

INSPECTION REPORT

MAYFLOWER PRIMARY SCHOOL

Poplar, London

LEA area: Tower Hamlets

Unique reference number: 100913

Headteacher: Mr John Meehan

Reporting inspector: Ms Ruth Frith
OIN: 2490

Dates of inspection: 12 – 15 November 2001

Inspection number: 194011

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Upper North Street
Poplar

Postcode: London
E14 6DU

Telephone number: 020 7987 2782

Fax number: 020 7538 3792

Appropriate authority: The governing body

Name of chair of governors: Malcolm Key

Date of previous inspection: 28 April – 2 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2490	Ruth Frith	Registered inspector	Foundation Stage Design and technology History Equal opportunities	What sort of school is it? How high are standards? a) The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9275	Candy Kalms	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
3588	Kuldip Rai	Team inspector	English Music Religious education English as an additional language	
20063	Gerard Slamon	Team inspector	Mathematics Art Physical education Special educational needs	
31029	Peter Thrussell	Team inspector	Science Information and communication technology Geography	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mayflower Primary School is a community school for boys and girls of all abilities aged 3 to 11 years. There are 278 pupils on roll, with an additional 35 children in the nursery, 10 of whom attend full-time. There are 10 classes, three of which contain mixed-age pupils, and a nursery. Most pupils live within walking distance of the school in a poor area with few amenities and a high level of unemployment. Many of the families live in old, overcrowded flats but there is a local housing initiative which is involved in upgrading homes and building new properties. The percentage of pupils receiving free school meals is well above the national average. On entry to school, children display low levels of attainment, particularly in the areas of communication, language and literacy and personal, social and emotional development. The increase in Bangladeshi families in the area has affected the school by increasing its size, and currently the school has approximately 75 per cent Bangladeshi pupils. Several other minority ethnic groups are represented in the school community. A very high percentage of pupils speak English as an additional language with a high number at the early stages of learning English. A few pupils have refugee status. Currently, the percentage of pupils with special educational needs, including those with statements, is above the national average. Most of the pupils with special educational needs who require regular additional support have moderate learning difficulties. In 2000, the school was praised by the Education Secretary for its rapidly improving standards in English, mathematics and science. The school has recently become involved in activities supported through the local Education Action Zone.

HOW GOOD THE SCHOOL IS

Mayflower Primary School is a good school with many strengths. Staff work in challenging circumstances and support the pupils and their families well. Standards are improving in line with the national trend and by the time they leave school, most pupils have made good progress. The quality of teaching is very good for children in the nursery and reception class, satisfactory in Years 1 and 2, and good in Years 3 to 6. Pupils are encouraged to work hard and enjoy their learning. The leadership and management of the school are good and manifest themselves in a commitment to raising standards whilst also offering a broad and interesting curriculum. The school provides satisfactory value for money.

What the school does well

- In the 2001 national tests, when compared with similar schools, pupils' standards at age eleven were above average in English and mathematics.
- Pupils in Year 6 are currently reaching above average standards in art and design.
- Pupils have good attitudes to school and by the time they leave have developed into interested learners.
- Pupils behave well and develop good relationships. This is supported by the good provision for pupils' moral, social and cultural development.
- The quality of teaching is very good for nursery and reception age children and good for children in Years 3 to 6.
- The high level of support provided for pupils with special educational needs and for those who are learning to speak English reflects the school's commitment to inclusive education, and significantly supports the progress which these pupils make.
- The headteacher provides good management and leadership, and other key staff and the governing body ably support him.

What could be improved

- Standards in speaking, listening, reading and writing in Years 1 and 2, and writing in Years 3 to 6.
- Standards in mathematics in Years 1 and 2.
- Attendance and punctuality.
- Information for parents.
- Formal systems for the welfare and care of pupils so that they fully reflect the good level of care demonstrated by staff.

The areas for improvement will form the basis of the governors' action plan. The school has already begun to address the first three issues identified above.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has successfully addressed the key issues identified in the report following the last inspection in April/May 1997. Teachers have developed new schemes of work for all subjects and their use of assessment which have led to improvements in their planning. There are more opportunities to develop pupils' spiritual education which is now judged to be satisfactory. Teaching has improved although there are inconsistencies across the school. More able pupils are now appropriately challenged. Strategic planning has improved and the school development plan is a useful document which supports school improvement. Governors are now more involved in the monitoring and evaluation of the curriculum and the progress and attainment of pupils. The school now meets the legal requirements identified in the last report. Staff and governors demonstrate a clear commitment to further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	E	E	B
Mathematics	D	C	D	B
Science	D	C	E	C

Key

well above average A

above average B

average C

below average D

well below average E

Children make very good progress with their learning in the nursery and reception class and by the time they start Year 1 reach good standards in their personal, social and emotional development, and average standards in creative and physical development. However, because so many pupils start school with limited vocabulary and are at the early stages of learning English, insufficient time has passed for them to reach the standards expected for children of their age in communication, language and literacy, mathematics and knowledge and understanding of the world. Results of the 2001 standard assessment tests and teacher assessments for seven-year-olds indicate that pupils reached low standards in reading, writing and mathematics which placed them in the bottom five per cent of schools nationally and well below average standards for science. When compared with similar schools, pupils reached well below average standards. Evidence from this inspection indicates that pupils in Years 1 and 2 are making satisfactory progress but standards are still well below average in speaking, listening, reading and mathematics and below average in science and writing. The results in the chart above show that when compared to all schools, pupils aged eleven achieved well below average standards in English and science and below average standards in mathematics. When compared with pupils from similar backgrounds, pupils achieved above average standards in English and mathematics and average standards in science. Over the last five years the school's rate of improvement overall in English, mathematics and science has been in line with the national trend. In 2001, the school achieved above its realistic targets for English and mathematics. Evidence from this inspection confirms that pupils in Year 6 are making good progress overall and indications are that standards should rise. Pupils are reaching close to those expected in speaking, listening, reading, mathematics and science and below average standards in writing. Pupils with special educational needs and the higher-attainers are appropriately challenged and achieve well. No significant difference was noted in the progress and achievement of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The attitudes of the large majority of pupils are good. They enjoy their work and demonstrate interest and enthusiasm towards their learning.
Behaviour, in and out of classrooms	Behaviour is good overall, although there are a few pupils in Years 1 and 2 who do not always behave appropriately in lessons or assemblies.
Personal development and relationships	Pupils' personal development, and relationships between all members of the school community, are good. Pupils develop as caring and considerate individuals and respect others with beliefs different from their own.
Attendance	Attendance is unsatisfactory and below the national average. A number of pupils arrive late, including a few who are regularly late.

The pupils' good attitudes, personal development, relationships and behaviour provide a good basis for their learning and make a positive contribution to the levels of attainment that they achieve. When pupils are frequently absent or late, this has a considerable effect on their learning.

TEACHING AND LEARNING

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

Teaching is good. During the inspection, the quality of teaching was good or better in nearly two-thirds of the lessons observed and very good or better in just over a quarter. No unsatisfactory teaching was seen. This quality of teaching indicates a significant improvement since the last inspection both in the absence of unsatisfactory teaching and in the increase in very good or better teaching. Within this overall good teaching, there are inconsistencies across the school. The teaching of children in the nursery and reception class is very good and particularly effective in developing their communication, personal and social skills and their attitudes to learning. In Years 1 and 2, although good and very good teaching was observed, overall the teaching lacked the relevant pace and challenge present in other areas of the school and some teaching methods were not appropriate to the pupils' needs. Many of the pupils entering Year 1 have well below average standards, particularly in English and mathematics and the move to more formal teaching is sometimes too great for them. In Years 3 to 6, the quality of teaching is good and staff continue to focus on developing the core skills of literacy and numeracy within a broad curriculum. Although teachers throughout the school have adopted the literacy and numeracy lessons satisfactorily, staff have not yet clearly identified how the pupils' literacy and numeracy skills are to be developed across the whole curriculum in a consistent and relevant way. The teaching of English and mathematics in the lessons observed was satisfactory in Years 1 and 2 and good in Years 3 to 6. The school allocates valuable additional support for pupils with special educational needs. Support staff make a valuable contribution to pupils' learning. Higher attaining pupils are appropriately challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the nursery and reception class is very good and satisfactory overall in Years 1 to 6. The curriculum is significantly enriched by the very good provision of extra-curricular activities and links with the community.
Provision for pupils with special educational needs	Pupils with special educational needs receive a curriculum that is appropriate to their needs and overall provision is good.
Provision for pupils with English as an additional language	Pupils are fully involved in all learning activities and their needs are generally well catered for within the mainstream class teaching and in small groups withdrawn from the lesson. They make similar progress to that of their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral, social and cultural development is good. Provision for their spiritual development is satisfactory. By the time they leave school, pupils have a sense of responsibility for themselves and others.
How well the school cares for its pupils	Staff make satisfactory provision for pupils' welfare, health and safety. Pupils' academic performance and personal development are satisfactorily monitored and the use of the assessment of pupils' work to guide future learning is also satisfactory.

The partnership with parents and the contribution they make to their children's learning is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is effective in motivating staff and building a team with a shared sense of values and priorities. He is ably supported by the deputy headteacher, senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	Governors play an integral part in the leadership and management of the school. They are well informed and fully involved in any decisions. All statutory requirements are met apart from a few minor omissions in the information presented to parents.
The school's evaluation of its performance	Staff and governors have established a culture of monitoring and target setting that keeps the school moving forward towards achieving its aims.
The strategic use of resources	Financial planning by the headteacher and governors is good and the school manages and uses its resources well. Correct financial procedures are followed and staff and governors seek to obtain the best value for their spending.

There is a good number of suitably qualified teachers to ensure that class sizes are not too large and that the wide range of needs in the school is met. Support staff are experienced and the good support they provide is a contributory factor in the pupils' learning. The accommodation is satisfactory overall and the school has reserved sufficient funds to cover significant planned building developments. The overall quality and level of resources are good and they are used well to support learning throughout the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is a friendly and caring place where children feel safe. • Children enjoy school and make good progress. • Teaching is good and staff expect children to work hard. • Parents are kept well informed about how their children are getting on. • Parents feel comfortable about approaching staff with questions or a problem. • Parents at the meeting felt that the headteacher was effective and popular. 	<ul style="list-style-type: none"> • They think that homework is not used consistently enough to support learning. • A small minority would like a closer partnership between the school and parents. • A small minority would like more additional activities outside of lessons. • The toilets on the ground floor. • The lack of refurbishment of the school building. • The lack of supervision on the road crossing outside the school.

Inspectors endorse the positive views held by parents and the regard they have for the school. They looked closely at the issues raised by a minority of parents, and from the evidence gathered during the inspection judge the provision of homework to be satisfactory overall. Inspectors found that the school provides a very good range of additional activities at lunchtime and after school. The inspectors conclude that the partnership between the school and parents is satisfactory and most parents feel comfortable about approaching the staff. The inspectors agree with parents about the lack of refurbishment and condition of the toilets and are pleased to see that the school has allocated sufficient funds to develop the premises. Inspectors also share the parents' concern over the lack of supervision on the road crossing outside the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children are admitted to the nursery after the age of three on a part-time basis and later attend full-time when appropriate. They then stay for two or three terms in the reception class. Children enter the nursery with a wide range of abilities and experiences but most have low level of skills in communication, language and literacy and a significant number have not had much experience in playing with children of a similar age. A significant minority of pupils start school with little or no spoken English and a greater number come from homes where English is not the first language of communication. Children make very good progress in the nursery and reception classes due to the very good quality and breadth of the curriculum and very good teaching. However, by the time they are ready to leave the reception classes, a significant number of children do not reach the nationally expected standards in communication, language and literacy, mathematical development and knowledge and understanding of the world. This is because many are learning a new language (English) and need time to develop their skills. Most reach the expected standards in creative and physical development. Children make very good progress in developing their personal, social and emotional skills and a significant number attain standards above those expected for children of the same age nationally.
2. Results of the 2001 standard assessment tests for seven-year-olds indicate that in comparison with all schools, pupils' attainment was very low in reading, writing and mathematics and place the school in the bottom 5 per cent of schools nationally. When compared with pupils from similar schools they attained well below average standards in reading, writing and mathematics. Results of the 2001 standards teacher assessments in science indicate that the number of pupils reaching the expected level for their age (Level 2) is well below average. Overall, pupils make satisfactory progress in Years 1 and 2 but a significant number take time to develop their English language skills and breadth of vocabulary and this affects the standards that they achieve. Also, a minority display restless behaviour and an inability to concentrate for sustained periods of time which indicates that they find the movement from the Foundation Stage (nursery and reception class) difficult.
3. At the age of eleven, pupils' attainment in the 2001 tests was well below the national average in English and science and below average in mathematics. When these results are compared with those of pupils from similar schools, attainment in English and mathematics was above average and in science it was average. Results in 2001 show a dip in standards in mathematics and science. Staff were not surprised with these results and believe that most children achieved well. Their analysis of this group of Year 6 pupils indicated several key factors which had affected the pupils' progress and attainment. Thirty-one per cent of the pupils were identified as having special educational needs and 11 per cent had a statement of special educational needs. Forty-two per cent had periods of extended leave and 20 per cent had arrived in the school between Year 3 and Year 6. Eighty-seven per cent of this group spoke English as an additional language. Over the last five years the school's trend of improvement in English, mathematics and science for pupils aged 8 to 11 was broadly in line with the national trend. Evidence from this inspection indicates that pupils in Year 6 are making good progress and standards should rise.
4. Evidence from this inspection indicates that the standards achieved by pupils in the current Year 2 are well below average in speaking, listening, reading and writing. Staff have focused on raising standards and improved some aspects of the quality of teaching by introducing the National Literacy Strategy, but these have not significantly improved standards overall. Children do not receive enough opportunities to develop their speaking and practice their writing skills. Standards for pupils in the current Year 6 are close to average in speaking, listening and reading but below average in writing. Pupils begin to make good gains in their learning as they get older and become more skilled in learning English and developing their use and breadth of vocabulary. Here too, though, pupils do not have sufficient opportunities to develop their literacy skills systematically across all areas of the curriculum and writing extended pieces of work. Currently, standards in

