls are generally less confident than boys in speaking.

11. Standards in reading have improved during the past year because of a substantial increase in adult support during lessons, although standards remain below average for pupils aged seven. Pupils benefit from being systematically taught the relationship between letters and sounds. By Year 2, most pupils read aloud independently from books and understand what they have read, though some are restricted not only by below average vocabulary but also by limited life experiences. As a result, their ability to explain the meaning is weak, and only those with the highest attainment in reading and speaking are able to describe and explain events and characters. However, by Year 6, pupils make very good progress and the majority read longer texts appropriate for their age with good understanding. The good levels of achievement reflect the quality of teaching and its positive impact on learning. Pupils have sound experience of reading for a wide range of purposes, and higher attainers read aloud confidently and accurately.

12. By Year 2, much of pupils' writing is brief and in response to work sheets. A few pupils are confident in writing their own stories independently in a joined style of handwriting. Standards of accuracy in spelling and punctuation are sound but the pupils' vocabulary range is limited. By Year 6, pupils learn to write for an increasingly wide range of purposes and audiences. Pupils express clearly their strong personal responses in extended writing, for example, on *Romeo and Juliet*. Higher attainers develop their argument in well-structured paragraphs. Standards of accuracy develop well and pupils learn to apply this by planning, redrafting and proof-reading their own work

13. All aspects of mathematics are given due attention. Pupils are encouraged to learn their tables, although by the time they reach the Year 6, many lower attaining pupils do not have a secure recall of basic number facts. By Year 2, pupils generally develop a confident understanding of the number system and of place value. By Year 6, pupils gain a sound

understanding of data handling and of shape and measure. Pupils benefit from working on interesting and relevant activities which promote their learning and enthusiasm for the subject. There are good opportunities for applying mathematics to real life problems, such as converting an American recipe to standard measures. Standards of presentation of written work are good in all year groups, and pupils set out calculations logically.

14. Throughout the school, pupils ask questions about their science work, use investigation to acquire knowledge, skills and understanding, and attempt to explain their discoveries and draw conclusions. By Year 2, most pupils recognise and name different parts of the body using appropriate vocabulary, and know the importance of healthy eating. Pupils show that they know the life cycle of a plant from seed to blossom by placing cards in order. By Year 6, pupils have a good breadth of understanding of science. They benefit from the strong emphasis on practical investigations and have a good understanding of the concept of a fair test. Most pupils make predictions based on scientific knowledge and understanding, and use scientific terms with confidence. Pupils have a good understanding of the need for healthy living, and know the dangers of drug and alcohol abuse. Higher attaining pupils understand the importance of classification and show a clear understanding of simple electrical circuits. These pupils begin to apply ideas about physical processes to suggest a variety of ways to make changes, such as altering the current in a circuit.

15. Information technology is being used across the curriculum to support pupils' learning, for example in history, geography and mathematics. Most pupils enjoy using computers and work eagerly. However, standards are below those expected for pupils aged seven, due in part to the pupils poor reading skills. By Year 6, attainment levels are below those expected at this age, because the scheme of work has only recently been introduced and pupils lack experience of working regularly with computers. Aspects such as control are insufficiently developed.

16. In religious education, most pupils aged seven do not reach the objectives of the locally Agreed Syllabus because their limited language skills inhibit their ability to interpret stories and parables. However, By Year 6, pupils relate some of the concepts of different faiths to their own experiences and go beyond this to discover more about religious beliefs, ideas and structures. Pupils have a good understanding of how people should treat each other through studying the lives of inspirational people such as Martin Luther King and Gandhi.

Pupils' attitudes, values and personal development

17. Pupils' attitudes to learning and their behaviour in school are good. A high proportion of parents (95 per cent) indicated in their response to the questionnaire that their children like coming to school. The inspection evidence, including many conversations with pupils, endorses the parents' view. There are good relationships between pupils and staff. Pupils respect each other's feelings and beliefs, and are encouraged to take responsibility for their actions. Overall, attitudes, behaviour and personal development remain good. The good attitudes and behaviour noted in the previous report have been maintained. However, in spite of very good efforts by the school, attendance is still unsatisfactory.

18. Children aged under five in the reception classes settle quickly into the life of the school. They adapt happily to well-established routines and make good progress in their personal and social development, acquiring good attitudes to their work and the ability to concentrate. They share resources willingly and take turns without a fuss. Calm and well-organised teaching encourages them to persevere with tasks, and they do their best to work to a good standard. Children enjoy taking an active part in their lessons and they are helped to develop a sense of achievement through pleasurable and rewarding activities.

19. These good attitudes remain with pupils as they progress through the school. Pupils enjoy coming to school and good, or very good, teaching in many lessons sparks their interest. Pupils respond by being inquisitive and eager to learn. Most pupils maintain good attitudes even when teaching is less stimulating. In the most effective lessons, pupils are well motivated by the teachers' enthusiasm for the subject and this makes a valuable contribution to pupils' learning. For example, in an English lesson, pupils in Year 3 reinforced their learning by enthusiastically correcting the 'mistakes' made by the teacher, who used imaginative teaching strategies to engage all pupils. In a stimulating history lesson in Year 5, pupils joined in discussion and maintained high levels of interest in response to the teacher's effective use of praise and encouragement.

20. Standards of behaviour in lessons are good. The large majority of pupils behave well at all times, but there are occasional pockets of disruptive behaviour in a few classes. Pupils become noisy when the tasks lack interest and when teachers use a narrow range of strategies to hold their attention. Pupils are involved in drawing up their own class rules. Good behaviour is positively reinforced with praise and with a system of stickers and certificates which pupils value. The good behaviour in lessons has a positive impact on the progress pupils make. Pupils are very well supervised outside the classrooms, and their behaviour as they move around the school is excellent. Pupils walk in single file along corridors and on the stairs, and someone always holds the doors open for the others without waiting to be asked. Pupils are equally well behaved when outside the school. For example, during a swimming lesson to a local public pool, pupils in Year 5 were extremely polite and acted as excellent ambassadors for the school. There is a strong sense of harmony in the playground where pupils mix well. There were no signs of bullying during the inspection. Pupils know that any incident of rough and aggressive behaviour must be reported to an adult and they are confident that their concerns are taken seriously. There have been no exclusions.

21. Relationships throughout the school are good. Many teachers and other adults have established very good relationships in their classrooms and these give pupils the confidence to participate in discussion. This was well illustrated in a Year 5 lesson on Martin Luther King, where pupils were inspired to voice their thoughts and make an active contribution to the lesson's success. Pupils are very polite to staff, visitors and to each other. Pupils of all ages get on well together in lessons, supporting one another and listening when other classmates are speaking. Pupils are encouraged to look after each other and they do this well. Teachers help pupils to think about the results of their actions and to be kind, and they often encourage pupils to applaud the good work of others. Pupils with special needs and with English as an additional language are well integrated.

22. Pupils get involved in the daily life of the school at an early age by helping to tidy up after lessons and by taking the registers to the office. By Year 6, there is increasing scope for pupils to take the initiative, for example, by escorting younger pupils in to the playground after lunch and by playing with them in the playground. In some lessons, pupils work independently and, in the literacy hour, most pupils work well on set tasks without a teacher's direct support. However, there are limited opportunities for pupils to go to the library or to use computers to research their work.

23. Attendance levels are well below national averages. There are straightforward procedures for recording and reporting absences, and registration is carried out effectively in all classes. Although some parents support the school's drive to maintain regular attendance and punctuality, and co-operate by explaining the reasons for absence promptly, many do not and have to be sent regular reminders. A significant number of parents take their children away on holiday during term time.

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching has improved significantly since the previous inspection, when it was satisfactory or better in 75 per cent of the lessons. During the current inspection, teaching was judged to be satisfactory or better in 94 per cent of all the lessons seen. Good teaching was seen in 36 per cent of lessons. Very good or excellent teaching was seen in a further 25 per cent of lessons. Examples of good, and very good, teaching were seen throughout the school. During these lessons pupils benefited significantly from clearly defined and well-focused tasks which inspire their learning. Assessment procedures are used particularly well to ensure that pupils are given tasks which match closely their stages of learning. The quality of teaching in the reception is very good because children are involved in an exciting variety of skilfully structured activities. The children's good learning is promoted through stimulating practical experiences and well-structured teaching. The good teaching of language and literacy is exemplified by the provision of tasks which are carefully chosen to match the children's stages of learning. Pupils in Key Stage 2 benefit significantly from good and very good teaching in several subjects including English, mathematics, science and religious education. Pupils' very good progress in swimming reflects the quality of teaching provided by the subject specialist. The quality of teaching was significantly better in the lessons seen in Key Stage 2 than in those seen in Key Stage 1. In Key Stage 2, 65 per cent of the lessons seen were judged to be good or better, compared with 44 per cent in Key Stage 1. Common features of the unsatisfactory teaching, seen mainly in Key Stage 1, are unclear learning intentions, a slow pace and weaknesses in the teachers' subject knowledge.

25. Some features of good teaching in Key Stage 2 are the effective management of pupils, the clarity of the learning intentions, and the very good use of assessment procedures. Teachers sustain good levels of support through incisive questioning to maintain the pupils' interest. The very good use of effective assessment procedures underpins much of the good quality teaching and learning through the key stage. Information from assessments is used by teachers to plan challenging and stimulating activities to capture the pupils' attention and encourage them to want to learn more about the subjects. In English, mathematics and

science, high expectations, well-planned lessons, and teachers' expertise lead to pupils achieving well and learning at a good rate. For example, the teaching of mathematics was judged to be good in Key Stage 2 due largely to the accurate matching of activities to pupils' needs. In consequence, most pupils respond very well, enjoy the subject and work hard, and these attitudes have a positive impact on their learning. Pupils' progress is secured over time because their achievement is closely monitored and the lessons to follow are adjusted appropriately to meet their needs.

26. A particular strength in teaching throughout the school is the supportive approach used by teachers and other adults. In many ways this reflects the school's aims, and all but a few pupils reciprocate the good relationships which have been established. For example, the teaching of science was judged to be good in Key Stage 2 largely because of the high expectations of pupils, and the rigorous teaching of skills through interesting, varied activities. Good emphasis is placed on the involvement of pupils in stimulating and challenging practical tasks. In consequence, pupils are highly motivated. Similarly, pupils benefit from good teaching in English in Key Stage 2 because the tasks and activities successfully extend pupils' thinking and understanding.