literacy are below average throughout the school, but better for pupils in Year 3 to 6. Standards in Year 2 are below those indicated in the test results at the time of the last inspection but show an improvement for pupils in the current Year 6.

5. Standards in mathematics are below average for the pupils in the current Year 2 and average for those pupils in Year 6. Since the last inspection, this represents a decline in standards in Year 2 and an improvement in standards in Year 6. Improvements in standards reflect the successful introduction of the National Numeracy Strategy and the overall increase in good teaching. The school also now analyses the strengths and weakness in the pupils' work and identifies, from this, areas for development. Also, subject leadership is good and there is a strong commitment to raising standards.
6. Standards for science in the current Year 2 and Year 6 are below average and average respectively. This indicates a decline in standards in Year 2 since the last inspection and a maintenance of satisfactory standards in Year 6. National guidelines have been introduced and this has helped to develop progression and continuity in children's learning. Co-ordination of the subject is good and key areas for improvement have been identified for the current year. Pupils have good attitudes to the subject and this, together with the good quality of teaching in Years 3 to 6, is bringing about improvements.
7. Pupils in Year 2 are currently reaching average levels of attainment in art and design, design and technology, information and communication technology, physical education and religious education. They are below average in history. In Year 6, pupils are reaching average standards in design and technology, history, information and communication technology, physical education and religious education. Standards are above average in art and design. Insufficient evidence was available to make a clear judgement on the standards achieved by pupils in geography and music.
8. Pupils learning English as an additional language make similar progress to their peers and have full access to a broad curriculum. No significant difference was noted in the progress of boys and girls during the inspection. More able pupils are generally appropriately challenged and reach standards in line with their abilities. Pupils with special educational needs make good progress in their learning when they receive specific support in lessons and by the time they leave school most reach standards in line with their abilities.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

9. The attitudes and behaviour of the large majority of pupils in the school are good. There are however, a small but significant number of pupils in Years 1 and 2, who have unsatisfactory attitudes and behaviour. These are mainly when teaching fails to capture their attention and insufficient use is made of positive strategies to maintain good behaviour. Relationships among pupils and between pupils and staff, and pupils' personal development are good. It is the combination of these factors that creates a harmonious atmosphere in the school and a positive learning experience for its pupils.
10. On entry to the nursery many children have limited personal, social and speaking skills but settle into the day-to-day routines due to the very good support, which they receive. During their time in the nursery, they learn to play and work happily with other children, sharing toys and resources and generally becoming more confident. In the reception class, pupils continue to develop the good work attitudes acquired in the nursery and settle quickly into their new class. They enjoy the activities, and learn to follow instructions well,
11. Most pupils' enjoy school and come keen to learn. They have good attitudes in their lessons, are well motivated and interested in their work. They listen attentively to their teachers, follow instructions quickly and respond well when the work is interesting and the teaching good. In most lessons, pupils concentrate well but on some occasions, younger pupils are less attentive and do not sustain their concentration. They are easily distracted, ignore instructions and do not respond to their teacher, for example in a Year 1 science lesson. These unsatisfactory attitudes slow down lessons, as the teacher frequently has to remind pupils to pay attention. Many pupils

are keen to participate in lessons and answer questions, although some who are at the earlier stages of speaking English are not so willing to contribute their ideas. Many take part in discussions as illustrated in a Year 6 English lesson where pupils confidently spoke about the differences between biographies and autobiographies.

12. Behaviour in the school is good. Most pupils are clear about the standards of behaviour expected and behave well in lessons and around the school. This benefits the quality of life in the school and the learning that takes place. There are however a minority of pupils in Years 1 and 2 who do not always behave appropriately in lessons or in assemblies. On those occasions the way that teachers manage behaviour is not always effective and this affects their learning and the learning of others. Pupils play well together in the playground and no deliberately aggressive behaviour was observed during the inspection. Documentary evidence, does however, indicate that incidents of bullying and inappropriate behaviour do sometimes occur both in lessons and at playtimes. There have been no exclusions in the past year. Harassment and bullying are rare and any incidents quickly dealt with.
13. The good relationships throughout the school are based on the mutual respect that underpins the whole atmosphere. In lessons, this contributes to pupils' motivation and learning. Most pupils are aware of the impact of their actions on others. There are harmonious relationships between pupils from the Bengali community and from other ethnic, cultural and religious backgrounds. Pupils are all well integrated and this is in response to the school's measures to include fully all its pupils. Pupils settle quickly and work well independently, and also collaboratively in small groups and pairs. In lessons, they co-operate well, sensibly sharing equipment and resources when working together, for example sharing computers. Respect for others' feelings, values and beliefs is good, and pupils are supportive of those with special educational needs. Pupils with special educational needs respond well to the high expectations of support staff and relate well to them.
14. Pupils' personal development is good. Around the school pupils are friendly, polite and courteous to visitors. The school custom is for pupils to refer to staff by their first names and there were no examples of pupils taking advantage of this informal approach. As pupils progress through the school they gain an increasing sense of responsibility and maturity. This is evident in Year 6 where the attitudes and behaviour of pupils are consistently good. Pupils listen carefully to each other in lessons, showing respect for each other's views, feelings, values and beliefs. This was illustrated in a Year 3 religious education lesson where pupils discussed the coming of age in different religions with particular emphasis on the bar mitzvah of Jewish boys when they reach thirteen. Pupils conscientiously carry out individual classroom duties such as handing out resources or clearing away after lessons but older pupils have little involvement in the day-to-day routines around the school.
15. Attendance is unsatisfactory and below the national average. This has a considerable effect on the learning of many pupils. There are no significant differences between groups of pupils such as boys and girls and those from different backgrounds although older pupils attend more regularly than those who have to rely on parents to bring them to school. Levels of attendance have been declining over the past three years but data for the current half term shows improvement. There are several reasons for absences. A few pupils start and leave during the year and others are due to illness. A considerable number are due the relaxed attitude of parents to the importance of regular attendance and the many parents taking their children on extended holidays during term-time. Current data shows that the school has a number of pupils with attendance below 90 per cent. Unauthorised absences are well above the national average because for many reasons, parents do not always provide reasons for absence. A number of pupils arrive late including some who are regularly late. There is a whole school system of recording pupils who arrive late but individual class teachers do not always correctly record when pupils arrive.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The school has improved the quality of teaching since the last inspection. During the inspection, the percentage of very good and excellent teaching has increased and the percentage of unsatisfactory teaching has declined. Across the school, teaching was excellent in 7 per cent of

lessons observed, very good in 21 per cent, good in 35 per cent and satisfactory in 37 per cent. The teachers' performance reflects the expectations of the headteacher and the value that senior management and governors place on supporting staff to give of their best. Also, a good programme of professional development is in place to support staff, and the regular monitoring of teaching and learning identifies teachers' strengths and areas for development. All these features, together with the strong team spirit present in the school and the strong commitment of staff, result in good practice.

17. The quality of the teaching for children in the Foundation Stage is very good overall and excellent in a significant number of lessons. This is an important factor in the way children develop very good personal, emotional and social skills, attitudes to learning and behaviour. Planning for nursery and reception age children is good and reflects the national guidance for teaching children of this age. Appropriate attention has been placed on settling children into school and a very good range of activities is provided which maintains the children's interest and supports their learning. The primary helpers and other support staff give valuable support to the children, which is a key feature in making children feel secure in their learning.
18. The quality of teaching is satisfactory overall in Years 1 and 2 although good, and occasional very good, teaching was observed. Teachers' knowledge and understanding are satisfactory and they use this to plan work which is generally appropriate. However, they do not take sufficient account of the pupils' low levels of skills and sometime the change between learning in the Foundation Stage and in Years 1 and 2 is difficult, particularly for the younger pupils. Teachers have used the National Literacy and Numeracy Strategies to develop the curriculum but need to identify how they can develop the teaching of these basic skills more consistently across the whole curriculum. This is because the level of English spoken by a significant number of pupils, and the restricted range of their vocabulary, often hampers them from explaining their views and developing their thinking and learning. Pupils need consistent practice in speaking and writing throughout the school day. The management of pupils is generally satisfactory and in several lessons good, but in others, teachers need to use additional strategies to ensure that the minority of inattentive pupils settle more quickly to their work. In one very good art and design lesson with a Year 1/2 class a good range of strategies was used to maintain the interest of the pupils and consequently they made very good progress. Their attitudes to learning and behaviour were very good as they worked sensibly in a peaceful atmosphere, developing their skills of portrait drawing. Similarly, in a good Year 1 literacy lesson, although initially the pupils took time to settle, the teacher quickly gained their attention through reading the story of *Jack and the Beanstalk*. Support staff work well and are instrumental in encouraging pupils' progress and the standards that they achieve. Teachers do not always clearly tell pupils how they can improve their work.
19. In Years 1 and 2, the quality of teaching is satisfactory in English, mathematics, science, history, information and communication technology and physical education. Teaching in art and design is good. Insufficient evidence was available to make a firm judgement on the quality of teaching in design and technology, geography, music and religious education.
20. The quality of teaching and the learning which it promotes in Years 3 to 6, are good. Teachers have good knowledge and understanding of the subjects to be taught and the pupils' needs, and use this to plan appropriate work. The teaching of basic skills is generally better than in Years 1 and 2, although teachers still need to ensure that pupils receive sufficient opportunities to develop their writing across the curriculum. Several examples of good practice are evident, for example in a Year 6 history lesson when pupils developed their speaking, listening, reading and writing skills through gaining information from a variety of sources, talking about this within a group and then presenting it to others in the class. Expectations are high in this class where, for example, pupils are always expected to speak clearly in full sentences when answering the teacher's questions. Similarly, in a Year 5 history lesson, pupils were expected to work well with each other, discussing their findings following a visit to local areas of interest.
21. The quality of teaching in Years 3 to 6 is good in English, mathematics, science, art and design, design and technology, history, and information and communication technology. It is satisfactory in physical education. Insufficient evidence was available to make a clear judgement in

geography, music and religious education.

22. Characteristics of the best lessons include the teacher clearly identifying what they want the pupils to learn and sharing this with them, good challenge which ensures that pupils of all abilities maintain a good pace in their learning and build systematically on their knowledge, skills and understanding, and good support so the variety of needs within the class are well met. In a very good Year 4 design and technology lesson, although the same task was presented to all pupils, they all achieved well because good quality support was provided by the teacher and additional staff. Also, the teacher clearly demonstrated a variety of techniques and made sure that all pupils understood what was expected of them before they started their work. Consequently, no time was wasted and the pace of learning was good. A key feature in the best teaching is the high expectations demonstrated by teachers and relayed to the pupils.
23. Pupils with special needs benefit from being taught in small groups by the special needs teacher. Members of the support team are well trained and are effective. They are well prepared and efficiently used by teachers to support pupils' learning. The school is developing its work with higher attaining pupils and currently they are usually being appropriately challenged. Pupils who speak English as an additional language progress in line with their peers and currently have their needs met within mainstream classes or through withdrawal in small groups. Provision for pupils with a variety of needs is well co-ordinated and reflects the school's commitment to inclusive education.
24. The quality of relationships between staff and pupils is good and has a significant influence on how staff successfully manage the pupils in their care. Teachers are encouraging and supportive, which results in most pupils becoming confident. Teachers use their knowledge of pupils well in most lessons and encourage them to improve and work harder, but some do not comment enough on pupils' work through their marking. Consequently, pupils are not always clear about how they can improve. Staff work hard to improve the environment by displaying pupils' work, for example, in art and design and design and technology. This supports the children's sense of self-esteem and encourages them to work harder. Provision of homework is satisfactory overall and supports the work done in school, particularly in English and mathematics.

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

25. Children in the nursery and reception class receive a very good curriculum, which ensures that they receive high quality experiences in all areas of learning. The curriculum for pupils in the rest of the school is satisfactory and results in all pupils having full opportunity to learn and make progress. This shows good improvement since the last inspection. The curriculum promotes pupils' intellectual, physical and personal development, and prepares them for the next stage of education. All subjects of the National Curriculum and religious education are taught. The school meets all statutory requirements, including those for sex education and drugs awareness, and on most days complies with the need to provide a daily act of corporate worship. Personal, social and health education is planned appropriately as a discrete part of the curriculum.
26. There are programmes of work for all National Curriculum subjects, which incorporate national guidelines. These are planned over a two-year cycle to take account of pupils in mixed-age classes. Through its use of specialist teachers, the school makes adequate provision for music, but their planning does not link sufficiently with the programmes of work to ensure the teaching of skills in a progressive way throughout the school.
27. There is now very good provision for extra-curricular activities, which includes the use of visitors and visitors to enrich the curriculum. Outside funding has enabled the school to provide a range of activities including arts and crafts, dance and drama, and gardening. Pupils in Year 6 are able to attend a local secondary school for sessions in drama, science, information and communication technology, and languages. Pupils are keen to attend these sessions, which are very well organised and often expertly led. Much of the art and craftwork is displayed in the

school and the community. Pupils have opportunities to visit different places in connection with their studies, such as a farm, museums and art galleries. For example, Years 3 and 4 visited a gallery and worked with an African artist to produce some stunning pictures. Theatre and music groups visit the school.

28. Links with the community are very good. Groups such as the Friends of Stitches in Time provide tuition for extra-curricular activities. Good use is made of the local area, where pupils, for example, visit local churches and Canary Wharf. A local business provides volunteer helpers who support pupils in their learning by hearing them read and working to develop the pupils' information and communication technology skills. Through the Education Action Zone pupils have taken part in a local music festival.
29. Links with partner institutions are good. The school uses the art and craft facilities of a local secondary school, and pupils take part in after school activities at another. A secondary school teacher provides specialist music tuition. Further links are fostered between these schools to help ensure the smooth transfer of Year 6 pupils. There are good links with Tower Hamlets College, who place trainee nursery students at the school.
30. Pupils with special educational needs have access to all the school's activities and their curriculum is good overall. Appropriate arrangements are in place for identifying the needs of pupils learning to speak English and appropriate support is given to ensure that they receive a curriculum which meets national guidelines and is appropriate to their abilities.
31. The school makes good provision for pupils' personal development. The provision for spiritual development is satisfactory and good for moral, social and cultural development.
32. The provision for pupils' spiritual development is now satisfactory and indicates an improvement since the last inspection. It is promoted mainly through planned assemblies which provide opportunities for pupils to respond to song, prayer and reflection. Music is played at the start and end of assemblies, but there is little opportunity for pupils to listen to this quietly and to respond to its style and mood. Assemblies are generally taken alone by one member of staff, and are frequently interrupted by pupils' restlessness. At times individual pupils are sent out. Having other members of staff present could help to indicate to pupils that assemblies are special times when the school comes together, and also provide further supervision. There are no assemblies planned or timetabled for one day in the week for each key stage. The expectation is that teachers take class assemblies on these days but this was not evident during the inspection. Pupils develop some understanding of the religious beliefs of others through their studies in religious education. Displays of pupils' work, particularly in Years 2 to 6, show a clear depth of endeavour and feeling. In a few lessons, pupils experience a sense of wonder, for example when nursery children saw images appearing and changing on their computer screens.
33. Good provision is made for moral development. Pupils know the difference between right and wrong and treat each other with consideration. Classroom rules are discussed and negotiated and there is an agreement on what teachers can expect of pupils. Assemblies, personal, social and health education, and religious education often include moral themes that are discussed by pupils. The strongest influence on pupils is the day-to-day dealings between staff and pupils where expectations of good behaviour are an integral part of school life. Pupils are praised and encouraged in their work but the school has chosen not to have a formal reward system.
34. The school's provision for social development is good. Pupils are expected to take responsibility for themselves to be at school on time, to go sensibly to classrooms without lining up, and to get on with early morning activities. Personal, social and health education lessons provide planned opportunities to discuss a range of social issues. Pupils are given opportunities to work together in literacy and numeracy and other lessons. They have some responsibility in class, for example giving out materials and tidying up after lessons. Older pupils have responsibilities around the school, helping with lunches and supervising younger children. Children in the nursery have lunch together. They lay tables, tidy up and clean their teeth as part of the very good provision for their personal and social development. Pupils recognise the needs of less fortunate people through

their support of Red Nose Day and contributions to disaster relief funds. Very good extra-curricular provision gives further opportunities for social development.

35. Good provision is now made for pupils' cultural development. The different festivals celebrated by pupils are all recognised in school through assemblies and displays. Visits to theatres, the ballet, museums and art galleries add to the provision. In their studies in geography and history pupils recognise different cultures past and present. Language staff are looking at their resources with a view to a wider range of cultures being represented.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school continues to provide a caring and secure environment that meets the wide variety of personal and educational needs of the pupils in the school. The headteacher and staff know the pupils well. They create an atmosphere where pupils are able to develop confidence and learn, and they make satisfactory provision for pupils' welfare, health and safety. Pupils learning English as an additional language are well catered for and pupils with special needs are also well supported.
37. Child protection procedures are satisfactory. Issues are informally discussed in staff meetings. Staff, including those new to the school, know the deputy headteacher is the designated person responsible and refer any concerns to her. However, it is unsatisfactory that there is no up-to-date policy or documents clearly explaining procedures. Training for the designated person is out-of-date and a formal pattern of regular staff training has not been established. Day-to-day arrangements for first aid and care for pupils who are unwell are satisfactory. Sufficient numbers of staff have first aid qualifications but the headteacher takes overall responsibility for pupils who are unwell or have a head injury. Minor playground injuries are not always immediately dealt with and are not routinely recorded; the record book has very few entries. Informal discussions ensure that staff are made aware of pupils with a medical condition.
38. The school has not established a clear structure for health and safety. An outside consultant carries out an annual risk assessment and informal checks of the site and premises frequently take place, but issues and action are not systematically recorded. Fire drills take place regularly but are not routinely documented. Equipment in the school is checked regularly.
39. Satisfactory procedures are in place to promote good behaviour for the vast majority of pupils. The headteacher and staff have clear expectations for pupils' behaviour that is not dependent on reward. The school has maintained its strategy of allowing staff to manage behaviour individually and many manage behaviour well. The brief policy does not provide staff with whole school guidance on suitable rewards or sanctions. This leads to inconsistencies, particularly in the way a few staff apply sanctions so that in some classes, pupils can be sent out of lessons. There is no formal method for class teachers to record or monitor incidents of inappropriate behaviour. A few class teachers have developed individual systems, and a book records those pupils who are in detention. Serious behavioural concerns are discussed with headteacher. Bullying does sometimes occur. Pupils agree that the school deals well with these incidents.
40. Procedures for monitoring and improving attendance are good. The school has established positive systems to monitor attendance, punctuality and follow up absence. Parents are contacted daily by a Bengali speaking member of staff if their children are not in school. These calls are followed by home visits. The school is beginning to identify and monitor the many pupils with poor and irregular attendance and punctuality.
41. Pupils' personal development is well supported through the caring atmosphere in the school and the good relations between teachers and their pupils. Class teachers, supported by their assistants know pupils well and are aware of their individual needs and difficulties. They use this knowledge to monitor personal development informally. Any concerns are discussed with the headteacher.
42. The procedures for assessing and monitoring pupils' attainment and progress are satisfactory

overall. They provide the information needed to plan appropriate activities for the different groups of pupils as well as the additional support needed for pupils with special educational needs and those who speak English as an additional language. Assessment is good in English and broadly satisfactory in other subjects apart from information and communication technology where procedures are in the early stages of development and in religious education where they are unsatisfactory. Good systems assess pupils' needs when they enter the nursery and reception classes and the information is used effectively to provide a stimulating curriculum for children in these classes. A group of senior managers meet to set clear targets based on the pupils' existing levels of attainment in relation to the National Curriculum. However, some teachers do not share the same understanding of National Curriculum levels of attainment, and in some cases, work is not being moderated sufficiently to ensure the accurate assessment of pupils' attainment.

43. There are good arrangements in place for identifying pupils with special educational needs and the school effectively supports these pupils to meet the targets set in their individual education plans and statements. Pupils' individual education plans are of sound quality and correctly identify the specific needs of pupils on the register. However, targets for improving behaviour are not precise enough to track pupils' progress. A measure of the school's success is that pupils are taken off the register as well as placed on it. Parents are kept informed of pupils' progress, which is reviewed regularly. The school meets the requirements outlined in pupils' statements of educational needs. The school also effectively supports those pupils learning to speak English and specialist support staff are appropriately deployed to meet their needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Many parents are happy with the school and happy with what it provides, although a few did express concerns. Most parents who returned the questionnaires and attended the pre-inspection meeting feel that teaching is good, staff approachable and that the school expects children to work hard and achieve their best. They generally agree that their children like school and consider the school to be well led and managed. Many are happy with behaviour and their children's progress and feel that the school helps pupils to become mature and responsible. Inspection evidence supports parents' favourable views of the school. A few parents, however, do not feel the school provides them with sufficient information about progress or works closely with them. They do not feel the school provides an interesting range of activities outside the curriculum and expressed concerns about the levels and consistency of homework. Inspectors found the school to offer a wide range of activities outside lessons. These include visits to places of interest and visitors to the school. They also judge the provision of homework to be satisfactory overall.
45. The school has established satisfactory links with parents. Induction procedures into the nursery are good and staff make home visits. Parents can make informal contact with teachers at the beginning and the end of the day when staff are readily available. A bi-lingual support worker is available three mornings a week to speak to parents. Parents of pupils with special educational needs are invited to be fully involved in the reviews of their children's progress. A parent-toddler group meets weekly. The school, supported by the local Education Action Zone is planning to introduce some more initiatives in the future.
46. Parents have very little involvement in school life. Although a few do help in the nursery none help elsewhere in the school. There is no parent-teacher association although parents willingly help at the summer fair and accompany the annual trip to the seaside. The school recognises the need to involve all parents, especially those from minority ethnic communities in the education of their children and the life of the school generally, particularly Bangladeshi parents. To communicate with parents of Bangladeshi origin who are less proficient in English, the school translates a number of documents in Bengali, but not in other community languages spoken in the school. Translators, though, are routinely available to assist at parents' meetings.
47. Parents make a limited contribution to their children's learning at home. From the nursery pupils are encouraged to take reading books home, and teachers set homework although a regular pattern of homework has not been established for all classes. Some parents and siblings do

share reading and homework with the children although others find this difficult. The homework policy outlines general guidance but does not give parents any specific details about the work their children will receive each week. A 'Share-a-book' system of home school diaries is in place, but the books are not being used as a regular method of communication between home and school.