27. The very good teaching is based on very good knowledge of the subject. For example, careful planning in several subjects, including English, mathematics and science, is underpinned by a thorough understanding of the subject material. This leads to well thought out instructions that emphasise pupil involvement, and well-structured activities that guide all pupils in applying and extending their knowledge. For example, during a science lesson in Year 3, pupils benefited significantly from the teacher's very good subject knowledge which was used effectively during the plenary session. Very good teaching in swimming reflected the expertise of the subject specialists, whose knowledge underpinned the questioning of pupils which made them think and test their understanding. The quality of the evaluative comments helped pupils in Year 5 to make good gains in their learning. They responded by showing a willingness to refine their work. The teachers' depth of understanding is often used to underpin clear explanations and incisive questioning to help pupils extend their thinking. During an art lesson, pupils in Year 4 were highly motivated by the in-depth questioning which helped them to understand the need to make use of different materials. In a religious education lesson, pupils in Year 4 were absorbed by the skilful linking of two religions and the depth of knowledge which underpinned the planning.

28. Pupils with special needs are very well taught when given specialist help, either within the class or on withdrawal to another area. They take part in a carefully chosen range of activities that engage them mentally, physically and emotionally. As a result, these sessions are productive and happy because pupils realise for themselves that they are learning well. In class lessons, they work with other pupils at a similar level and are given additional support wherever possible. Their progress is carefully monitored and adjustments made to their individual education plans so that future lessons meet their needs.

29. The very good use of the support provided for pupils who speak English as an additional language ensures that these pupils have full and equal access to the curriculum. The team members are very well trained and have a good understanding of how these pupils learn. Planning is undertaken in partnership with class teachers to meet the needs of these pupils. Detailed planning ensures consistent links between mainstream staff and the support staff. The quality of teaching and learning, both when pupils are supported as individuals and when they are taught in small groups, is very good.

30. There is a good range of methods and strategies to support learning. Teachers who have established a good rapport with pupils manage groups well while focusing their attention on individual pupils. The teaching of pupils in similar attainment groups, such as those seen in English and mathematics, is effective because pupils benefit from well-targeted support. Final summary sessions are used well to consolidate and share what has been learnt. For example, pupils in Years 1 and 2 were well managed during a lesson in mathematics which gave pupils good opportunities to work independently. Homework is set to reinforce and extend pupils' learning; regular homework supports achievement in English, science and mathematics.

31. The majority of unsatisfactory teaching was seen in Key Stage 1, although there are weaknesses of subject knowledge in information technology, design and technology, and physical education throughout the school. Common features in unsatisfactory lessons centred on unclear learning objectives, weak pupil management, and a limited range of teaching strategies. In general, pupils would benefit from the development of independent learning skills, such as those used when undertaking independent research in the library and when using computers.

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

32. The school provides a good curriculum that is broad and balanced and meets statutory requirements. The priority that the school places on the provision for English, and to a lesser degree mathematics and science, is reflected in the amount of time given to these subjects. However, the curriculum has a richness which gives pupils some opportunities to develop their creative and performing skills in areas such as art and swimming. The school has worked hard since the previous inspection when planning was highlighted as a key issue. Curriculum developments over the last three years represent a significant improvement. A coherent framework for the curriculum has been established which supports the development of skills, knowledge and understanding as pupils progress through the school. The school has taken care to ensure that the framework incorporates the best features that were already in place and the recently-introduced national guidance.

33. A stimulating and well-balanced curriculum is provided for children aged under five. Planning is securely focused on the nationally recommended early learning goals, and links between outdoor and indoor activities are being developed now that a secure outdoor area is available.

34. The quality and range of learning opportunities in Key Stage 1 are good with an appropriate emphasis on the development of literacy and numeracy. However, there are occasions when a more focused approach to the teaching of literacy skills, particularly speaking skills, would enhance learning opportunities in all areas of the curriculum. Information technology is increasingly used to support learning. The requirements of the National Curriculum and the objectives of the locally Agreed Syllabus for religious education are met in both key stages. The curriculum for pupils in Key Stage 2 is also well developed,

broad and balanced, and gives pupils a good range of learning opportunities. Statutory requirements are met. Additional time is allocated for extended writing, which is having a positive impact on pupil progress. There is also good use of English to support other subjects. Provision for the teaching of investigative skills in science in this key stage, has improved significantly since the previous inspection, and is now a strength of the school.

35. The school has fully implemented the National Strategies for Numeracy and Literacy. A strength in the provision for literacy is the matching of tasks to five levels of attainment in both key stages. Provision for numeracy is very good in both key stages. The school has made good progress in carrying out the developments required in art, geography and history following the last inspection. A scheme of work for music is in the early stages of development. Provision for information technology has improved significantly with the provision of an information technology base in the school.

36. Joint planning between teachers of pupils in the same year group helps to support consistency. National guidance is being used to ensure that there is a clear progression in the knowledge and skills to be developed in each subject as pupils move through the school. A strong feature of the provision in Key Stage 2 is the arrangements the school has made for the teaching of pupils in groups of similar attainment. The richness of the curriculum is also enhanced by the connections made between different subjects. This helps to reinforce ideas and put them in different contexts. For example, links between history and geography were seen when pupils mapped the route that the Vikings might have taken to reach England. Design and technology is used well to support some of the work on forces in science. The recently-introduced homework policy highlights the importance of regular homework and support, though many parents are not fully aware of the role they need to play. The school also organises a homework club for pupils in Years 5 and 6, which is valued by the children.

37. Pupils of different ages enjoy full access to the opportunities provided by the school. The needs of pupils who are gifted and talented are addressed well in English, mathematics, science, art, and swimming, although their needs are not well catered for in music and other aspects of physical education. Pupils with English as an additional language and those with special needs have full access to the curriculum. Specialist teachers use their expert knowledge very well in designing individual education programmes (IEPs) to meet each pupil's needs, taking account of their background, personality and learning styles. Class teachers plan well matched work following the guidance given in individual education programmes, so that continuity is assured.

38. A satisfactory range of extra-curricular activities includes choir, arts week, book week, and the involvement of local professional soccer teams in a weekly football session. Pupils also benefit from trips to local places of interest to enrich their learning, such as the River Lea, the Bethnal Green Museum of Childhood, the Ragged School and local community centres. In addition, the school has made good links with the local nursery.

39. The provision for pupils' personal development is satisfactory. Appropriate emphasis is placed upon health education, including sex education and attention to drug misuse. There are many good opportunities for pupils to develop their moral and social awareness. Circle time is well established in both the foundation stage and Key Stage 1. These sessions give

pupils good opportunities to discuss issues, listen to one another, and establish clear ground rules. Pupils are encouraged to consider the impact of their actions on others and why this might be right or wrong. Attention is paid to developing pupils' sense of community and consideration for others, through acting as monitors, working collaboratively and the help given to the youngest pupils by older pupils in Key Stage 2.

40. The school's overall provision for pupils' spiritual, moral, social and cultural development has improved since the previous inspection. Currently, very good provision is made for pupils' moral development. Good provision is made for their spiritual, social and cultural development. The generally calm atmosphere that has been created in the school supports pupils' spiritual development. This is nurtured in assemblies, circle times and opportunities for reflection in areas of the curriculum such as religious education, English, science, and art. A very good example of opportunities for reflection in English was seen on display where a pupil had written: "I watched a raindrop trickle down my window, like a tear from the sky." Pupils' spiritual development is also supported by daily acts of collective worship, which meet statutory requirements.

41. The good relationships, and the good example set by those who work in the school, support pupils' moral development, which is underpinned by the school's aims. The importance of truth and justice is communicated through the school's evident concern for these qualities. The school's behaviour policy is consistently applied during the school day, except in a minority of Key Stage 1 lessons. Pupils' sense of citizenship is developed through the opportunities to discuss and reflect upon environmental issues.

42. The school actively encourages the development of good social skills. Assemblies are effectively used to promote a feeling of community. Pupils are constantly reminded, in assemblies and religious education lessons, for example, of the importance of treating all others with respect. Older pupils are given opportunities to take responsibility within the school and to care for younger pupils. Many suitable opportunities are provided for pupils to appreciate and contribute to the community in which they live. Local walks, taking part in local festivals, providing Harvest food parcels and singing at local homes for the elderly are some good examples of this. Pupils are also offered opportunities to contribute to the wider community through donating to charities such as the British Heart Foundation and 'Whizz Kids'.

43. Pupils are encouraged to appreciate and to develop their knowledge of British culture and traditions, for example, through visits to places of cultural and historical interest such as Bethnal Green Museum, and the Victorian 'Ragged School'. They are also given opportunities to attend the *Lollipop Proms* at the Royal Albert Hall, and dance and music performances at a local secondary school. The cultural development of older pupils is further developed through the study of the works of well-known British writers and poets, such as Shakespeare and T.S.Eliot. There are also well-planned opportunities for pupils to understand and to appreciate the diversity and richness of other cultures and faiths. These arise through their religious education programme, which includes opportunities to listen to visiting speakers, and to celebrate festivals from other cultures as well as their own. Cultural development is further supported through the study of the works of African and Asian artists, such as those of Shanti Panchal.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The safe, caring and supportive environment of the school has a beneficial effect on the standards pupils achieve. Pupils' confidence in the security and support that the school provides helps them to concentrate on their learning. The good quality of pupils' welfare, support and guidance noted in the last inspection report have been maintained. Procedures to assess and monitor and support pupils' academic progress and personal development are very good.

45. All adults make a positive contribution to the school's caring ethos. The school works hard to ensure that welfare and safety are always reflected in the quality of care given to pupils. Child protection procedures are very effective and well understood by staff who handle issues in a sensitive manner. The health and safety policy is comprehensive and is vigilantly overseen by the school keeper and the governing body. There are no health and safety concerns and the whole school site is extremely clean and well maintained. First aid is dispensed in a kind and caring manner and fire drills are held regularly. Pupils are well supervised in school and in the playground. The quality of care provided by lunchtime supervisors is very good.

46. The school provides a good standard of care for pupils who have special educational needs. There are clear procedures to identify pupils early who need extra help, and the school follows all the recommendations of the Code of Practice for special educational needs. The school has good quality assessment procedures to identify and monitor their needs, and the information is used well to identify the necessary support from within school and from outside agencies. Teachers and other adults give these pupils positive encouragement to promote their self-esteem, so that they play a full part in all aspects of school life.

47. There are very good induction procedures for children entering reception from the local nursery and close curriculum links have been developed. Pupils in Year 6 are well prepared for their transfer to secondary school. Very good procedures are in place to promote good behaviour and the school functions as a calm and well-ordered community. Pupils are very well supervised as they move around the school. The behaviour policy is good, although a few staff do not always follow procedures consistently. Of the parents who replied to the questionnaire, 97 per cent felt their children's behaviour was good. There is no evidence of bullying or harassment and pupils are very clear that any incidents of oppressive behaviour must be reported to an adult. The school makes good use of class discussion time to give pupils the confidence to talk about anything that worries them.

48. The school has established very good procedures to promote good attendance, although attendance levels are below the national average and remain unsatisfactory. The school tries hard to discourage requests for extended holidays during term time. There are rigorous procedures in place to monitor daily attendance and the school encourages pupils to take responsibility for their own attendance by awarding certificates for the class with the best attendance. The school's strong commitment to improve attendance is evident in the opportunities it takes to reinforce the importance of regular attendance in the prospectus, at induction meetings, and in frequent communications with parents.