48. Information provided by the school for parents is satisfactory. Frequent newsletters keep parents informed about school matters, key dates and forthcoming events. The prospectus and governor's annual report contain useful information on school routines but there are a few minor omissions. The prospectus does not contain full information on attendance or of the number of pupils in Year 6. The governors' annual report does not contain information about the next election of parent governors or a statement on implementing the action plan drawn up following the last inspection. The school now gives parents information so that they gain an understanding of the curriculum. Each term all classes provide newsletters that include brief information on the topics being covered in lessons but there is variation in the detail between year groups. Curriculum focus meetings' are not however a feature in the school. Formal opportunities for parents to meet staff to discuss their child's progress are still limited to one meeting in the autumn term and a meeting at the end of the summer term when reports are issued. This is insufficient to keep parents regularly informed about progress. Pupils' annual reports are satisfactory. They provide information on work covered but parents are not given clear information on strengths and weaknesses or targets for future development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the headteacher and key staff are good. The headteacher has a clear vision for the school with a focus on maintaining good quality teaching and good standards. He is particularly effective at team building and motivating staff and has developed a group of people who work hard and share a clear commitment to improvement. The working atmosphere in the school is purposeful and although sometimes informal, results in a good learning environment where pupils feel safe and keen to come to school. Staff has a good understanding of the pupils' needs and how they learn, and create an ethos of care and concern together with high expectations in most lessons. By the time pupils leave school they show a mature attitude and are sensitive to the needs of others. There is a good degree of mutual tolerance and respect.
50. The skills and expertise of the headteacher and deputy headteacher are well complemented and they work well together on issues of school improvement. The senior managers have a clear view of the school's strengths and priorities for development and ably assist the headteacher. The headteacher helps colleagues to become fully involved in school improvements, for example by encouraging them to develop monitoring and evaluation systems, which record the pupils' progress and attainment. The role of subject co-ordinator is developing and although a number of the current co-ordinators are recent or temporary appointments, they share a clear understanding of what should be achieved. Established co-ordinators have a clear understanding of how to improve practice.
51. The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. Good systems are used to monitor pupils' progress and to evaluate the quality of teaching. Records indicate that the school has been successful in improving its results in line with the national trend and the tracking system, which indicates the gains that pupils have made in their learning, indicates that most pupils meet the realistic targets set by the school and sometimes achieve above them.
52. The school has successfully addressed the key issues arising from the last inspection. Governors give full support to the school and are now more involved in the monitoring and evaluation of the curriculum and the progress and attainment of pupils. They have good levels of knowledge and are well informed, which helps them to be fully involved in discussions and developments. Governors, headteacher and staff continue to show a clear commitment to maintaining the pace of

improvement. There is an established culture of monitoring and target setting that keeps the school moving forward towards achieving its aims. The school development plan sets a clear agenda for improvement and is the result of a sound consultation process. Governors fulfil their statutory responsibilities.

53. The co-ordination of provision for pupils with special educational needs is effective. The deputy headteacher has assumed responsibility for this area of the school's provision and has good systems in place to ensure effective liaison between classroom teachers, classroom support assistants, outside agencies, parents and the special needs governor. Additional support for pupils with statements of educational needs is appropriately used and is effective in supporting pupils' learning. Specific grants received by the school for additional support for pupils with special educational need are being used effectively for the desired purpose.
54. Staffing levels are good. There are sufficient and appropriately qualified teaching staff with a wide range of experience ranging from a newly qualified teacher to those with considerable service. Staff deployment is effective and efficient. A high number of primary assistants are well deployed to work with pupils who have special educational needs and English as an additional language. The school has benefited from a stable staff and this is a contributory factor in the school's effectiveness. Satisfactory arrangements are in place for the induction of staff new to teaching. This includes appropriate mentoring and regular non-contact time. Professional development arrangements are satisfactory, balancing the priorities of the school with the career development of staff.
55. The accommodation is satisfactory overall but the building is in need of repair both internally and externally. Staff and governors are aware that the boys' toilets, in particular need attention. The high quality of displays in many classrooms and corridors celebrate pupils' work and provide a stimulating environment for learning. The outdoor playground area is very small for the number of pupils in the school and provides limited space for physical education. The nursery and reception classes have their own individual outdoor areas. The school benefits from a number of specialist rooms that include a large library as well as separate rooms for music, language and computers. The school has two halls but neither is of sufficient size to accommodate the whole school. There is no clearly designated, appropriately equipped, medical room to accommodate pupils when they are unwell or to treat minor injuries.
56. The overall quality and level of learning resources are good. There are sufficient in all subjects and many are of good quality and are well used. In the nursery and reception class, resources are used very well. The school has sufficient computers but in the computer suite there are only enough for half a class to sit in pairs and share a computer. This does restrict the pupils' opportunity to practise the skills being taught. Resources are well stored, particularly science resources which are meticulously kept by the co-ordinator and this results in them being very accessible to staff. Teachers make good use of visits and visitors to enhance the quality of learning for pupils for example in art and design.
57. Financial planning is thorough and takes full account of the cost of implementing the school's plan for development, so that priorities can be addressed. Governors have a good grasp of the school's finances and financial planning is clearly linked with the school's development planning. School developments are costed for the year ahead and specific grants are used well for their designated purposes. Staff and governors have good control over the budget and have reserved sufficient funds to meet planned expenditure. The carry forward has been reserved to improve toilet facilities, and refurbish other areas of the building, for example to improve the reception area. Correct tendering procedures are followed and staff and governors seek to obtain the best value for their spending. The day-to-day organisation of the school is efficient. Although there is no easy access to the school office, the secretary is available to parents each morning in an area close to the school entrance and provides a welcoming greeting to parents.
58. The school has successfully addressed the key issues arising from the last inspection and developed significantly since that time. This is due in the main to the good leadership and direction given by the headteacher and key managers, the support of governors and the hard work

of the staff, all of whom endeavour to improve the quality of education provided and the standards achieved. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of provision and standards further, the headteacher, staff and governors should:

- Raise standards in speaking, listening, reading and writing in Years 1 and 2, and writing in Years 3 to 6 by:
 - providing planned opportunities for speaking and listening across the curriculum; (Paragraphs 18,20,77)
 - identifying the use of subject specific language in teachers' plans and ensuring its use; (Paragraph 77)
 - providing more opportunities for extended writing across the curriculum; (Paragraphs 18, 20, 74)
 - consistently insisting on better presentation of pupils' work, including handwriting. (Paragraphs 18, 20, 75, 77)
- Raise standards in mathematics in Years 1 and 2 by:
 - taking every opportunity to develop and apply pupils' mathematical skills and language throughout the day as well as in the numeracy lessons; (paragraph 82)
 - ensuring a greater consistency of practice so that pupils' knowledge and understanding are systematically developed step-by-step; (Paragraph 84)
 - ensuring, through careful marking, that pupils know how to improve their work. (Paragraph 89)
- Raise levels of attendance and improve punctuality by:
 - continuing to work with parents to ensure that they are aware of the importance of bringing their children to school regularly and on time; (Paragraph 40)
 - systematically recording and monitoring those pupils who are late and taking further appropriate action, when necessary. (Paragraph 40)
- Continue to work closely with parents and provide information by:
 - ensuring that parents receive sufficient opportunity to receive information about how their children are getting on, particularly in the Spring Term; (Paragraph 48)
 - ensuring that the prospectus and governors' annual report to parents contain all the relevant information; (Paragraph 48)
 - ensuring that parents are kept up-to-date with developments in the curriculum. (Paragraph 48)
- Review the formal systems for the welfare and care of pupils so that they fully reflect the good levels of care demonstrated by staff by:
 - keeping policy and training on child protection issues up-to-date; (Paragraph 37)
 - improving the system for dealing with and recording minor injuries; (Paragraph 37)
 - ensuring that appropriate procedures are in place to support the small minority of pupils who do not respond consistently well to the high expectations of good behaviour held by staff. (Paragraphs 12, 18, 39,84)

The school has already begun to address the first three points identified above.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	17	28	30	0	0	0
Percentage	7	21	35	37	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage points.

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)	23	278
Number of full-time pupils known to be eligible for free school meals	0	191

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	297

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.6

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	18	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	15
	Girls	14	14	20
	Total	24	25	35
Percentage of pupils at NC level 2 or above	School	55 (69)	57 (74)	80 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	15	15
	Girls	14	20	20
	Total	25	35	35
Percentage of pupils at NC level 2 or above	School	57 (72)	80 (87)	80 (72)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	24	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	21
	Girls	11	13	17
	Total	30	32	38
Percentage of pupils at NC level 4 or above	School	67 (67)	71 (79)	84 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	20
	Girls	11	10	13
	Total	30	29	33
Percentage of pupils at NC level 4 or above	School	67 (70)	64 (77)	73 (79)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	9
Black – other	0
Indian	1
Pakistani	6
Bangladeshi	203
Chinese	2
White	36
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	33.1
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	328

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22.7
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	11.9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	4.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/2001
	£
Total income	1,004,603
Total expenditure	954,752
Expenditure per pupil	2,776
Balance brought forward from previous year	24,033
Balance carried forward to next year	73,884

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	333
Number of questionnaires returned	211

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	20	1	0	0
My child is making good progress in school.	45	48	3	1	2
Behaviour in the school is good.	54	35	5	1	6
My child gets the right amount of work to do at home.	45	40	6	5	3
The teaching is good.	69	28	1	0	2
I am kept well informed about how my child is getting on.	55	35	6	0	4
I would feel comfortable about approaching the school with questions or a problem.	64	28	1	0	7
The school expects my child to work hard and achieve his or her best.	66	29	1	0	4
The school works closely with parents.	54	34	5	33	5
The school is well led and managed.	54	34	2	0	10
The school is helping my child become mature and responsible.	55	34	3	2	6
The school provides an interesting range of activities outside lessons.	47	35	6	2	9

Other issues raised by parents

Parents at the meeting expressed concern about the lack of refurbishment of the school building and in particular the poor state of the toilets.

They also expressed concern about the lack of supervision on the crossing outside the school at the beginning and end of the school day.

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

Personal, social and emotional development

59. Teaching and learning in this area are very good in the nursery and reception class and a significant number of children reach standards above those expected for children of that age nationally by the end of the reception year. The school is successful in creating positive relationships with parents before their children start school and has developed a good induction programme. Many of the children enter the nursery with little experience of playing with children of the same age. Staff respond to this well by using a range of strategies to encourage interaction and the children develop relationships very quickly. Staff are effective in creating a caring and stimulating learning environment in which children quickly understand the routines and structure of the day, and develop very good attitudes to learning. Children were observed playing well together and sharing resources, for example, when acting as 'doctors' in the nursery or using the dinosaurs to create an adventure in the reception class. They learn how to share resources and take turns, as a result of the high expectations of the teachers and support staff, who make appropriate comments to encourage co-operation, for example when playing outside or working together. Lunchtime in the nursery provides a very good opportunity for children to develop their personal and social skills as they sit together with adults. Named tablemats are placed in different positions each day to encourage the pupils to sit next to a range of children and become friends. Children's speaking skills are developed as staff ask them about their meal and encourage them to respond, for example, to the music playing. Children recognise the importance of keeping healthy and are aware of personal hygiene issues. They are aware of the need to wash their hands before eating and after using the toilet and clean their teeth after eating lunch. Their independent skills are developed when they are encouraged to help clear away after lunch.
60. A good balance is created between teacher-directed activities and those when children are able to play without direct adult supervision. This develops confidence in the children and a growing independence and initiative when presented with choices. They are encouraged to be polite and sensible and move easily from work undertaken as a whole class to group and individual activities. In the nursery, the children who attend full-time are encouraged to work as a group when the part-time children get ready to go home. Staff act as good role models and the children's skills are continually developed through the positive interactions between staff and children. Consequently, children are very well behaved and form very good relationships with each other and with adults. The very good gains made in pupils' personal, social and emotional development are a key feature in children feeling secure and learning well in other areas of the curriculum.

Communication, language and literacy

61. Teaching and learning in this area of the curriculum are very good. Children, including those who speak English as an additional language, make very good progress through experiencing a range of activities that stimulate their learning and maintain their interests. However, because a significant number enter the nursery with low communication skills and limited, or no, use of English, they are unable to reach the standards expected nationally by the end of the reception year. Children's speaking and listening skills are developed well across all areas of the curriculum, for example in mathematics in the nursery when they are encouraged to talk about coins and when describing dinosaurs in the reception class. Children's speaking skills are also systematically developed through the provision of specific activities such as in the imaginative play areas when children pretend to be doctors answering the telephone and through day-to-day interactions between staff and children.
62. Children are keen to choose books and in the nursery settle down to 'read' alone or with a friend. Children handle books carefully and know that print carries meaning. Most follow and recall a story by looking at the pictures and enjoyed talking about the books with the inspector. The

higher attaining children gave reasons for their favourite story or book, which indicated a sound understanding of character and story line. In the reception class, a very good reading session encouraged the children's response to the stories as the children sat in groups working with an adult. The pace of learning was very good due to the clear focus and quality of support afforded by this small group work. Regular sessions on phonics support children well in their recognition of letters and the sounds that they make. All children are encouraged to read regularly with their parents at home, which has a significant impact on the progress that they make and the standards that they achieve.

63. Children in the nursery develop their writing skills by learning how to hold the pencil correctly and writing letter patterns. They quickly become aware of writing for different purposes, for example, one girl wrote a *prescription* for medicines when acting out the role of doctor. These skills are developed further in the reception class when children write a diary or dinosaur poem. Children receive very good support from staff which encourages the development of their handwriting and use of vocabulary. Overall, a good range of resources to encourage writing and communication is available, and results in the youngest children making marks on paper and the oldest drawing a picture and writing a sentence about it.

Mathematical development

64. Teaching and learning in mathematics are very good and children make very good progress in both the nursery and reception class. However, a significant number do not reach the standards expected nationally for children at the end of the reception class because their attainment on entry is low. Their skills and understanding are regularly developed and consolidated in the daily sessions in the nursery when they are encouraged to count. In one session, children thoroughly enjoyed copying the teacher by counting backwards from 10 to 0 whilst pretending to launch a rocket. This reflected the teacher's good understanding of how young children learn as she gained their interest and enthusiasm in a variety of fun activities. This was followed by the use of coins to purchase goods when children sang a song, thus children developed an understanding of the use of money. The children's skills are further developed in the reception class by the provision of a variety of activities which develop their skills in number, shape and space. The teacher was very effective in developing the children's use of language and understanding of words in relation to positioning, for example by asking 'Is the dog *up* the stairs or *down* the stairs? And by singing a song *The Yo-yo on the String Goes Up and Down*. The lively and enthusiastic teaching in both classes results in children who are keen to learn. The needs of all pupils were well met in the lessons observed as the match of tasks to the children's abilities was good and consequently they made very good progress. The teacher's good subject knowledge was used well and their careful use of mathematical language and questioning encouraged the children's mathematical thinking and understanding.

Knowledge and understanding of the world

65. Teaching to promote children's knowledge and understanding of the world is very good and pupils progress well in both the nursery and reception class. A significant number, however, do not reach the standard expected nationally for children at the end of the reception year. Children develop an understanding of time passing by understanding that the dinosaurs that they play with lived 'a long time ago'. They also understand how people get older, by looking at photographs on a timeline. They know about places different from their immediate environment through playing with animals 'in the jungle'. Children in the nursery develop an understanding of the life-cycle of a butterfly through reading a book and developing a display of work. They also consolidate this learning by making models of different creatures. Visitors from a local farm give the children the opportunity to see animals and a 'friendly' dog was introduced to them in order to allay the fears of some children. The teacher and support staff develop the children's understanding of roles of familiar people such as a doctor and are successful in getting the children to recognise and understand the use of specific equipment such as a stethoscope. The children's knowledge of beliefs is being developed very well through discussing celebrations such as Diwali when they made divas and talked about the importance of the celebration for some people. The children's spiritual, moral, social and cultural education was very well developed in the nursery through

taking part in this celebration. Also in the reception class, the teacher talked about children with no homes or who were sick and then provided children with the opportunity to contribute to the discussion and then reflect. Children have a satisfactory understanding of the uses of everyday technology. Opportunities are provided for children to assemble and disassemble simple models, using a variety of construction kits and wooden blocks to try out ideas. In both the nursery and reception class, the children's skills in using the computer are very well developed and above those expected for children of that age. In the nursery, children click on a range of icons to cause things to happen when using a paint program to produce a piece of work following their celebration for Diwali and seeing sparklers. In the reception class, they move a programmable toy backwards and forwards for a set distance by giving a series of instructions.

Physical development

66. The quality of teaching and learning is very good overall and the children reach standards appropriate for their age by the time they leave the reception class. In an excellent lesson in the nursery, the teacher developed the children's responses to her instructions in a fun way which resulted in good listening skills and very good behaviour. Very close attention was given to developing the children's skills systematically thereby encouraging confidence and the children's willingness to 'have a go' at the activities. The pace of learning was excellent and no opportunities were missed to build on the children's prior learning and challenge them further. By the end of the lesson, the children had developed their ball skills and their movement around the hall using appropriate space. The teacher made regular reference to health issues and encouraged pupils to *feel* their hearts beating when they got warmed-up. This developed the children's understanding of the impact of physical activity on their bodies. In the reception class, the children's skills are developed further, for example, as they co-ordinate different parts of their body to achieve particular actions and develop control. The content of the lesson observed took very good account of the children's physical and social abilities and resulted in them all participating very well and thoroughly enjoying the activities. The teachers' good use of praise and high expectations raised the children's self-confidence and improved their physical skills.
67. Staff offer appropriate opportunities for pupils to develop their physical education through playing outside where they learn to balance, climb and run. The children's use of small objects, such as pencils, construction equipment and paintbrushes, is satisfactory, and they handle them safely and appropriately.

Creative development

68. The quality of teaching and learning is at least good and sometimes excellent in this area of the curriculum. Staff are effective in getting good responses from children in relation to what they see, hear, feel and imagine and most pupils reach the standard expected for their age by the end of their time in the reception class. Their creative development is successfully fostered through a range of activities. Children are encouraged to experience mixing paint and using this to create pictures of themselves in the nursery, and in the reception class they paint sunflowers after looking at the work of Van Gogh. In the reception class, children were observed using a range of materials to develop an understanding of texture when making their dinosaur pictures and animal faces. They had opportunities to cut, stick and join materials together and made good choices of colour which indicated good observational skills. The children's responses are developed through specific music sessions and through singing rhymes and songs. In one excellent music session in the nursery, two visiting musicians made the story of Rama and Sita come alive in celebration of Diwali. All children were thoroughly involved as they used their voices and instruments to play the part of the characters in the story. This session provided an excellent opportunity for children to hear and respond to live music. In the reception class children are frequently given opportunities to sing familiar songs and action rhymes across several areas of the curriculum. The role-play areas provide opportunities for children to play co-operatively and develop their imagination. They extend their language skills by re-enacting familiar situations or making up their own.
69. During the inspection, the quality of teaching in the Foundation Stage was excellent in five out of

the sixteen lessons observed, very good in nine and good in two. This high quality of teaching is characterised by a very good understanding of how young children learn, high expectations, and the systematic development of children's very good attitudes to learning and very good behaviour. This results in children being confident in what they do and willing to 'have a go'. All staff work very well together and work hard to provide a consistent approach to teaching and learning. Support staff play an important role in developing the children's learning and supporting their achievements. All staff are enthusiastic and this acts as a motivating force for the children's learning. A key feature of the very good practice is the way in which children are encouraged to speak English, but their home language is used when appropriate to do so. This means that even the youngest children have someone they can talk with and consequently they feel safe. The curriculum takes into consideration the national guidance for the Foundation Stage and staff adapt this to meet the needs of the children. They plan the work well and use good assessments of the children to inform their planning. Records are kept to monitor the progress that children make. Staff provide a calm, secure learning environment and the needs of children in both classes are well met.

ENGLISH

70. In the 2001 national tests for the seven-year-olds, standards in reading and writing were very low when compared with the national average for all schools. In comparison with similar schools, they were well below average. Although standards reached by 11-year-olds were well below the national average for all schools, they were above average when compared with similar schools. The analysis of test results shows that attainment in Year 2 has remained very low over the last two years and well below average in Year 6. However, the trend in test results does not give a true picture of pupils' achievement in English, which is good. For example, the number of pupils achieving the expected Level 4 and above at 11 has been increasing consistently for the last three years. Furthermore, the percentage of pupils achieving the higher Level 5 rose from 5 per cent in 2000 to 16 per cent in 2001. However, with the test results improving nationally, the school's results have not improved enough to catch up with the national average.
71. The inspection evidence paints a better picture than the last test results both in Years 2 and 6, but particularly in Year 6. However, standards are still well below those expected in speaking and listening, reading and writing in Year 2. In Year 6, they are close to those expected in speaking, listening and reading, but below in writing. These standards are similar to those indicated by test results at the time of the previous inspection in Year 2 but they are better than those indicated in Year 6. There are several factors which affect the standards that pupils attain. First, the school has a very high number of pupils who speak English as an additional language, with a significant number of them being at the early stages of speaking English. This affects standards adversely, particularly in the case of the younger pupils. Secondly, many pupils receive a fragmented experience of learning because of the high incidence of parents taking their children on extended leave. Thirdly, although the school has taken a number of steps to address the issues identified in the previous inspection to raise standards, they have not impacted fully on practice. These reasons also explain why attainment is not as good as it should be, despite the quality of teaching currently being overall good. There are no significant variations in the attainment of pupils in relation to gender and ethnicity. Pupils learning English as an additional language and those with special educational need make satisfactory progress in Years 1 and 2, and good progress in Years 3 to 6.
72. Pupils in Years 1 and 2 generally listen to their teachers' instructions and explanations with attention. They particularly enjoy listening to stories when teachers read them from big books, making good use of voice, gestures and pictures to convey meaning. However, the younger pupils sometimes get easily distracted, particularly when working independently or when they have not understood the teacher's instructions and explanations because of limited vocabulary. By Year 2, most pupils are able to sustain concentration for long periods of time, and they are keen to contribute their ideas in response to questions. Pupils are willing to talk about their work and share their experiences. However, apart from the higher attaining pupils who are able to talk in some length, for example when they talk about the stories they have read, the responses of

others are constrained by a limited range of vocabulary and insufficient control over sentence construction. In Years 3 to 6, pupils get sufficient opportunities to take part in discussions during the whole class introductory and the final part of lessons. They also have some opportunities to work in pairs. Very few examples of pupils talking at length were observed during the inspection because they were generally required to give short responses to questions asked by the teacher. The higher and average attainers begin to give sustained accounts of events in the books they have read; however, the lower attaining pupils are less secure in expanding their answers, for example when talking about their favourite books.

73. Pupils in Years 1 and 2 have regular opportunities to develop their reading skills. By Year 2, the higher and average attainers read simple texts fluently with reasonable accuracy. However, sometimes even the higher-attainers do not read for meaning and tend to skip over words which they cannot read accurately. Pupils know the meaning of technical language such as author, title and illustrator. However, only the higher-attainers know how to use contents and index pages to locate information. The below average pupils are beginning to identify words by their initial letters, but they can read only familiar words in very simple reading matter. Pupils make good progress in Years 2 to 6. In Year 6, above average and average pupils read a good range of books. They enjoy reading for pleasure, and are developing preferences for favourite authors and types of books. Although they are generally able to justify their choices, only the higher-attainers can make comparisons between the books they have read. Pupils' research skills are well developed and they make good use of dictionaries and thesauruses to support their reading. The below average pupils lack confidence in talking about the books they have read, and they tend to read hesitantly and without sufficient understanding. Pupils from both key stages have opportunities to read regularly at school and at home.
74. Most pupils in Year 2 begin to write for a range of purposes such as stories, diaries and instructions. However, fewer pupils than expected are able to develop their ideas in a sequence of sentences. Even among the higher-attainers, there is little evidence of pupils writing good stories with settings and descriptions of characters. Although most pupils show satisfactory progress over time in handwriting, spelling and punctuation, they do not produce sufficiently tidy work consistently. As pupils move through the school, they write for a wider range of purposes and audiences, and begin to produce more extended pieces of writing. By Year 6, many pupils are able to sustain ideas interestingly in their writing and choose words for effect. They begin to extend meaning in complex sentences, using a range of connectives. However, a significant number of pupils are unable to present their thoughts coherently in extended pieces of writing. Pupils' punctuation is satisfactory, but their handwriting and spelling are generally unsatisfactory, with many pupils producing untidy work. However, the school is investing a good deal of time and effort in the teaching of these skills and grammar, which is beginning to bear fruit. Overall, there are insufficient opportunities for writing in subjects other than English.
75. The quality of teaching is good overall, although it is better for pupils in Years 3 to 6 than those in Years 1 and 2. One very good lesson was observed in Year 6 and a significant amount of good teaching was seen, particularly in Years 3 to 6. The school follows the National Literacy Strategy, with the three-part lesson structure soundly established in teachers' planning. However, although its impact on standards is overall satisfactory in Key Stage 2, it is unsatisfactory in Key Stage 1. Furthermore, its effect on pupils producing lengthier pieces of writing across the curriculum is currently unsatisfactory. Good or better teaching is characterised by clear teachers' instructions and explanations and questions which are used effectively to check and extend pupils' learning. Teaching is lively and well-structured which engages pupils' interest so that they are focused and learn well. As a result, pupils make good progress. For example, in the very good lesson in the Year 6 class, the teacher used good quality questions and very clear instructions to build on pupils' previous knowledge and understanding of different forms of biographical writing. This prepared them for writing a CV (curriculum vitae) and the teacher used it as a context for teaching specialist punctuation such as the 'colon', 'bullet points' and 'brackets'. Follow-up tasks were carefully matched to pupils' stages of learning, and pupils with special educational needs and those learning English as an additional language were well supported. As a result, all pupils made good progress. Weakness in teaching mainly occur when pupils are given tasks to carry out independently for which they have not been sufficiently prepared during

the introductory part of the lesson. This slows down their pace of work.