49. Teachers know their pupils well, recognise their needs and respond quickly to them. Teachers meet regularly in year groups to discuss pupils' progress, and work together well to seek remedies for any problems. They build up a good picture of strengths and weaknesses in pupils' work, behaviour and personal development, although these are not always formally recorded. The school readily acknowledges pupils' achievements, particularly when they have made efforts and tried hard. There is a good system of group rewards when pupils reach targets. These rewards are greatly prized and encourage pupils to achieve more. Parents are pleased with the individual care the school gives to each of their children, and they are justified in holding these views.

50. Procedures for monitoring and supporting pupils' academic progress are very good. Teachers maintain good records and carry out regular assessments and tests to track pupils' progress. The annual reports on pupils' progress give very clear indication of the standards being achieved. The reports include comments on homework, identify areas for improvement and include recommendations for parents. Procedures for monitoring and supporting pupils' personal development are good. Class teachers know their pupils very well. Although there is no formal system of recording personal development, annual reports include comments on social development which reflect a good knowledge of each individual.

51. The previous inspection identified improving assessment procedures as a key issue. The school has made very good progress, and assessment procedures are detailed, but manageable. Assessment procedures overall are very good, with very good programmes in place for English, mathematics and science. Children's attainment is formally assessed when they enter school, and very good use of made of the information to guide teachers' planning. Teachers carefully observe and record children's progress towards the early learning goals. From Year 1 onwards, pupils are placed in groups of broadly similar attainment in all classes. In many lessons, teachers plan appropriate work for pupils in different bands of attainment, and this enables all pupils to make progress. Pupils in Years 5 and 6 are divided into two or three sets of similar attainment for some lessons in English and mathematics. The range of need is therefore somewhat narrower than in a class group, and teachers are better able to respond to the specific needs of pupils. As a result, 'setting' has contributed to the rise in standards. All pupils are given targets for improvement in English and mathematics. Pupils and teachers refer regularly to these targets and, by Key Stage 2, the pupils develop a very good awareness of their own learning.

52. Formal tests in English, mathematics and science are used and carefully analysed from Year 2 onwards. The school uses the detailed analysis to monitor individual and group progress, and to identify specific areas of strength and weakness within each subject. Regular opportunities for assessment are identified in all subjects, and information is used very effectively in planning most lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school is committed to building a close partnership with parents, although few parents help in the classroom. This is a similar picture to that reported in the previous inspection. Parents registered their strong support for the school in their response to the questionnaire and at the meeting held before the inspection. The large majority of parents who responded to the questionnaire believe the school works closely with them. In spite of this, parents' contribution to their children's learning and the impact of their involvement in the work of the school are not well developed.

54. Parents are well informed about school activities by a good system of letters and newsletters. The school prospectus and induction programme give clear information about school routines and invite parents to share any concerns they may have with teachers. Parents of children with special educational needs are always invited to attend reviews of their individual education plans. Annual reports give comprehensive information about the progress children have made, though the school recognises the importance of reporting separately on the progress made by pupils in information and technology and design and technology. The school actively supports parents who do not speak English by providing help with translations.

55. Parents are given clear information about the school's special needs policy and practice. They are kept fully informed of their children's progress and are invited to annual reviews. Whenever they have concerns, they are able to contact the class teacher and special needs co-ordinator. The school encourages participation by families of pupils who speak English as an additional language by involving them in pupils' homework, in reviews and in target setting.

56. The school is welcoming to parents and relationships with staff are relaxed and friendly. In the questionnaires, 87 per cent of parents said they felt comfortable approaching school. Parents are invited to become involved in the life of the school by helping in the classroom and they are always asked to sign the home / school partnership agreement. Although parents demonstrate their interest in the school by attending consultation evenings and supporting school activities, there is evidence that many parents do not support their children's learning at home by listening to them read and helping with homework. Attendance at curriculum evenings is sometimes disappointingly low and there is no parent-teacher association through which parents and the school can air their views. Currently, no parents help in the classroom.

57. The school recognises the many pressures facing families and, in particular, the difficulties many have in speaking English. Many parents are very satisfied with the good education the school is providing, though they have yet to recognise a role for themselves in supporting children's learning at home. The governing body is very sensitive to these difficulties and is exploring different ways to help parents.

HOW WELL IS THE SCHOOL LED AND MANAGED

58. The headteacher has a very clear vision for the work of the school, and consequently its aims are reflected in its daily work. The school welcomes and celebrates the richness and diversity of cultures amongst its pupils, and creates a calm and effective learning environment with high expectations. The large majority of parents are supportive of the school's work. The headteacher has established clear and robust structures that enable staff to have a good understanding of their roles and responsibilities. As a result, there has been a significant rise in standards in the core subjects of English, mathematics and science for pupils aged 11 years. This sharp rise in standards has been recognised by the government, and the school has been identified as being one of the most improved schools nationally. All this has been achieved despite staff changes and the long-term absences of senior staff members, including the head and deputy head teachers. However, the deputy has successfully established a clear role. This includes the implementation of a whole-school assessment policy which ensures that assessment information is used to help with planning and the organisation of teaching groups. During this difficult period, the governing body has continued to give valuable support.

59. Since the previous inspection, a new management team has been established, but has yet to make a full impact. Although the headteacher delegates well, the senior management team and the roles of all subject co-ordinators have not fully developed because of staff absences. However, subject management has been improved in most subjects by the careful use of assessment information to guide planning and improve standards. Subject co-ordinators are given time away from teaching to monitor planning, observe teaching and learning, and support colleagues. This strategy is beginning to have a positive impact on the quality of teaching, although the headteacher has yet to introduce formal observations which are followed up with written and verbal feedback indicating areas for improvement. Subject co-ordinators have a clear understanding of their role and some provide colleagues with very good support and advice. Several subjects, such as English, mathematics, science and religious education are particularly well managed. The provision for special educational needs is also very well managed. The co-ordinator has a very good grasp of the strengths and weaknesses of provision within the school. Her close monitoring of the progress made by pupils on the special needs register is proving effective in ensuring that this progress is good. The named governor for special needs makes formal reports to the governing body on all relevant matters. The school fulfils its statutory responsibilities for special educational needs and complies with the official Code of Practice.

60. Provision for pupils who have English as an additional language is also very well managed. The co-ordinator and the liaison teacher work very well together and have clear plans for the future development of this area of the school's provision. Funds set aside for the teaching and learning of pupils with English as an additional language are very efficiently used.

61. The strengths highlighted in the previous report have been maintained, whilst other aspects have improved. For example, the school's consistent approach to behaviour management is reflected in pupils' good behaviour, and assessment procedures have improved significantly in several subjects. Good planning is used effectively to support

teaching, which has also improved substantially; pupils now benefit from good or very good teaching in over 60 per cent of lessons. The school now meets statutory requirements for collective worship. The governing body continues to be involved in the school's work and is supportive of the headteacher and the work of the school.

62. The staff are supportive of and committed to the welfare of the pupils and the whole community. This gives the school a clear sense of purpose and, as a result, relationships are good throughout the school. The school's priorities and aims are identified in its development plan, although it does not provide an overview beyond the current year. The plan lacks the inclusion of well-focused targets against which the school's success can be measured. The targets set by the school for English and mathematics are achievable and reflect the school's realistic commitment to raising standards. The capacity for improvement is good.

63. The school now has almost a full complement of governors, several of whom are long standing and bring a good range of expertise to the school. Through regular visits, key governors develop a good understanding of the school and its distinctive needs. The school is meeting all statutory requirements. The governing body maintains a satisfactory overview of the school's finances. There is a good awareness of the principles of best value, and the governors apply these principles well when considering the relative merits of different service contracts. The governors are beginning to account for the performance and improvement of the school.

64. Educational developments are very well supported through very good financial planning. The school development plan identifies aspects for improvement and allocates appropriate resources to meet them. Priorities for development are focused directly on raising attainment, and, at Key Stage 2, the school has been very successful in doing this. The headteacher has a very good grasp of financial management, and ensures that the governing body is suitably informed.

65. Systems for financial administration are very efficient. The recommendations from the most recent audit have been acted on. The school makes very good use of specific grants. Funds designated to support pupils with English as an additional language, and for pupils with special educational needs, are very effectively used in providing high quality support.

66. A very high turnover of teaching staff during the last few years has clearly created difficulties for the school. However, the school has established clear procedures and robust routines to maintain consistency and help overcome the difficulties. The systems which have been established give staff and other adults a strong framework in which to work, despite the significant turnover in staff. In many ways, the effectiveness of the routines and the clarity of the expectations are reflected in the school's significant improvement since the previous inspection. Currently, the school has sufficient teachers with a suitable range of qualifications to support the number of pupils and to deliver all subjects of the National Curriculum, but there is a lack of general expertise in music and information technology. Effective procedures are in place for the induction and support of newly-qualified teachers. The school places a high priority on the engagement of support staff to enable the teaching

and day-to-day life of the school to function well. Learning support staff have been well trained and they work closely with teachers in planning work. The school is very well served by the administrative staff and site manager, who are helpful and efficient. The quality of the support for pupils for whom English is an additional language and for those with special needs is a strength of the school. Specialist staff who support pupils with special needs are very well qualified, highly committed and experienced.

67. The school has very good systems for professional development, though it recognises that these need to include more opportunities to praise and encourage the hard work and achievement of all staff. A regular audit of staff training requirements is carried out which helps the school plan training days, and staff are encouraged to improve their qualifications by attending courses outside the school. The appraisal programme has slipped and the school is waiting for the implementation of new national guidance. Although teachers have not benefited from formal appraisal, they have received feedback on the teaching which has been observed.

68. The school's accommodation is very good and provides a stimulating learning environment. It is light, bright, very well maintained, extremely clean, and offers plenty of space to enable almost all subjects to be taught effectively. Pupils with special educational needs benefit from very good accommodation when they are withdrawn for intensive support. There is an appropriately sized support unit, as well as plenty of space outside classrooms in Key Stage 1, for staff to take small groups and listen to readers. There are two spacious halls, and two good libraries are comfortably furnished to encourage browsing. However, the libraries are not used effectively as a resource for personal study and independent research. This was a weakness highlighted the previous inspection report. A weakness in the school's accommodation is that the computer suite is too small and gets uncomfortably hot, although the school is working hard to address this issue.

69. An attractive playground area for pupils in each key stage has been imaginatively zoned into different activity areas with attractive flower beds and a quiet reading area. There is also a very well-resourced outdoor play space for children aged under five. The outdoor accommodation enhances the school's provision for the social development of many pupils from disadvantaged backgrounds. The whole site is very well managed by an energetic school keeper who works hard and effectively to support the school and takes great pride in his duties.

70. The school is well resourced with sufficient books, materials and equipment to teach all subjects. Some areas of the curriculum, such as English, history and geography, are particularly well stocked. Although the computer suite has good and up-to-date equipment, the computers in the classroom need replacing. Resources for physical education and design and technology are satisfactory. The two libraries are both well stocked with a wide range of books, but are under used. Resources for pupils with special needs and those with English as an additional language are of good quality, and they are very effectively planned into their programme of teaching.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. To improve standards of work and the pupils' learning, the governors, headteacher and staff should:

- Improve standards in English and in other subjects at Key Stage 1 by:
 - * raising teachers' expectations with regard to the quality of speaking and giving pupils more opportunities to speak clearly and at greater length;
 - * improving the teaching by setting sharply focused targets.
- Raise standards in information technology by:
 - * improving the teachers' subject knowledge;
 - * updating resources in classes at Key Stage 1.
- Raise standards in design and technology and music by:
 - * improving the teachers' subject knowledge;
 - * providing teachers with clear subject guidance.
- Build on the relationships with parents, and help them understand more fully their role in:
 - * supporting their children's learning by improving attendance.

72. Another weakness which the governors should consider for inclusion in the school's action plan is:

- Improve pupils' independent learning skills by giving them more opportunities to work in the library.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	24	36	33	6	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)	N/A	398
Number of full-time pupils eligible for free school meals	N/A	277

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	326

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	43

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	1.7
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	1999	32	25	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	23	24	27
	Girls	21	23	24
	Total	44	47	51
Percentage of pupils at NC Level 2 or above	School	77 (74)	82 (83)	89 (81)
	National	82 (80)	83 (81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	23	27	25
	Girls	21	23	21
	Total	44	50	46
Percentage of pupils At NC Level 2 or above	School	77 (79)	88 (81)	81 (85)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	33	24	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	22	23	28
	Girls	19	16	21
	Total	41	39	49
Percentage of pupils At NC Level 4 or above	School	72 (59)	68 (57)	86 (73)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	22	21	28
	Girls	18	17	21
	Total	40	38	49
Percentage of pupils at NC Level 4 or above	School	70 (51)	67 (59)	86 (75)
	National	68 (65)	69 (65)	75 (72)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	15
Black – other	2
Indian	2
Pakistani	4
Bangladeshi	244
Chinese	5
White	55
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes:****YR – Y6**

Total number of qualified teachers (FTE)	19.2
Number of pupils per qualified teacher	20.6
Average class size	28.3

Education support staff:**YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	206

Financial information

Financial year	1999/00
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	£
Total income	932568.00
Total expenditure	950568.00
Expenditure per pupil	2401.00
Balance brought forward from previous year	104000.00
Balance carried forward to next year	86000.00

Results of the survey of parents and carers

Percentage of responses in each category

Number of questionnaires sent out	396
Number of questionnaires returned	169

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	1	2	3
My child is making good progress in school.	61	35	0	0	4
Behaviour in the school is good.	67	30	1	0	2
My child gets the right amount of work to do at home.	56	29	13	0	2
The teaching is good.	75	23	0	0	2
I am kept well informed about how my child is getting on.	61	31	4	0	4
I would feel comfortable about approaching the school with questions or a problem.	60	27	5	1	7
The school expects my child to work hard and achieve his or her best.	79	18	1	0	2
The school works closely with parents.	61	31	5	0	3
The school is well led and managed.	73	25	0	0	2
The school is helping my child become mature and responsible.	64	27	1	0	8
The school provides an interesting range of activities outside lessons.	50	25	8	6	11

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

73. Overall, provision for children in the foundation stage is a strength of the school. Children enter the reception classes in either September or January, depending on when their fifth birthday falls within the school year, and attend full time. Most children attend a local nursery prior to school entry. The staff have worked hard to establish good links with this provision, and there are good induction arrangements. The school shares early assessment information with the nursery staff and has also given them support with the National Literacy Strategy.

74. Almost all children have English as an additional language. Evidence from assessments when children enter the reception classes shows their attainment to be very low when compared with that of children of similar ages both nationally and locally. The curriculum is already based on the new national guidance. Assessment information is used well in both classes, and support staff are used particularly well to meet the individual needs of children. These factors, together with the skilful use of assessment to guide planning and the very good teaching overall, result in the children making very good progress in these classes. Attainment levels are low on entry into Key Stage 1 largely because skills in language, literacy and numeracy are underdeveloped and are the obstacle to higher attainment.

75. Since the previous inspection, the school has recently improved the outside facilities to include a secure play area, with the addition of high quality climbing apparatus. Children also benefit from the use of a quiet space between the two areas. Both classes are well equipped with a variety of good quality resources, and improved storage has helped teachers to encourage the children to care for equipment.

76. The teachers and support staff work well together. They plan jointly and share responsibilities, and they have created an atmosphere of calm which provides a positive learning environment for these very young children.

Personal and social development

77. Teaching is never less than good, and it was judged to be very good in 40 per cent of lessons seen. In consequence, children make very good progress in their personal and social development and they reach the learning objectives on entry into Key Stage 1. They are happy to come to school, although a number of children arrive late. The children have good relationships with each other and the adults. They concentrate well when involved in tasks and remain with an activity until it is completed. They behave well in class and group activities, as well as when working and playing independently. The children's attitudes to

learning are very positive. They show enthusiasm and interest. They are developing a clear understanding of the difference between right and wrong. Children tidy up willingly after activities and take care of equipment. The children's spiritual development is good. They are introduced to religious faiths through story, discussion and celebration of the various festivals, for example, Eid, Christmas and Harvest, and circle time has been introduced.

78. High expectations are made of children's behaviour. They move around the school in a most orderly quiet manner. They pass along several corridors and through several doors to reach the dining room and the upper hall. Already, children know that the first child to reach a door holds it open for the rest of the class and closes it quietly when all are through. Activities are planned well to support these attitudes and to offer challenge to their young minds. All staff in the reception classes provide good role models for the children in the way they talk and listen to others. Staff are supportive of the children and very sensitive to their needs.

Language and literacy

79. The teaching of language and literacy is very good, and this is exemplified by the provision of tasks which are carefully chosen to match the children's stages of learning. A high percentage of the children speak English as a second language and many of them only speak English in school. Teachers are very aware of this and the importance of preparing the children for the National Curriculum. In consequence, they plan a very structured literacy hour. The choice of Big Books is appropriate. For example, during the inspection, literacy work was based on *Polar Bear, Polar Bear, what can you hear?* In both classes, teachers were very careful to enunciate every word carefully and to ensure that children understood both the meaning and pronunciation of the words. Support teachers worked effectively alongside the class teacher; group activities were carefully chosen to match the children's level of attainment.

80. Children understand the left to right sequence of words and take part in the shared reading of texts. Children identify their name cards when they arrive in the morning and hand them to the teacher. A majority of the children can write their names unaided, and the lower attainers know the first sound of their name. Some children are beginning to read, and, in both classes, they are developing good phonic awareness.

81. Speaking and listening skills are developed at all times. Staff take every opportunity to extend language and to try and ensure that children have the right names for objects and creatures. Speaking skills remain below those expected for children of this age. The development of writing skills is supported by many opportunities for children to practise and improve these skills, both in structured writing sessions and by the provision of an emergent writing area. Although the children are making very good progress in basic literacy skills, for example decoding words and acquiring phonic knowledge, their understanding of what they are reading is limited. In both classes there is a well-stocked library corner and children are encouraged to take books home. Role-play provision is good.

Mathematics

82. The quality of teaching observed was very good. The links with other areas of the curriculum reflect careful planning for mathematics. Teachers and support staff make the subject enjoyable and support the learning with interesting and appropriate activities. For example, work on a topic of 'mini-beasts' was linked to mathematics by looking for the number of legs a spider has and the number of spots a ladybird has. Care is taken to introduce mathematical language at every opportunity. For example, on the large apparatus outside, terms like 'higher than', and 'lower than' and counting activities are introduced. In addition, shape work is introduced into activities with water. Children can identify simple shapes such as 'circle' 'square', 'rectangle'. Both reception classes follow a well-planned numeracy hour with appropriate targets for children of this age, though standards are well below the learning objectives on entry to Key Stage 1. Children are learning numbers up to 20 and have number lines showing the symbols in their own language as well as in English. In both classes, counting is encouraged in any activity which lends itself to mathematical experience.

Knowledge and understanding of the world

83. The quality of teaching is very good. In every aspect of this area, staff are very careful to exploit every opportunity to extend the children's language and to test their understanding. In consequence, children make very good progress in their knowledge and understanding of the world, although standards do not match the learning objectives on entry to Key Stage 1. No opportunities are lost to develop children's learning in this area. The outdoor area and the playground are used to enhance learning. Children's attention is frequently drawn to plants and wild life existing there. In a science session observed, children were looking at habitats for mini-beasts. Staff ensured that children identified the mini-beasts correctly, and that they could pronounce the names accurately. Children knew that worms live underground and that ladybirds liked leaves.

84. Children benefit from regular access to sand and water and are usually supported by an adult to extend these activities. Children use the computer confidently and use the mouse with satisfactory levels of speed and accuracy. Children are being introduced to the idea of chronology by relating events that have happened in their past. They undertake simple mapping exercises using the school environment to support their learning.

Creative development

85. The quality of teaching is good in almost all aspects of creative development, with the exception of music where teaching was judged to be satisfactory. The progress made by children reflects the quality of teaching. Children are given a good range of activities including painting, drawing, model making, collage, and role-play. They are happy to explain what they are doing. Standards do not match the learning objectives on entry to Key Stage 1, and there are occasions when children would benefit from a more free approach to art work. Staff in both classes extend the children's language during these activities. Children's work is valued and carefully displayed. Progress in music is satisfactory rather than good, due largely to the moderate pace and vigour of lessons and lost opportunities to stimulate children's natural enthusiasm for the subject.

Physical development

86. The quality of teaching is good, with examples of very good practice. Children are given good opportunities to extend their skills on the apparatus because the well-planned tasks challenge them to think of different ways to move. In a lesson seen in the outdoor area, children behaved sensibly on the large apparatus and demonstrated increasing control of their bodies when moving on the climbing frame. Through practice, they refine their skills and make good progress in their physical development, though standards do not meet the learning objectives on entry to Key Stage 1. Children have equal access to equipment and they take turns and share in a mature manner. Their fine motor skills are being developed through a wide range of activities. They use scissors and glue with confidence. In both classes, the children are encouraged to develop their writing skills through formal and informal activities.