76. The role of the co-ordinator for English is well developed and he provides good leadership at the level of monitoring and supporting the development of the subject. The English curriculum is broad and balanced. The Framework for Teaching Literacy supports teachers satisfactorily in carrying out medium and short-term planning. Although English makes a positive contribution to other subjects and vice versa, activities given to pupils in some lessons do not fully take into account their literacy skills. The range and quality of resources are good overall. Resources in the library are satisfactory, and the library is used well. The procedures for assessing pupils' attainment are satisfactory. The school makes very good use of the local community to enhance the English curriculum. For example, there are good links with a local company which provides a number of volunteers to hear pupils read during lunchtime once a week. Furthermore, links with a local project have provided good opportunities for older pupils to write for a purpose and audience. Their writing has been carefully word-processed, mounted attractively and displayed around the school.
77. The school has made good progress since the previous inspection. However, there is still a need to raise standards further. The school should do this by: providing planned opportunities for speaking and listening across the curriculum; including subject specific vocabulary consistently in planning, and ensuring that it is taught systematically; providing more opportunities for extended writing across the curriculum; and consistently insisting on better presentation of work from all pupils.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

78. Around 87 per cent of the pupils in the school speak English as an additional language. A small proportion of them (about 18 per cent) are targeted for intensive specialist support by three full-time-equivalent teachers funded under the Ethnic Minority and Traveller Achievement Grant (EMTAG). The school also benefits from support provided by a part-time bi-lingual instructor.
79. The specialist teaching for pupils learning English as an additional language is good overall, with some of it being satisfactory. As a result, these pupils make satisfactory progress in Years 1 and 2, and good progress in Years 3 to 6. The specialist teaching is appropriately targeted at pupils who are at the lower level of proficiency in English. There is a good balance between teaching taking place in the mainstream classroom, and on a withdrawal basis. Specialist teachers and classteachers work very closely with each other, and ensure that all pupils gain access to the full curriculum. Where teaching is good, there are good opportunities for pupils learning English as an additional language to develop their speaking and listening skills, with both specialist and class teachers providing effective models of spoken English. In lessons, where specialist language support is not available, classteachers and support staff provide at least sound support to these pupils and sometimes it is good, particularly in Years 3 to 6. They generally explain new ideas in a way that makes sense to all pupils.
80. Pupils with English as an additional language usually have very good attitudes to school and learning. They are well integrated into the life of the school, and respond well in lessons. Pupils behave well, and their relationships with other pupils and adults are very good.
81. The provision for in-service training for the EMTAG teachers and classteachers is sound. The headteacher and the senior management team have the responsibility of supporting and monitoring the work of EMTAG teachers. They carry out this responsibility effectively, with EMTAG teachers being deployed appropriately. It is not possible to make firm judgement on the quality of assessment and recording of pupils' attainment because most information on assessment is kept on a database which was not accessible during the inspection. There is a good range of resources to support learners of English as an additional language.

MATHEMATICS

82. Standards attained by pupils currently in Year 2 are well below those expected for their age. This judgement relates to 45 pupils, 12 of whom are on the register of special educational needs. Results of the most recent national tests for seven-year-olds show that, although the majority of pupils reach the expected level, the number attaining the higher levels is very low when compared to the national average. This reflects a significant decline in standards since the last inspection, when the standards attained by pupils were broadly in line with the national average. Pupils enter the school with low levels of ability in numeracy, and most with little or no English. Although pupils in Year 1 and Year 2 make satisfactory progress overall in lessons, they need more well planned, interesting opportunities to develop and apply their mathematical skills and language throughout the day in other curriculum subjects.
83. Standards attained by pupils currently in Year 6 are broadly in line with what is expected for their age. This shows that they achieve well in relation to their prior attainment, and also shows good improvement since the last inspection, when standards attained by this age group were below expectations. The results of the 2001 tests for 11-year-olds indicate that pupils attained standards that were below average. These results relate to 45 pupils, 14 of whom were on the register of special educational needs, five of whom had statements of special educational needs. Nine of these pupils had started at the school since Year 3, some with no English and others were already identified as having special educational needs. Another significant factor depressing standards is the low attendance rate of a high number of pupils. Nineteen pupils in last year's Year 6, for example, had taken extended leave during their time in the school. There was no evidence in lessons seen during the inspection of a difference in the attainment of boys and girls
84. Improved standards have been achieved through a number of successful initiatives. The National Numeracy Strategy, which had just been introduced at the time of the last inspection, is now firmly embedded and most teachers use the structure well to ensure a good balance between direct teaching and independent learning. All teachers, including those new to the school, are well guided by the subject co-ordinator. Support staff also receive effective training in the school, and the impact of this training is closely monitored. The quality of teaching has been improved through effective monitoring procedures. As a result, teaching is better than it was when the school was last inspected. Monitoring now needs to focus on achieving greater consistency of practice so that pupils' knowledge and understanding are systematically developed step-by-step. The school closely analyses its national test results to identify any weaknesses in pupils' knowledge. Work on time and data handling in Year 1 and Year 2, and interpretation of graphs in Year 3 to Year 6, for example, have been correctly identified as areas for further development.
85. The quality of teaching and learning is satisfactory overall in Year 1 and Year 2. Of the three lessons seen, teaching was good in one and satisfactory in two. Teaching is good overall in Year 3 to Year 6 and results in good learning. Six lessons were observed, one of which was very good, three were good and two were satisfactory. Common features of all lessons are teachers' understanding of the subject, the good relationships between adults and pupils, clear planning and the effective use of support staff, which ensures the inclusion of pupils with special educational needs and those who are at the early stages of English as an additional language. Common features of the good lessons are teachers' high expectations of work and behaviour, well planned mental sessions which motivate all pupils to answer, and follow-up tasks which challenge pupils at appropriate levels. In these lessons, as was seen in a very good Year 6 lesson, teachers continue to teach rigorously and challenge pupils to explain their strategies as they work on individual or group tasks. In this way, the teacher is able to assess what pupils have understood and to adapt future planning as a result. When these effective intervention skills are not applied, in lessons that are otherwise satisfactory, some pupils lose interest and spend precious time in idle chatter or inappropriate behaviour. Most pupils enjoy their lessons, behave well and work hard. However, time given to checking the immature behaviour of a small number of pupils in some classes, slows the pace of learning of all pupils in lessons.
86. Analysis of pupils' work and of the school's planning show that all aspects of the subject are given due attention. Teachers are aware that the ability of most pupils to turn word problems into relevant calculations is restricted because of their lack of full command of the English language.

As a result, there is a strong emphasis on this as well as mental computation. In most lessons, teachers challenge pupils with closely targeted questions, as for example, when Year 4 pupils were challenged to explain their strategies for multiplying 37 by 2 and to say why they found this difficult. The very good use of support staff in this session ensured that all pupils were fully involved. Consequently the pace of pupils' learning was good and pupils were highly motivated to answer. Due to this emphasis on mental computation and on devising and explaining strategies, most pupils by the end of Year 6 give information and results in an intelligible way, employing efficient written methods of addition, subtraction, multiplication and division. Higher attaining pupils understand and use appropriate methods of problem solving by multiplying and dividing 3 digit by 2 digit numbers. Teachers encourage pupils to learn their multiplication tables at home so that they develop speedy recall of number facts.

87. By the end of Year 2, pupils have been taught to identify 2-dimensional and 3-dimensional shapes and to describe their properties including the number of sides and corners. They use a Venn diagram to sort and classify shapes that have curved sides and those that have straight sides. They are taught other ways of presenting information, such as tables, block graphs and simple lists. An analysis of their work shows that pupils measure distance using non-standard units of measure, such as paper clips, and they are taught to use rulers to measure in centimetres. Higher attaining pupils do this with some accuracy. By the age of eleven, guided by good teaching, most pupils have a good understanding of different types of triangles and measure angles to the nearest degrees, using appropriate vocabulary. Teachers build well on pupils' prior learning, as, for example, when Year 6 pupils were observed applying their knowledge that the sum of the angles of a triangle is 180 degrees to find the size of the unknown angle in a triangle. In this lesson, because of the high quality relationships established in the class, a pupil was not embarrassed to say that she had forgotten the meaning of the term 'sum of' and this was explained to her. This is a fine example of the good relationships established by teachers supporting learning in lessons.
88. Data handling skills are appropriately developed and these are used effectively in meaningful ways. Teachers are aware of the importance of getting pupils to explain the conclusions demonstrated by graphs and diagrams including pie charts. An example of this was seen in the analysis of pupils' work, where pupils in Year 6 had produced a pie chart to show the ages of residents of Hamtown, and were interpreting this information using appropriate terms such as mode, medium and range.
89. Subject leadership is good and there is a strong commitment to raising standards. Resources are good and there is an increasing use of information and communication technology to support learning, particularly of data handling. Good mathematics displays are a prominent feature in the classrooms. Very good use is made of links with the community and visits by the 'Maths Clown' to extend the curriculum and to increase pupils' interest in the subject. Assessment procedures are satisfactory and most teachers take good account of pupils' prior learning when planning tasks. However, procedures need to be further refined to ensure a more systematic development of knowledge and skills year on year. Although pupils' work is marked regularly, it does not always show pupils how they can improve, and corrections are not always followed-up.

SCIENCE

90. By the age of eleven pupils' attainment in science is satisfactory. Standards for seven-year-olds are below those expected. This reflects the results of the most recent national tests and the teacher assessments. The majority of pupils in Year 6 achieved expected levels. There has been a drop from the previous year in the proportion achieving the higher level due to the larger numbers of pupils in the year group with special educational needs and on early stages of acquiring English as an additional language. Teaching and learning for pupils in Years 1 and 2 are now satisfactory and good for those in Years 3 to 6. Management of the subject is good and resources very good. Improvement since the last inspection is good.
91. Pupils, including those with special educational needs and English as an additional language,

make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. In Years 1 and 2 they name the parts of the human body and know that healthy eating and exercise are important and good for you. They know that animals move in different ways and recognise the difference between pushing and pulling. They know that light is required for seeing, and that in darkness we find our way using other senses. Their English language acquisition restricts the progress being made, for example in talking about and recording their findings. Charts are starting to be used well to display and compare information, for example about their favourite foods.