ENGLISH

87. English is an additional language for most pupils, so, when they begin school, their standards in English are low. They make good progress in the reception year towards the early learning goals in language, but the wider literacy targets of the National Curriculum expose their limited command of the language, particularly in writing. Pupils make satisfactory progress in Key Stage 1, but in the 1999 National Curriculum tests for pupils aged seven, the number reaching the expected level (Level 2) or higher was well below the national average in reading and writing. The number reaching the higher level (Level 3) in reading was well below average, and no pupils reached the higher level in writing. Taking the last four years together, standards rose in 1997 but fell in the two years following; pupils' performance was below the national average in writing and well below average in reading overall in this period. Nevertheless, in comparison with schools whose pupils are from similar backgrounds, the 1999 results were average in reading and above average in writing.

88. Inspection evidence and unconfirmed test results indicate that standards in reading of pupils presently in Year 2 have improved since 1999 because of a substantial increase in adult support during lessons. Standards are below average in reading, with a small number reaching the higher level, while standards remain well below average in writing, with fewer reaching the higher level than in reading. When standards in speaking and listening are taken into account, standards in English overall are well below average at age seven.

89. At the last inspection, standards at the end of Key Stage 2 were well below the national average, but they improved in the two years after 1997 at a faster rate than found nationally. As a result, the number of pupils reaching the expected level (Level 4) or above was close to the national average in the 1999 national tests for pupils aged eleven. The number reaching the higher level (Level 5) was also close to the national average. When compared with schools whose pupils are from similar backgrounds, these results were well above average. However, the attainment of girls was lower than boys compared with their group nationally.

90. Inspection evidence confirms that standards have been sustained, with pupils in the present Year 6 attaining close to the national average in listening, reading and writing, though their speaking skills are below average. Girls are generally less confident than boys in speaking and writing, and choose to read a narrower range of books, with a greater emphasis on fiction.

91. Most pupils speak their mother tongue at home and in the local community, and so have much less contact with spoken English than generally found. Some pupils in both key stages speak their mother tongue in the playground and during lessons when not under direct supervision, which further limits their contact with English. In reception classes, pupils learn to listen closely to their teacher and follow instructions. Nevertheless, many pupils in Year 1 show under-developed social skills, and their attention wanders during instruction unless teachers firmly and vigorously insist on their involvement. Most answer when asked a direct question in literacy hour discussions, but their answers are generally very brief. It is a common weakness that they speak too quickly and quietly, without forming sounds clearly enough. Though pupils and teachers understand each other, the quality of pupils' speech is well below national expectations for standard English.

92. Pupils in Key Stage 2 respond well to teachers' expectations in literacy hour discussions. They are more attentive and take a more active part than pupils in Key Stage 1. As a result, they become more confident over the key stage in speaking formally answering questions and explaining their ideas to the class. They make good progress in collaborating in groups in all subjects to solve problems without adult supervision. There are occasional opportunities to extend speaking skills through role-play in drama, though this is not timetabled regularly. By age 11, most pupils are confident in explaining their ideas to the class in all subjects, using formal language and technical terms appropriately. Nevertheless, some speak too quietly to communicate effectively except in informal situations, and many continue to speak too quickly and not clearly enough. Occasionally, dialect forms in speech lead to grammatical errors in writing, though this is not a major weakness.

93. In the initial stage of reading, pupils are systematically taught the relationship between letters and sounds, so that the majority make satisfactory progress through a reading scheme supplemented by graded free reading books. At age seven, most are independent in reading aloud from books closely matched to their level of attainment, though these books are at a simpler level than generally found for this age group. They understand what they have read for the most part, though some are restricted not only by below average vocabulary but also by limited life experiences. As a result, their ability to explain the meaning is weak, and only those with the highest attainment in reading and speaking are able to describe and explain events and characters. Limited skills in reading affect their learning in other subjects, and many depend on adult support to explain information books and written instructions.

94. Across the school, pupils show a developing enthusiasm for books, and this is a good improvement since the last inspection. Pupils in Key Stage 2 make very good progress through a collection of good quality graded reading books in each class, supported by intensive group instruction in lessons and regular reading at home. Pupils with special needs are given highly effective additional help so that they make very good progress, and the school's monitoring indicates that they are well supported by parents. By age 11, the majority of pupils read longer texts appropriate for their age with good understanding. They

have sound experience of reading for a wide range of purposes, though girls tend to prefer fiction and some with higher attainment choose novels that do not challenge them. Those with higher attainment read aloud confidently and accurately, some attempting to read with expression. Pupils generally know how to use information books for study purposes, which supports their development in other subjects, though they do not use the school library regularly enough to develop independent study skills.

95. Pupils make satisfactory progress in writing in Key Stage 1, though much of their writing is very brief and in response to worksheet prompts. The recent letters of thanks to a visitor by Year 1 and retellings of a story by Year 2 show achievement reaching the expected level as a result of well structured teaching. A few pupils are confident in writing their own stories independently by age seven, in a joined style of handwriting. Most pupils make satisfactory progress in spelling and punctuation, and standards of accuracy are sound. However, their vocabulary range is limited and they make many errors in grammar, for instance in subject-verb agreements.

96. Through Key Stage 2, pupils learn to write for an increasingly wide range of purposes and audiences, and there are good examples of creative writing in each year, which is an improvement since the last inspection. Year 3 pupils write extended stories modelled on a folk tale, using speech for dramatic effect. A school display of poetry on the theme of weather shows vivid use by older pupils of imagery and sense impressions to create word pictures. Year 6 pupils express clearly their strong personal responses in extended writing on 'Romeo and Juliet'. Those with higher attainment develop their argument in well-structured paragraphs. Most pupils achieve a joined, legible style by age 11, but progress through the school is inconsistent, and the clear policy is not consistently implemented. Standards of accuracy develop well because grammar and spelling are taught consistently. Pupils learn to apply this knowledge by planning, redrafting and proof-reading their own work. There are good examples of formal and creative writing in other subjects, for instance well sequenced science reports and imaginative projections into other times in history. However, errors in spelling technical terms are too common, and teachers tend to ignore language errors when marking work in other subjects.

97. Teaching is satisfactory overall in Key Stage 1, but the quality of teaching is uneven. Half the teaching is very good and the remainder is satisfactory, with the exception of one unsatisfactory lesson. Team teaching is a strong feature of provision. Support teachers specialising in English as an additional language and other staff, trained to support literacy development, play a very effective role in leading group activities. This ensures a good quality of learning by pupils at different levels of attainment, even when the lesson's overall targets are not defined clearly enough, as in the unsatisfactory lesson. In one very good lesson, the precise target of a major spelling pattern was very effectively taught to the whole class because of the teacher's high expectations for attentiveness, insistent questioning to probe the understanding of all pupils, and frequent repetition of examples to ensure active learning. By contrast, lessons in both key stages that are otherwise satisfactory are less effective when they lack this high level of energetic interaction, insistence on participation by all, and the reinforcement of well-defined objectives through the stages of the lesson.

98. Teaching is good overall in Key Stage 2, and has improved significantly since the last inspection. Teaching is good in half of the lessons; one in five is very good and the remainder is satisfactory. This proportion of high quality teaching, with four lessons in five good or better, ensures that pupils make very good progress through the key stage. The main features of this good teaching are careful planning that identifies specific targets, instruction that emphasises pupil involvement, and well-structured activities that guide all pupils in applying and extending their knowledge. Pupils' progress is secured over time because the achievement of each group is closely monitored and lessons to follow are adjusted appropriately to meet their needs.

99. Planning in both key stages is based on the targets of the National Literacy Framework, and teaching follows the recommended structure of the literacy hour very closely. As a result, lessons have a good pace and clear sense of purpose. Pupils have been well trained in literacy hour routines so that little time is wasted. Teachers have good subject knowledge, including phonics. Pupils are told the target for each lesson, and co-operate well because they understand where they are going. Many teachers read aloud well, helping pupils to understand and raising their interest in books. Levels of co-operation are high in discussions of the shared text in Key Stage 2, though a frequent weakness is for teachers to take answers mainly from volunteers, so that others are not actively involved in learning. Expectations for standards of speaking need to be higher in both key stages, and very few instances were noted of pupils being coached to project more loudly, slowly and clearly.

100. Practical activities are well organised and effectively managed in both key stages. Tasks are well designed to focus pupils' attention and give them practice in key skills. Standards of behaviour are good, which enables pupils to concentrate on individual tasks in reading and writing. Lessons are generally harmonious and productive, though not all teachers remind pupils of the quantity and quality of work expected. As a result the pace of some independent groups is too slow. Pupils with special needs have appropriate work and good support whilst taking a full part in class activity.

101. The final whole-class review is used well to reinforce learning of the language target. In the best lessons, pupils take responsibility for speaking at length to the class, but generally more needs to be done to increase the quality and range of spoken contributions. Marking of pupils' written work is thorough. Teachers give encouragement well, and identify major weaknesses that pupils need to work on more carefully. However, much marking loses its effect because pupils are not regularly required to do corrections or further work to improve their standards. Teachers work hard to display pupils' best work, and there are many attractive displays throughout the school. As a result, pupils are proud of their achievements and the subject makes a very good contribution to their personal development.

102. The subject is very well managed. The commitment to raising standards has been pursued with great determination, and rigorous monitoring of teaching standards and pupils' progress has secured significant improvements. Pupils in Years 3 and 4 have benefited significantly from the additional support provided with resources from the additional literacy strategy, a recent government initiative. There is a high degree of consistency in teaching the National Literacy Strategy, and commitment to continuing professional development for teaching and support staff is a very good feature of management. Subject expertise is developed through formal training, and very effectively shared through team teaching and

planning by class teachers, specialist teachers and support staff. Resources are very good, and materials such as language games and reading development activities have been very effectively organised to complement the literacy framework. As a result, teachers are well supported in planning to meet the needs of pupils at five levels of attainment in each class. Good use is made of visits and visitors to extend the curriculum and increase pupils' enjoyment. The subject makes a very positive contribution to the ethos of the school.

MATHEMATICS

103. The results of the 1999 national tests at the end of Key Stage 2 show that pupils achieved standards that were similar to the national average, but well above average when compared with schools with a similar percentage of pupils known to be eligible for free school meals. The proportion of pupils reaching standards above those expected for pupils aged 11 was below the national average. Overall attainment in these tests has improved over the past four years by more than the national trend. There was a marked rise in scores between 1996 and 1997, with a slight dip in overall attainment in 1998. Unconfirmed results for 2000 indicate that the proportion of pupils achieving the expected standards has risen. The school has again exceeded its own revised targets for achievement.

104. At Key Stage 1, the results of the 1999 national tests show that pupils achieved standards that were well below the national average but in line with the average for similar schools.. The proportion of pupils achieving standards above those expected for seven year olds was well below the national average. Average scores improved sharply in 1997, but declined in 1998. Scores in 1999 were the same as those achieved in 1998, but unconfirmed results for 2000 show an improvement in the average standard attained. The school has identified the need to work to continue to raise attainment in Key Stage 1.

105. The school was working with the National Numeracy Project at the time of the previous inspection. The National Numeracy Strategy has now been successfully introduced and many features, such as mental sessions and the discussion of strategies, are securely embedded. A scrutiny of pupils' books shows that the programme of work is covered systematically and thoroughly. Inspection evidence shows that standards achieved by pupils in the current Year 6 are in line with those found nationally. Standards in Year 2 are below the national average.

106. The National Numeracy Strategy has now been successfully introduced and many features, such as mental sessions and the discussion of strategies, are securely embedded. Pupils' numeracy skills are used to support work in science, design and technology, and information technology.

107. There is an emphasis throughout the school on mental computation. All pupils benefit from regular practice at the start of lessons, and pupils' understanding of mental strategies is good. Instant recall of number facts is not as well developed. For example, although pupils are encouraged to learn their tables, by the time they reach the end of Year 6 many lower attaining pupils do not have a secure recall of basic number facts. In the most successful lessons, the teachers ensure that all pupils are fully involved in the mental sessions. They use a good range of resources, such as number fans and individual cards, to allow all pupils to answer, checking each answer quickly. Questions are usually carefully targeted to challenge all pupils, but some pupils are quite reticent and do not readily offer answers. In a few

lessons teachers do not question those who do not volunteer answers. At Key Stage 1, the mental session is most effective where pupils sit together on the carpet. In one lesson pupils sat at their tables and were too far from the teacher. They were only fully involved by the timely intervention of a support teacher. Most teachers are very effective in encouraging pupils to explain their reasoning. For example, pupils in Year 2 learned strategies for adding 21 or 11 to a given number, using either hundred squares or number lines for support. By the end of the lesson, many could describe their methods competently to the whole class.

108. Pupils generally develop a confident understanding of the number system and of place value. Most teachers speak very clearly and they ensure that pupils understand new concepts and that they use new vocabulary correctly. This is of value to all pupils, but of great significance to those who have English as an additional language. Direct teaching is usually of good quality and teachers make very effective use of concrete examples as they explain new concepts. In one Year 4 class, where teaching was very clear, pupils made good progress in beginning to understand and use decimal fractions because the teacher made very effective use of diagrams to show that, for example, $1.5 = 1\frac{1}{2}$. In a Year 6 lesson, following a very clear explanation, most lower-attaining pupils in Year 6 worked confidently to “round” decimals to the nearest tenth, showing a secure understanding, and some enthusiasm.

109. All aspects of mathematics are given due attention and this is an improvement since the previous inspection. Pupils gain a sound understanding of data handling and of shape and measure. Most teachers plan interesting and relevant activities, promoting pupils’ learning and enthusiasm for the subject. There are good opportunities for applying mathematics to real life problems. In a very good lesson in Year 5, lower attaining pupils were asked to help the teacher to convert an American recipe to standard measures. The pupils’ behaviour was impeccable as they worked in groups to measure water and flour and to calculate quantities. Standards of presentation of written work are good in all year groups, and pupils set out calculations logically.

110. The quality of teaching has improved since the previous inspection. Teaching and learning are satisfactory overall in Key Stage 1. Of the teaching seen, one quarter was very good, one quarter was good, one quarter was satisfactory, and the remainder was unsatisfactory. A scrutiny of pupils’ books shows evidence of satisfactory teaching and learning in all classes. Where teaching is very good, the teacher has high expectations and a good understanding of how pupils learn. There is a good proportion of direct, whole-class teaching. Where teaching is unsatisfactory, behaviour management is weak. While working with one group, the teacher was insufficiently aware of what was happening elsewhere in the room. Pupils did not make enough progress because the room became quite noisy and a significant minority of pupils did little work. At Key Stage 2, the quality of teaching and learning is good. One quarter of the class lessons seen was satisfactory and, of the remainder, a half was good and a half was very good. Good teaching was seen in each year group, and very good lessons were seen in Years 5 and 6. Towards the end of Key Stage 2, pupils benefit from well-managed grouping set by pupils’ prior attainment levels. Teachers are able to focus more directly on specific groups, and spend longer on explanations which are relevant to the whole group. Pupils in Year 6 respond very well to their teachers’ high expectations and work with sustained concentration. Teachers have a good understanding of the subject and basic skills are taught well. In most lessons, activities are matched very accurately to pupils’ needs, and teachers have high expectations of good behaviour and work. Most pupils respond very well, enjoy the subject and work hard, and this has a positive impact on their learning.

111. Very effective and well-targeted support ensures that all pupils have equal access to the curriculum. Teachers use assessment information very effectively to plan work and to monitor learning. Individual targets are set, lesson objectives are shared and pupils are involved very effectively in assessing their own learning. For example, pupils in Year 6 comment thoughtfully on their progress at the end of lessons, either orally or in their exercise books. All pupils within each class learn, and make progress at a similar rate. Many pupils speak English as an additional language. Specific support for these pupils is effective in enabling them to achieve equal access to the curriculum. Additional support at Key Stage 1 has a very positive impact in lessons. The teacher works very effectively with groups to reinforce learning and provides helpful interventions in some lessons where pupils are not fully engaged. The primary helpers give very good quality support to all pupils and make a significant contribution to pupils' learning. Additional support for pupils with special educational needs is good, and occasionally outstanding.

112. Subject co-ordination is very good and there is a strong commitment to raising standards. The school has very good assessment procedures. Results are analysed in detail and effective action is taken to raise attainment. For example, additional teaching support has been given to classes in Year 2, and, in the latest Key Stage 1 tests, the average attainment has risen. Resources are good and teachers are beginning to make greater use of computers. Good mathematics displays are a prominent feature in the classrooms.

SCIENCE

113. Results of the 1999 national tests at the end of Key Stage 2 show that pupils achieved attainment levels which were above the national average. The proportion of pupils reaching standards above those expected for pupils aged 11 was well above the national average. When the results are compared to those of schools with a similar percentage of pupils known to be eligible for free school meals, they are well above average. Results over time show a sharp improvement over a four-year period. The current picture therefore represents a significant improvement to that reported in the previous inspection, when standards attained by pupils by the end of Key Stage 2 were well below the national average. The performance of girls has improved more rapidly than that of boys in this period due in part to developments to the curriculum which matches the needs of all pupils, and improved teaching. Results of the 1999 National Curriculum teacher assessments at the end of Key Stage 1, show that pupils achieved attainment levels which were well below the national average, as they were at the time of the last inspection.

114. Inspection evidence shows that standards in lessons and in other work seen around the school are below average for pupils aged seven, and above those expected for pupils aged 11. Improved standards at both key stages are the direct result of improved teaching, and a greater emphasis on the systematic development of pupils' experimental and investigative skills. Throughout the school, pupils ask questions about their science work, use focused exploration and investigation to acquire knowledge, skills and understanding, and attempt to explain their discoveries and draw conclusions. The school sets realistic and challenging whole school and individual targets, which are well focused on raising standards.

115. However, most pupils record their findings efficiently, using simple tables, drawings and charts. By Year 2, pupils use their knowledge about living things to describe basic conditions, such as a supply of food, water, air or light, that animals and plants need in order to survive. Most pupils recognise and name different parts of the body using appropriate vocabulary, and know the importance of healthy eating. Pupils have a sound understanding of the functions of some of the organs of the human body, such as the eye and the ear, and compare the effects of similar phenomena, such as the colour of lights, or the pitch of sounds. Pupils show that they know the life cycle of a plant from seed to blossom by ordering cards independently. Scrutiny of previously completed work and teachers' planning shows that most pupils can name the parts of a plant, such as stem, petal, root, leaf and bud. Pupils describe the changes that take place as animals grow, and recognise that different living things are found in different places. They recognise the sounds that they hear, and describe them as quiet or loud. Pupils describe similarities and differences between materials found in the classroom, such as glass and metal, and explain why some materials are suitable for specific purposes. They understand that materials can be twisted, bent, squashed or stretched, and higher attaining pupils know the changes caused by heating and cooling. Most pupils recognise that some changes are permanent.

116. By Year 6, pupils have a good breadth of understanding of all aspects of the programmes of study of the National Curriculum. They benefit from the strong emphasis on practical investigations; they have a good understanding of the concept of a fair test. Most pupils make predictions based on scientific knowledge and understanding, as for example when they predict which materials can be used as conductors or insulators of electricity. They apply their scientific knowledge well in their work. For example, when pupils in Year 6 investigated how to separate a mixture of salt, water and iron filings, they used their knowledge about how a specific mixture, such as salt and water, or sand and water, can be separated. They use scientific terms, such as evaporation and condensation, to describe changes, and higher attaining pupils have a good understanding of saturation. Within the area of life processes and living things, pupils identify organs, such as petal, stamen and stigma of different plants observed. They identify major organs of the human body and describe their functions. They have a good understanding of the need for healthy living, and know the dangers of drug and alcohol abuse. Higher attaining pupils recognise that there is a great variety of living things and understand the importance of classification. In their study of materials and their properties, they describe differences between the properties of different materials and explain how these differences are used to classify substances as solids, liquids and gases. Pupils use their knowledge about reversible and irreversible changes to make predictions about whether other changes are reversible or not. Within the area of physical processes, pupils correctly describe and explain physical phenomena, such as motion being affected by forces, including gravitational attraction, magnetic attraction and friction. Pupils of all attainment levels show a clear understanding of simple electrical circuits. Higher attaining pupils begin to apply ideas about physical processes to suggest a variety of ways to make changes, such as altering the current in a circuit. The majority of pupils at the end of the key stage use the idea that light travels to explain phenomena such as the formation of shadows.

117. The quality of teaching was judged to be satisfactory in Key Stage 1 and very good in Key Stage 2. Teaching was never less than good in the lessons seen in Key Stage 2. As a result of the quality of teaching, pupils make satisfactory progress in their learning in Key Stage 1, and very good progress in Key Stage 2. Throughout the school, lessons are well planned, with clear learning intentions which are appropriately shared with pupils so that they are aware of what they are to learn. The very good teaching is based on very good knowledge of the subject, high expectations of pupils, and rigorous teaching of skills through interesting, varied activities. This results in a very high level of pupil motivation. In these lessons, pupils behave very well, work together sensibly and show a very good understanding of their own learning. A very good example of this was seen in a lesson in Year 3, where the teacher frequently referred to the learning intentions, and at the end of the lesson, asked the pupils what they had learned and how they might improve their work. Interesting tasks are generally well chosen with a good balance of information giving and opportunities for pupils to find things out for themselves. The pace of most lessons is good and teachers set time targets as pupils work. Throughout the school, teachers are effective in assessing pupils' work during lessons and in examining and marking their written work. In most lessons, particularly in Key Stage 2, teaching and learning is well supported by the calm, positive learning environment which teachers have established. Teachers make good use of high quality resources, including the school grounds and visits to the local environmental centre, to enrich the curriculum and to stimulate pupils' interest. Teachers in Year 6 have devised a very effective system for revision which pupils find useful in consolidating their knowledge and identifying gaps in their learning.