92. Pupils in Years 3 to 6 make predictions and understand the need for fair testing. Experiments are mostly written up well with carefully labelled diagrams. Through practical investigations they find out for themselves, for example, how to separate materials in mixtures and solutions. They understand the need for accurate measurements and to check results, for example, when measuring and comparing pulse rates.
93. Teaching and learning are satisfactory in Years 1 and 2 and good in Years 3 to 6. Two very good lessons were observed, one in Year 5 and one in Year 6. There was no unsatisfactory teaching. Learning objectives are clear and shared with pupils so all know the purpose of the lesson. In better lessons, teachers demonstrate very good subject knowledge and provide challenging activities that test pupils' understanding of science. For instance, in a Year 6 lesson pupils investigated solutions, and predicted what would happen when they evaporated. Their understanding was checked when they were then asked to predict and show whether salt would be present in evaporated seawater. Where questioning and opportunities for discussion are good pupils make better progress as they know more clearly what they are doing and what they are looking for. This was seen in a Year 5 lesson where pupils were very carefully recording and comparing pulse rates and understood why they had to check their results. Further questioning helped them to understand the factors that increase pulse such as exercise and fear. In a Year 2 lesson where pupils were looking at pushes and pulls, most readily understood these terms, but could have made further progress if given opportunities to talk about how objects speed up or slow down. Good methods are used to stimulate pupils' enthusiasm and interest in science. In a Year 1 lesson where they were learning about light and darkness, the blacking out of a room enabled them to experience darkness and to realise the importance of sight and other senses. Pupils work well together in groups, maintaining interest and concentration in what they are doing. This was seen in a Year 5 lesson where activities were well introduced and pupils spent their time very productively, working to complete their assignments. The teacher was then able to support individuals and groups in their learning without interruption.
94. Pupils with special educational needs and English as an additional language are well supported in lessons. However, the activities set for them and lower attaining pupils are not always appropriate. This is shown when tasks such as recording their findings do not take account of their lower literacy skills and pupils struggle to write down what they are doing, rather than being provided with activities that enable them to more easily consolidate their learning. The work produced by pupils is variable. Where teachers have higher expectations it is well-structured, presented and completed.
95. Co-ordination of science is good. National guidelines have been introduced to help ensure continuity and progression in learning. These are applied in two-year cycles to take account of mixed-age classes. Lessons are observed and written feedback given. This has helped to improve the quality of teaching and learning and to maintain and improve standards. Samples of pupils' work are reviewed and from this the co-ordinator has recognised that there should be more opportunities to carefully measure, record and compare data. This is a focus for the current year. Teachers have worked together to gain an understanding of the National Curriculum levels of work and agree levels of specific samples of work as part of the assessment procedures. Booster groups for Year 6 pupils provide support for some pupils prior to national testing. Resources for science are very good. They are extremely well organised and readily accessible, and are an important factor in pupils' learning. Visits to museums enrich the curriculum.

ART AND DESIGN

96. Standards of attainment in art and design match the national expectation for pupils aged seven and are above expectations for pupils aged eleven. Despite the recent emphasis on the teaching of English and mathematics, standards have been successfully sustained since the last inspection.
97. Completed tasks show that pupils work with a range of media, materials and techniques, with good outcomes overall. Art and design is taught as a discrete subject and teachers' planning clearly identifies the skills to be developed. As a result of this focus on the systematic teaching of skills, and of teachers' good knowledge of the subject which allows them to do so, pupils make good progress in applying different skills and techniques in their work. Not only is teachers' good understanding of the subject evident in the way they explain tasks, but also in the way they continue to develop the intended skills as pupils work. Teachers regularly assess pupils' work, and use this information to ensure that learning builds effectively on prior achievement. Pupils with special educational needs, and those at the early stages of learning English, are well included in all lessons, and the support they receive ensures that they, too, make good progress in their learning.
98. Five lessons were observed during the inspection; one of which was excellent, one very good and three were good. Evidence from lessons and completed work indicate that teaching of art is good throughout the school, and this results in pupils making good progress in their learning. In the excellent lesson, Year 6 pupils were being taught to use the techniques of Lichtenstein to create their own imaginary work in a lesson on Pop Art. The class teacher, through very effective intervention skills, continued to teach and challenge pupils as they worked, and this helped maintain the pace of their learning. At the same time, pupils were given appropriate opportunities for independent decision-making. As a result, they enjoyed the lesson, showed deep concentration and demonstrated pride in their work as it developed. In this lesson, as in all others seen, pupils' good behaviour and very good attitudes reflect how well teachers have inspired pupils' interest in the subject. In consequence, many pupils say that art is their favourite subject and all work hard to produce their best work. A very good example of this was seen where Year 2 pupils were considering the use of shape, line and tone when drawing portraits. All pupils worked with deep concentration, readily sought advice and, as a result, made very good progress in skill development throughout the lesson. In this class, completed work on display in the style of Kandinsky, is another good example of how well teachers in the school challenge pupils to consider differences and similarities in the work of artists and craftspeople from different times and cultures. By the age of eleven, pupils have had many opportunities to study and use the styles of many artists, and to research art, craft and design in a range of genres, styles and traditions.
99. The school makes very good use of Education Action Zone funding to enrich pupils' experiences through workshops run by visiting artists from a range of backgrounds. This not only increases pupils' interest in the subject, but also deepens their knowledge and understanding of the richness and diversity a range of cultures. Effective use is also made of visits to museums and art galleries to enhance the curriculum and to expand pupils' horizons. The subject makes a strong contribution to pupils' spiritual as well as their cultural development.
100. The subject is well managed by an enthusiastic and knowledgeable co-ordinator who acts as a valuable source of information and informal support for teachers. Planning focuses well on the skills to be developed and provides useful guidance for teachers, and takes account of changes made nationally. This, together with a consistent approach to assessing pupils' progress, helps to ensure that skills are systematically developed as pupils move through the school. There is a good range of resources which are well managed and efficiently used by teachers. Work produced in classes and in the after-school club is well used to enhance the school environment and to celebrate pupils' achievements.

DESIGN AND TECHNOLOGY

101. Since the last inspection, significant improvement has been made in the teaching and learning of design and technology and pupils aged 7 and 11 now reach standards that are broadly in line with those expected for pupils of the same age nationally. Overall, pupils make good progress throughout the school and achieve well. Pupils with special educational needs and those for whom English is an additional language receive good support and consequently make similar progress to that of their peers. No significant difference was noted in the attainment and progress of girls and boys.

102. A scrutiny of pupils' work, discussion with pupils and observations of lessons for eight to ten-year-olds show that designing and making activities are now purposeful, enjoyable and well taught. The quality of teaching was good for pupils observed in Years 3, 4 and 5. Topics are planned on a two-year cycle to ensure that those pupils in mixed-age classes receive a broad and relevant curriculum. The provision of an appropriate curriculum through good planning ensures that lessons build systematically on what has gone before. The adoption of a nationally recommended scheme of work ensures that skills are systematically developed throughout the school thus providing a progression and continuity of learning. Appropriate attention has been placed on developing pupils' skills, for example, as indicated in a Year 3/4 lesson where the teacher had a good understanding of the skills to be taught when making moving mechanisms in cards.

103. Pupils are told what they will learn and do, so all understand and settle quickly to the activities. In a very good Year 4 lesson, the teacher also clearly demonstrated three types of mechanisms used in making books and cards and further support was available in a worksheet if needed. Consequently, despite the wide range of abilities in the class, all pupils were able to quickly settle to the tasks and enjoy the challenge. A good range of teaching and learning methods was used, including questioning, instruction, sharing with a partner, individual work and demonstration. This led to the pupils sustaining very good levels of concentration and attitudes to learning because they were interested. Skills in cutting, measuring, folding, sticking and decorating had been developed well by the end of the lesson.
104. Similarly, in a good Year 5 lesson, the first in a series on musical instruments, the teacher used a good range of activities to capture the pupils' interests and maintain their concentration. The pupils enthusiastically responded to the teacher's request to identify the instrument being played on a recording, what they were made of, and what sounds they made. His clear directions, good pupil management and high expectations resulted in pupils developing their thinking and wanting to know more about the topic.
105. Discussions with pupils in Years 2 and 6 indicate that they have a clear understanding of the designing and making process and are learning to evaluate their work and the work of others. Pupils in Year 2 confidently told the inspector why they had chosen certain materials and could suggest ways in which they could improve their work. They understood how axles worked when making moving vehicles and used terms for parts of their vehicles correctly. Pupils in Year 6 spoke about what they had learnt from looking at a range of slippers and used issues of comfort, safety and appearance when developing their own designs. They were clear about who the slipper would be designed for, and their designs were well sketched and labelled. They, too, indicated how they could have improved their work and spoke confidently about their choice of materials.
106. The support given by primary helpers is effective in developing the pupils' learning and makes a significant contribution to the standards that they achieve. Support for pupils with special educational needs is good and sometimes very good, as for example in a Year 4 lesson. Here, the good adult/pupil ratio meant that pupils were very well supported as staff moved round the room, assessing pupils' progress and questioning them to develop their thinking. Similarly, in a good Year 3/4 lesson, there was clear evidence of the pupils' work improving as a result of a primary helper questioning and making suggestions. Good support is also given to pupils who are learning to speak English. For example, in a Year 5 lesson, although the pupils knew the answer to the teacher's questions, a few did not have sufficient English vocabulary to answer fully. The teacher makes sure that all pupils were familiar with the terms used such as *hollow*, encouraged the correct spelling of this word and discussed its meaning whilst the primary helper gave additional support and guidance. All these examples reflect the school's commitment to inclusive education.
107. Although individual teachers use design and technology to further the pupils' literacy and numeracy skills, this is not always planned in a systematic way across the school. Also, it is not clear how computers are systematically used to support pupils' learning in this subject although some teachers use, for example, C D Roms to encourage pupils to gain information.
108. Teachers and support staff have good relationships with the pupils and manage them well. They encourage pupils to work well together and this results in pupils sharing resources. Behaviour is good because pupils are interested in their tasks and want to complete the work. Adults give freely of their time through the provision of extra-curricular activities such as the Sewing Club. These are both popular with pupils and effective in developing their skills.
109. Good recent improvements in design and technology have taken place. Staff have worked well to address the issues identified in the last inspection and the co-ordinator has a clear view of how to develop the subject further. For example, by developing a more consistent whole school approach to assessing pupils' work and developing the use of information and communication technology in the subject.

GEOGRAPHY

110. Owing to the school's cycle of teaching topics, it was possible to see only three lessons in geography, one in a Year1/2 class, one in Year 5 and one in Year 6. An analysis of pupils' previous work which was very limited, school documentation, and discussions with the co-ordinator for geography provided further evidence. This evidence is insufficient to make a firm judgement on progress and standards.
111. Although the available evidence to make a firm judgement on standards and progress is very limited, it shows that a programme of teaching geography is in place, and that geography is taught on a timetabled basis across the school. For example, in Year 1, pupils have carried out a small amount of map work and in Year 2, they have had opportunities to draw simple routes from home to school, and carried out more work on maps. They are now learning about the effect of climate on the type of clothing worn by people, as was seen in their lesson on 'Baranby Bear goes on holiday.' In Years 3 and 4, pupils use the world map to identify different continents. They are also studying the physical and human features of India. In Year 5, as part of their work on geographical skills, pupils are consolidating their understanding of using 4-figure grid references which they understand will help them in the location of places on a map. Year 6 pupils are extending their experience of using maps drawn at different scales to work out distances between places. Although they understand why maps need to be drawn to scale, many of them find it very challenging to work out distances between places, using a map drawn to scale.
112. With only three lessons seen, there is insufficient evidence to make a firm judgement on the quality of teaching across the school. However, in the lessons seen, the quality of teaching was overall satisfactory, although there was also some good teaching. The arrangements for planning the curriculum are satisfactory, with the school having adopted the national guidance on planning. Resources are satisfactory and they are used well. The arrangements for assessment are sound. There is no permanent co-ordinator for geography, but the temporary co-ordinator manages the subject satisfactorily. The school makes good use of visits and the local environment to enhance the geography curriculum.

HISTORY

113. Pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. By the age of seven they reach standards of attainment that are below the national average and by the time pupils leave school standards are average. This reflects the findings of the last inspection in relation to pupils aged seven, but no clear judgement was made on the attainment of eleven-year-olds. In some cases, pupils' knowledge and understanding is at a higher level than their written work indicates. Most pupils talk enthusiastically about their work and what they have learnt but the vocabulary used in their writing and the unsatisfactory spelling, punctuation and grammar affects the overall quality of their work, particularly for the younger pupils. This reflects the high number of pupils speaking English as an additional language who are at the early stages of learning.
114. The teaching and learning of history is satisfactory in Years 1 and 2. In the two lessons observed, teachers planned to develop the pupils' sense of chronology by looking at differences between toys past and present. In Year 1, teaching was satisfactory overall although the pupils' progress was hampered by their restricted use of English vocabulary and some misunderstanding. For example when looking at a picture of a doll, a few pupils used the term girl. A significant number of pupils in this class were lively and the teacher had to work hard to get them to concentrate. She made reference to the agreed behaviour targets for the class but a minority still needed to be reminded to keep working. For a small minority, the behaviour management strategies were not appropriate. However, by the end of the lesson, most pupils had completed their work satisfactorily and understood the concepts of *old* and *new*. A similar picture emerged in the Year 2 class where a minority of pupils were inattentive for some parts of the lesson and took time to settle to their work. All pupils were given the same work and although pupils with special

educational needs were well supported, higher attaining pupils were not clearly identified and appropriately challenged. In both of these lessons, the pupils would have benefited from handling toys and having the opportunity to more clearly see the differences, rather than working from pictures which, in some cases, were not well produced.