118. The learning of pupils with special educational needs and those who speak English as an additional language is very well supported in the school. The high quality teaching they receive in small groups develops their language skills and gives them full access to the curriculum. These pupils make progress in science that is similar to that made by other pupils in lessons.

119. The recently appointed co-ordinator is effective in monitoring teachers' plans and provides good advice and support. However, her role has not yet been fully developed to include monitoring of teaching so as to help achieve consistency of practice across the school. The subject makes a good contribution to pupils' literacy and numeracy skills as well as to their spiritual, moral, social and cultural development.

In a few subjects, it is not possible to make an overall judgement about the quality of teaching, although some conclusions are drawn from the few lessons and the scrutiny of previously completed work

OTHER SUBJECTS

ART

120. Standards achieved by pupils aged seven are similar to those expected of the same age nationally, but standards are above them for pupils aged 11. This picture is an improvement on that reported in the previous inspection when standards met the national expectation at the end of both key stages. In Key Stage 1, pupils' observational drawing and three-dimensional work are satisfactory. There are some good examples of collage work linked to topics which are being covered in classrooms, and some which link with the literacy hour work. For example, a display on *Winnie the Worst Witch* showed how art can be used effectively to develop pupils' understanding, and particularly those with English as an additional language, of the texts they are reading. Good quality displays of pupils' art work enhance the learning environment and show how pupils work successfully, for example, in the style of famous artists such as Miro. There are good examples of the use of different media which include a wide use of colour and tones, a rich variety of materials, and a range of printing techniques including block and batik. Other examples on display focus on cross-curricular work undertaken by pupils in lessons in religious education, and when studying Ancient Egypt and the Victorians.

121. The good quality of pupils' artwork reflects the quality of teaching, particularly in Key Stage 2. Pupils behave well in lessons, sustain high levels of concentration, and become absorbed in their work. In Key Stage 2, pupils benefit from thoroughly-planned lessons, well-matched tasks, and interesting activities which challenge the pupils and enable the learning objectives of lessons to be realised. In both key stages, teachers develop pupils' art vocabulary, and give them opportunities to compare the work of artists and to evaluate their own work and that of others. Pupils make satisfactory progress through Key Stage 1, and good progress through Key Stage 2 where pupils confidently express their feelings when recording and experiment successfully with a variety of materials. Pupils, and particularly the higher attainers, evaluate their work successfully and identify ways to improve it. Pupils with special educational needs and those for whom English is an additional language are well supported in class and they make good progress. Very good use is made of support staff to enhance pupils' learning and progress in both key stages.

122. The very clear curriculum framework ensures a systematic development of pupils' skills, knowledge and understanding. Schemes of work are being adapted to incorporate the recently-introduced national guidance. The subject policy has been updated recently. There are occasions when pupils would benefit from a freer approach to the subject and the opportunity to use their own ideas.

123. Good opportunities are provided for the spiritual, moral, social and cultural dimensions of pupils' personal development through art. Pupils have, for example, good quality displays on other cultures. In a lesson seen in Key Stage 2, the pupils' use of resources to decorate masks provided a fine example of how different communities can enrich each other's experiences. A group of Asian pupils were experienced in the use of sequins for decoration and they collaborated particularly well when sharing their expertise.

124. The subject is well managed by an enthusiastic co-ordinator. She provides a clear direction for the future development of art and the subject is very well resourced. Procedures for assessing pupils' attainment and progress are being established. The school makes good use of local resources. For example, pupils benefit significantly from the expertise of an 'artist in residence' at the local community centre and the school has established good links with a local art gallery.

DESIGN AND TECHNOLOGY

125. Pupils achieve standards in design and technology which are similar to those usually found at age seven, but below them at age 11. Standards are not as high as those reported in the previous inspection. Aspects of design and technology are integrated into other aspects of the curriculum and enhance pupils' understanding in several subjects, including science and art. Evidence from displays of work by pupils in both key stages shows that skills in designing, making and evaluating are developed to a limited extent by the time pupils leave in Year 6. Pupils are encouraged to design and evaluate their work by following clear procedures, although they do not have sufficient experience of selecting from an adequate range of materials or of using tools in a safe and an effective manner. The range of displays includes toys which make use of moving parts, and models, such as model cars and musical instruments, which support pupils' knowledge and understanding in their science work.

126. By Year 2, pupils generate ideas making use of a small range of materials, and use simple tools safely. Throughout the school, pupils are encouraged to plan and evaluate their work using design sheets and clear criteria. During the inspection, pupils in Year 2 were given some opportunities to work with different materials and tools in the making of a framed picture. Pupils in Year 5 were given good opportunities to plan and make a Victorian toy. Pupils co-operated well and used the range of cutting tools with some confidence, although they lacked experience in their use. Pupils in Year 6 were seen designing and making a toy with moving cams. The tasks were challenging and captured the pupils' attention throughout the lesson. They responded well to the practical tasks, although their knowledge and understanding of using different types of materials and tools was underdeveloped. For example, pupils were not clear how to use a modelling saw safely and efficiently. In the lessons seen, pupils worked with commitment and enthusiasm, but they struggled to match the products to the designs and showed a limited awareness of the properties of the materials they were using.

127. Pupils' designing and making skills are under developed and they make unsatisfactory progress through Key Stage 2. This is despite examples of satisfactory teaching which gave pupils some opportunities to generate their ideas and refine their products. Pupils do not achieve well over time largely because of the lack of curriculum time given to the subject and the absence of a systematic approach to the teaching of skills. Teachers lack confidence in

the use of cutting tools and when handling different materials. The enthusiastic co-ordinator recognises the need to provide her colleagues with in-service training and develop the subject throughout the school. The school's use of newly-introduced national guidance has yet to have an impact on standards, and assessment procedures are in the early stages of development. Portfolios of pupils' work are being introduced to help with assessment procedures.

GEOGRAPHY

128. By the end of both key stages, attainment is at the expected levels for pupils aged seven and 11. Standards in geography have improved considerably since the previous inspection. The large majority of pupils in Key Stage 1 are at the early stages of learning English as an additional language. However, by Year 2, pupils can undertake simple mapping tasks, keep weather charts, identify the difference between physical and human geography and devise a simple key to features on a map. In Year 3, pupils can contrast Bow with an imaginary island, and they have a good understanding of why the areas are so different. For example, pupils understand that Bow is heavily populated and industrialised, and with easy access to transport routes, whereas the island is limited by its physical features. By Year 6, pupils demonstrate a growing understanding of key features on a map and are able to produce a sophisticated key of their own. All pupils, but particularly the higher attainers, benefit significantly from extension tasks which help them to think further about their work and use their knowledge through enquiry and the recognition of patterns. For example, pupils show an understanding of how important the river Nile is to Egypt. Pupils are encouraged to use appropriate subject terminology and this policy is reflected in their written work. Good cross-curricular links are used to enrich the curriculum and improve pupils' understanding, for example, by mapping the route taken by the Vikings when they came to England.

129. The quality of teaching was judged to be satisfactory in Key Stage 1 and good in Key Stage 2 in the small number of lessons seen. Common features of good teaching are the rapid pace, the clarity of the learning intentions and the range of stimulating tasks. Effective use is made of all adults to support pupils when working in groups. Pupils work well and benefit from the challenging tasks which the good teaching provides. Pupils, including those with special needs and for whom English is an additional language, have good attitudes to the subject. All pupils work well together and talk confidently about their work.

130. The subject is well led by an enthusiastic co-ordinator who also manages history. He monitors planning and ensures that the subject is well resourced. The geography policy is due for review although the curriculum framework incorporates the recently-introduced national guidance and includes assessment opportunities. Subject guidance is used effectively by teachers in their planning. Good use is made of the local environment to support the teaching of the subject; trips are organised to the Lea Valley River.

HISTORY

131. By the end of both key stages, standards are at the expected levels for pupils aged seven and 11. Standards in history have improved since the previous inspection.

132. Although many pupils in Key Stage 1 are at the early stages of learning English as an additional language, by Year 2, pupils develop a sound understanding of how people lived in the past. They can identify old and new toys; they know the difference between an old Teddy Bear and a modern one, and can identify the distinguishing features. By Year 6, pupils show a deeper understanding of the contrast between school routines of today and in Victorian times. They speak with interest and enthusiasm about their visits to museums. Written work in Key Stage 2 shows a good understanding of how the Ancient Greeks lived, and the impact of World War II on people's lives. In Year 5, pupils made some interesting contrasts between the Millennium Dome and The Great Exhibition of 1851. The skills required for historical enquiry are developing steadily throughout the school. Pupils use their information technology skills for independent research, although this aspect of the curriculum is underdeveloped.

133. In both key stages, the quality of teaching and learning was judged to be good in the small number of lessons seen. Tasks were well matched to the pupils' stages of learning, and the lessons moved at a good pace, sustaining the pupils' interest. In consequence, pupils responded with interest and were very keen to improve their understanding and find out more about the subject. Assessment opportunities were built in to the teachers' planning, and extension tasks were given to higher attaining pupils. Throughout the school, pupils, including those with special educational needs and for whom English is an additional language, are making good progress in the subject.

134. Effective use is made of the local environment and museums to support learning in the subject. For example, the school arranges for pupils to visit the Bethnal Green Museum of Childhood and The 'Ragged School.'

135. The subject is managed well by the humanities co-ordinator. Planning is monitored regularly and assessment procedures are developed to help with planning. The clear curriculum framework, which incorporates the recently-introduced national guidance, is used well by teachers. The wide range and very good quality resources are used effectively to support teaching and learning.

INFORMATION TECHNOLOGY

136. The school has identified the need to raise standards and has begun a programme of staff training to increase teachers' expertise. Since the previous inspection, resources have been improved and a scheme of work has been introduced. The scheme of work follows national guidance and ensures that all aspects of the statutory curriculum are covered. These recent improvements are beginning to make a positive impression, but standards of attainment in information technology are currently below national expectations at the end of both key stages.

137. All classes have weekly lessons in the computer suite. The quality of teaching was judged to be satisfactory in both key stages, although the layout of the room causes some difficulties. In Key Stage 2, one lesson was very good and one unsatisfactory. Some teachers acknowledge that they have limited skills in the subject. In the lessons observed, teachers had prepared thoroughly in order to teach the relevant skills. Teachers always outline the learning objectives as the lesson begins so that pupils know what they are expected to learn. Where teaching was best, the teacher and primary helper worked effectively to ensure that all pupils were supported. Good class management skills, the good use of assessment, effective questioning and skilful intervention enabled all pupils to make very good progress. Where teaching was unsatisfactory, the teacher concentrated for too long on one group of pupils while others were off task and unsure of what to do.

138. Most pupils enjoy using computers and work eagerly. Some pupils are too eager and do not listen carefully to instructions, and some are impatient when the computer does not respond instantly. By Year 2, standards are below those expected for pupils aged seven, due in part to the pupils' poor reading skills. For example, a third of pupils can use the programs only when they are helped to read a simple text on the screen. Almost all pupils can switch on the computers and, sometimes with help, log on to the appropriate program. Word-processing skills are gradually being developed. Most pupils in Years 1 and 2 can type in simple text and make some simple changes, although their keyboard skills are slow. They have used a drawing program to produce pictures and Year 2 pupils have used the internet to research spiders. Pupils in Years 1 and 2 are confident in loading CD ROMS into the machines, and some Year 2 pupils understand that the information can be saved in different ways. In a Year 2 lesson, pupils used a CD ROM to answer some very simple questions about the United Kingdom. Many pupils needed considerable support with the reading involved in this activity. Higher attaining pupils found the task very easy and their extension activity was insufficiently challenging.

139. In Key Stage 2, pupils in Year 3 enjoyed drafting messages on screen to e-mail to the headteacher. Although their keyboard skills are generally quite slow, most pupils can enter text independently. Many pupils in Year 4 had difficulty in using a drawing program, because they needed more guidance than the teacher was able to give. A minority of the class achieved the lesson objective and could enter short sequences of instructions, to draw a shape on the screen. A few higher-attaining pupils could successfully predict the shape which might be drawn. By Year 6, attainment levels are below those expected at this age, because the scheme of work has only recently been introduced and pupils lack experience of working regularly with computers. Aspects such as control are insufficiently developed. Pupils in Years 5 and 6 understand some of the uses of spreadsheets. They enter information and use the formula function to carry out simple calculations.

140. The school has identified the need to continue to develop the subject, and to improve staff skills. The computers used by pupils in their classrooms in Key Stage 1 are old and slow, and are due to be replaced. The new computer suite has raised the profile of the subject, but the room is small, and has ventilation problems which sometimes make very unpleasant conditions in which to work. The central pillar and limited space make it very difficult for teachers to demonstrate to the whole class. The co-ordinator is enthusiastic and is working with the local adviser to improve the assessment procedures. Information technology is being used across the curriculum to support pupils' learning, for example in history, geography and mathematics.

MUSIC

141. Standards in music by the end of both Key Stage 1 and Key Stage 2 are below those expected of pupils of the same age. Most teachers lack confidence or subject knowledge and the school has yet to finalise a scheme of work. The present draft scheme does not give enough structure to guide teachers in their planning. Progress over time is unsatisfactory, particularly in singing. Shortcomings noted during the previous inspection remain.

142. Pupils in Year 1 learn to listen attentively to music from the *Carnival of the Animals*. With guidance, they choose appropriate percussion instruments to represent a ‘fishy’ sound. By Year 2, pupils learn a simple action song and, with help, choose from a limited range of instruments to accompany their singing. The standard of performance and general musical understanding is below that usually found in pupils aged seven.

143. The quality of teaching and learning in the few lessons seen was satisfactory in both key stages. Teachers have good behaviour management skills and ensure that all pupils are involved in the lessons. In Key Stage 2, teaching in one quarter of the lessons seen was good. Where teaching was best, the teacher had secure subject knowledge and the lesson built effectively on previous work. All teachers are careful to introduce and to use appropriate subject vocabulary and they ensure that pupils understand the terms that are being used. For example, in Year 3, posters were used appropriately to remind pupils of different groups of musical instruments.

144. Skills in listening and appraising are better developed than skills in performing and composition. Pupils in Year 3 listen carefully to chosen pieces of music and begin to name the instruments they hear. Some pupils can correctly identify the solo instrument. Pupils in Year 5 are familiar with some passages from Holst’s *Planets Suite*. They correctly identify some musical elements, such as crescendo and diminuendo, but many do not recognise changes in pitch. Most pupils in Year 4 enjoy learning a ‘rap’, and improve their performance with the teacher’s encouragement. They are eager to play percussion instruments, but find it difficult to sustain a pulse. Pupils in Year 5 are eager to choose instruments as they prepare to work on group compositions. Their choices of instruments are haphazard, and demonstrate a lack of appropriate musical experience, since few pupils make informed choices suitably related to the music that they intend to create. Pupils have the opportunity to sing during the weekly singing practices as well as in some lessons. They are able to sing a simple two-part round and sing in unison. Standards of singing are poor, but are better when pupils follow a taped accompaniment. Teachers tend to pitch the songs too low when leading unaccompanied singing, which means that many pupils are unable to reach the lower notes. During the whole school singing practice, many of the older pupils, who sat towards the back of the long hall, did not participate. The performance was lacklustre and unconfident.

145. There is a small choir which rehearses in the winter and performs at Christmas, Eid and Easter. The school has been unable to recruit a teacher to lead the subject confidently. The co-ordinator’s action plan indicates that slow progress is being made in developing a scheme of work. Music is suitably used as pupils enter and leave assemblies, but music only plays a limited role at present in pupils’ spiritual, social and cultural development. The school acknowledges that music is an area which needs to be improved. There is a suitable range of percussion instruments, but some are in need of repair. Many instruments are stored in classrooms, but centrally held resources require re-organisation.

PHYSICAL EDUCATION

146. By the end of both key stages, standards in physical education, including games skills and athletics are similar to those in pupils of the same age. By Year 6, standards in swimming are above those seen in other schools and a significant proportion of pupils gain standards beyond the national expectation. Pupils develop good swimming techniques, due largely to the emphasis the school places on swimming in Years 5 and 6 and the engagement of subject specialists. Standards overall are higher than those reported in the previous inspection. By Year 2, pupils show confidence when handling small games equipment and they pass the ball with appropriate pace and accuracy. By Year 6, the majority of pupils move with confidence, work collaboratively and handle equipment safely in games skills. The small proportion of higher attaining pupils show good levels of control during hockey and cricket, and a sound awareness of the games' principles. However, pupils' knowledge and understanding of the techniques used in athletics are under-developed. The majority of pupils in Year 6 are confident athletes who would benefit from more challenging activities and further opportunities to plan and evaluate their work. Extra-curricular activities give pupils some opportunities to strengthen their skills, and the engagement of outside specialists enhances pupils' learning.

147. The quality of teaching and learning was judged to be satisfactory. Pupils are keen to participate and they make the most gains in their skill development and understanding when the teaching includes well-paced practical activities, clear demonstrations and opportunities to practise and refine their skills. Aspects of good teaching were seen in most lessons, and pupils are well managed. Good relationships are used effectively to help pupils organise themselves and work successfully in groups. However, an overall weakness in the teaching seen was the lack of subject knowledge shown by teachers, particularly with regard to athletics, and the absence of challenging and well-paced tasks to stretch the small number of higher attainers. In consequence, although pupils made satisfactory progress overall, they are capable of achieving more. In contrast, pupils made very good progress in the swimming lesson because the practical tasks were well matched to the pupils' stages of learning. Throughout the school, pupils with special educational needs and those with English as an additional language are sufficiently challenged by most of the practical activities. The subject co-ordinator has successfully reviewed the resources, and subject guidance gives teachers helpful information. National guidance will provide the school with good opportunities to develop further the school's systematic approach to the teaching of physical education and introduce formal assessment opportunities. The school recognises the need to improve the teaching of the subject throughout the school.

RELIGIOUS EDUCATION

148. Standards in religious education match the objectives of the locally Agreed Syllabus at the end of Key Stage 2, but they do not match them by the end of Key Stage 1. Teachers feel well supported by the school's scheme of work, which is closely linked to the Agreed Syllabus, and there is good coverage. Throughout the school, pupils are increasing their knowledge and understanding of Christianity and other faiths, such as Judaism and Sikhism. They know that a major element in many faiths is that of caring for the poor, and the role of festivals is well understood.

149. By the end of Key Stage 1, pupils have a sound understanding of a range of a range of Bible stories, such as the Good Samaritan, and display basic knowledge of some features of Christianity and other faiths, such as Islam. Although pupils, including those with special educational needs and those who speak English as an additional language, achieve appropriately in lessons, most have not yet reached the objectives by the end of Year 2.

150. The majority of pupils join the school with very little or no English, and this limits their ability to interpret stories and parables.

151. By the end of Key Stage 2, pupils relate some of the concepts of different faiths to their own experiences and go beyond this to discover more about religious beliefs, ideas and structures. They know facts about the main faiths in Britain such as Christianity, Islam, Buddhism, Sikhism, Judaism and Hinduism, and that each has a Supreme Being, a Holy Centre, and key leaders such as Jesus, Moses, Guru Nanak and Muhammad. Pupils also know that each faith has a Holy Text, for example, the Qur'an, the Torah, the Guru Granth Sahib and the Bible, and that each gives rules and examples for living. They develop a good understanding that religions share some common features; for example, when they study the work of Charities such as the Red Cross, Tear, Red Crescent and Muslim Hands. Throughout the key stage, pupils consider basic religious concepts and ways in which they have been expressed in sacred books, daily living and rituals. By Year 6, pupils have a good understanding of how people should treat each other through studying the lives of inspirational people such as Martin Luther King, Mother Theresa, Gandhi and Gladys Aylward.

152. The quality of teaching and learning was judged to be satisfactory overall in Key Stage 1, although one of the lessons seen was unsatisfactory. Teaching was judged to be good in Key Stage 2, with examples of very good practice in two lessons. Many pupils in Key Stage 1 are at the early stages of learning English as an additional language and, as a result, require more effective teaching strategies to hold their attention and to motivate their interest. In some lessons, pupils spend too much time sitting listening to the teacher and this results in inappropriate behaviour. Pupils in Key Stage 2 are well motivated by the teaching, which provides them with good opportunities for meaningful discussion. A very good example of this was seen in a Year 5 lesson, where pupils were considering the activities of Martin Luther King and Gandhi in striving for equality through peaceful means. The support provided by the school for pupils with special educational needs, and those who speak English as an additional language, is very good. This gives them full and equal access in lessons and allows them to achieve appropriately. Pupils' learning and understanding are well supported by the sensitivity with which teachers approach Christianity, other faiths, and issues raised in lessons. Teaching in both key stages, and in assemblies, is used well to reinforce moral values and to provide recognition of pupils' own value as individuals. Pupils in Key Stage 2, show real interest and listen attentively to teachers, visiting speakers, and to each other. A very good example of these good attitudes supporting pupils' learning was seen in a Year 4 lesson, where pupils listened attentively, and with deep interest and respect, to a visiting Sikh speaker.

153. The importance of equality of opportunity and the need to encourage respect for, and understanding of, other faiths and cultures, is emphasised appropriately in lessons. Teaching and learning are well supported by a range of stimulating artefacts, which is supplemented by loans from the Professional Development Centre located near to the school.

154. The subject co-ordinator has very good knowledge of the subject and provides enthusiastic leadership. She ensures that the subject makes a strong contribution to pupils' spiritual, moral, social and cultural development.