115. Teaching in Years 3 to 6 is good overall. In a good Year 4 lesson, the work was well planned and pupils were clear about what they were expected to learn and do. The very good management of the pupils resulted in a good learning environment where no time was wasted. Pupils were keen to find out about the local area from two maps from different periods of time and enjoyed highlighting features which were familiar to them. The teacher split the lesson into appropriate periods of time with different activities, including talking about events in the school in times past. Consequently the pupils' interests were maintained. Both pupils with special educational needs and those learning to speak English were well supported by the teacher, bi-lingual assistant and primary helper. The very good use of praise and encouragement resulted in pupils having good attitudes to the work and good behaviour.
116. Pupils in a Year 5 class developed their understanding of changes in the local area by focusing on differences in buildings, population, transport and work patterns following a visit. This work was developed between the school and the Education Action Zone's Arts Project and was particularly effective in getting the pupils to understand changes in the community in which they live. A good range of activities took place, including the use of photographs, videos and gaining information from a CD-ROM. These developed the pupils' use of visual evidence. Teaching was good due to high expectations, good pace of learning and good support for all pupils.
117. In a very good Year 6 lesson, pupils displayed aspects of knowledge, skills and understanding appropriate for their age when studying Britain since the 1930s. Again, expectations were high and the tasks set encouraged the pupils to become independent learners. Two lower attaining pupils worked well together to gain information about the life of John Lennon and others in the class worked collaboratively in small groups to find out about aspects of the 1960s. Good links to literacy were developed when the teacher made reference to the skills of scanning and skimming when reading texts. Also, a group of pupils developed their writing skills by constructing a curriculum vitae of John Lennon using evidence they had found. A major strength of the lesson was the way in which the teacher encouraged the pupils to move beyond the facts about the 1960s to relate events through cause and effect.
118. These types of activities described above ensure that pupils are aware that the past is divided into historical periods and they understand how historical evidence can be gained from a variety of sources. They realise, for example, that historical artefacts are important for finding out about the past and that historical events can be interpreted in different ways.
119. Although in the best lessons, pupils are encouraged to develop their literacy and numeracy skills in history, this is not identified in a planned way across the school. Effective links are made with other subjects such as geography through the use of maps and mathematics through the use of timelines. In two of the lessons observed the computer was used well to gain information about the past but teachers' plans did not clearly indicate other types of use.
120. The school's commitment to inclusive education is reflected in its teaching of history where all are encouraged to take part and achieve well. No differences were noted between the attainment and progress of boys and girls or in pupils from different ethnic groups. Overall, relationships are good and this helps teachers to manage the pupils well. Most pupils in Years 3 to 6 have good attitudes to their learning as work in history provides challenge and enjoyment for pupils of all abilities.
121. The temporary history co-ordinator has undertaken appropriate activities to ensure that the curriculum reflects the national guidance and there is a clear action plan for improvement. She is developing her role of monitoring teaching and learning and this has resulted in an improvement in curriculum coverage. She has organised resources and indicated the need to develop these for pupils in Years 1 and 2.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

122. In those elements of information and communication technology (ICT) being taught and where there is recorded evidence, standards in Year 2 and Year 6 are in line with national expectations. They have been satisfactorily maintained since the last inspection. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress.
123. In Years 1 and 2, pupils develop satisfactory mouse control. They select and drag text, matching it to pictures, and enter their own text. They edit their work and add colour and different letter sizes for effect. When using paint programs they select the different options, add chosen images to their work and print it out. They input simple data and produce pictograms to compare information.
124. In Years 3 to 6, pupils use the internet to search for different sites, for example those linked to major world religions and famous people such as John Lennon. They understand the need for care in framing questions when collecting, accessing and interrogating information. Pupils input and compare data by generating pie charts, bar and line graphs. Most pupils become confident in logging on and off, loading and selecting programs, and saving and retrieving work on disc. They select and modify images to create repeated patterns. Year 6 pupils create newspaper front pages, as part of their literacy studies, incorporating photographs, images, different fonts and letter size, with a clear awareness of audience.
125. All classrooms have their own computers, but all of the teaching observed took place in the ICT suite. This contains sufficient computers for half a class to use at a time. Good staffing levels enables ICT skills to be taught in the suite where pupils benefit from small group tuition. Teaching and learning are good overall. Lessons are well prepared, with clear learning intentions shared with pupils so that they know the purpose of the lesson. In the better lessons, introductions are clear, tasks well explained and time given for questioning so that pupils can carry out tasks well. In some lessons, introductions are not as effective, with tasks not sufficiently explained. Less progress is therefore made in learning. This was evident in a lesson where changing font size, colour and style were too quickly explained and did not involve pupils in questioning or demonstrating to check their understanding. Relationships in lessons are good. Teachers manage pupils well, praising and encouraging them in their work so that they want to do their best.
126. Although pupils have regular ICT lessons, the use of ICT in different subject areas is underdeveloped. Very few computers were being used in classrooms during the inspection. The school recognises this in its ICT development plan where it aims to promote links between literacy, numeracy and ICT and to improve software resources. It was being used well in a Year 5 class to support science, where a CD Rom on healthy eating and blood circulation were introduced, and time was given for all pupils to work through the programs.
127. National guidelines have been introduced to help ensure continuity and progression in learning and that all strands of the subject are developed with increasing teacher confidence. Teachers' planning is not yet being checked or lessons observed, with a view to improving the quality of teaching and learning, and raising standards. Procedures for record keeping and assessment are being developed. The curriculum is enriched for some Year 5 pupils through lunchtime support sessions organised and run by volunteers from a local business.

MUSIC

128. It was not possible to observe any music lessons during the inspection as all took place on one day after the inspection had been completed, and therefore no judgement can be made on attainment, teaching and learning.
129. At the time of the last inspection, music was very well supported by specialist tuition from the

Centre for Young Musicians, and standards were above national expectations. This tuition has not remained consistent. Although the school plans for continuity and progression in music through its adoption of national guidelines, it has not been able to link these successfully with the tuition given. Currently pupils in Years 1 and 2 receive tuition weekly through the Centre for Young Musicians. In Years 3 to 6, tuition is given by a music teacher from a local secondary school, organised through the Education Action Zone. This does not, however, allow for the regular teaching of music to all pupils throughout the year. It is expected that teachers should be a part of tutored lessons to enable them to develop sufficient skills to plan and teach music lessons themselves.

130. A video of the tuition given to pupils shows that these sessions are enjoyed, and that pupils have the opportunity to clap different rhythms and, with support, develop compositions on themes such as Halloween.
131. The school has a music room with good resources that are currently underused. In Years 1 and 2 there are some instruments in classrooms, which pupils are able to use 'experimentally'. Music is played for assemblies, but very little time is given to listen, reflect and make any appraisal. Pupils in Years 5 and 6 have been studying life in the sixties, and have looked at the life of John Lennon and the music of the Beatles. The John Lennon Theatre Company gave a performance for pupils and pupils responded well to this. Music groups such as 'Just Wind' also give performances in school to enrich the curriculum.

PHYSICAL EDUCATION

132. Standards of attainment are in line with those expected for pupils at the end of Year 2, and when pupils leave the school at the end of Year 6. These sound standards have been well maintained since the time of the last inspection. Most pupils enter Year 1 having achieved the Early Learning Goals for physical development, and they make satisfactory progress as they move through the school. They are provided with a suitably broad curriculum which is designed to promote their physical development and social interaction.
133. Lessons in games, dance and gymnastics were observed during the inspection, one of which was good and six satisfactory. There is no significant difference between teaching of different age groups. Year 5 and Year 6 pupils attend swimming lessons at the local pool and they make good progress. The school states that this is because of the good quality teaching by the instructor, and the supportive help given by the accompanying members of the school staff. By the end of Year 6, most pupils meet expectations to swim 25 metres employing recognised strokes.
134. The quality of teaching and learning in some lessons is disrupted by the immature behaviour of some pupils. However, teachers generally have high expectations of behaviour and most pupils work sensibly and safely together. By the end of Year 2, guided by supportive teaching, pupils have increased their confidence in physical control and mobility. They perform a range of movements involving running and balancing, and are gaining an appropriate awareness of space. They plan and perform simple skills safely, and show sound control in linking actions together. In games lessons, teachers help pupils develop elements of play that include running, throwing, catching and control using hands and feet. For example, in a Year 2 lesson, pupils were being taught to develop ball skills, such as 'pushing' a ball down to make it bounce to an appropriate height. Opportunities to practise and refine ball skills taught were restricted by the limited space available in the hall. Another example of the skills being well taught but opportunities to practise being restricted by lack of space, was seen in a Year 5/6 lesson. Here, the class teacher had taught the pupils the correct way to hold a hockey stick and to use this skill to travel with, receive and send a ball, but pupils did not have enough time to practise or consolidate what they had been taught.
135. The school needs to consider making greater use of the outdoor space available for games lessons throughout the year, so that pupils have more time and space for physical activity. The

- emphasis on skill development seen in these two lessons is not a common feature in teachers' plans. Some learning objectives are too broad; identifying what pupils are to do rather than the skills to be developed. As a result, although pupils are taught to perform short, linked sequences, the balances used to link movements are not sufficiently refined to produce work of good quality. Few pupils use contrasts in level, direction or speed to enhance their performances.
136. Pupils enter Year 3 with a sound basis for further development. They apply their ball skills in simple competitive striking and fielding games, and are taught to employ simple attacking and defending tactics. Pupils observed playing football during lunchtime play, were effectively applying these tactics showing good ball control. Teachers have benefited from the training they have received in the 'Top Sports' project and this has increased their knowledge and confidence in teaching games lessons. The school also makes effective use of opportunities provided by the Educational Action Zone initiative, which provides training facilities for boys and girls in football and dance. Through this initiative, pupils take part in competitive games with other schools. This, as well as cricket training provided by the local cricket club which also organises an inter-school tournament, enhances the curriculum and pupils' enthusiasm for the subject. Lunchtime dance clubs organised by teachers with expertise, coaching by the local football club and trained tennis coaches, as well as workshops run by members of the Royal Ballet, are good examples of how the school grasps every opportunity to enrich pupils' social, cultural and physical development. Year 6 pupils are provided with a range of outdoor and adventurous activities on their annual residential trip. This further provides for their social development and sense of achievement.
137. By the end of Year 6, pupils readily engage in warm-up exercises and talk about the effects of exercise on their bodies, because they have been made aware of this in all lessons. Warm-up activities are generally of good quality and fulfil the purpose for which they were intended. However, the effects are lost when pupils sit for too long waiting for their turn to use equipment. Most pupils co-operate with each other in organising and keeping games going, because teachers place an appropriate emphasis on the need for fair play.
138. All teachers are aware of the needs of less able pupils and those who are at the early stages of learning to speak English, and ensure that they are fully included in lessons. During the inspection, a significant number of pupils missed lessons because they did not bring their kits to school. The school needs to ensure, with parents' co-operation, that pupils have the correct kits for lessons so as not to be deprived of healthy exercise.
139. There is no named co-ordinator for the subject. The school needs to consider this so that areas for development, such as the teaching of dance and the progressive development of gymnastics skills, can be quickly identified and addressed. There is a good supply of resources for games lessons and these are efficiently used.

RELIGIOUS EDUCATION

140. Owing to the school's timetabling arrangements, only one lesson in each of Year 3, 4 and 6 could be seen. Further evidence was gathered from an analysis of a very limited amount of pupils' previous work, school documentation, and discussions with a sample of pupils in Year 2 and the co-ordinator for religious education. The available evidence indicates that pupils in Years 2 and 6 are on course to meet the expectations of the locally agreed syllabus. This is good improvement on the previous inspection when standards were below at Year 2, although they were in line with those expected in Year 6. Pupils' progress throughout the school is satisfactory.
141. In Year 2, pupils show a basic understanding of the work they have covered on Christianity and Islam. For example, they know the names of holy books of Christians and Muslims and that they should be treated with respect. They also know that churches and mosques are places of worship for Christians and Muslims respectively. Pupils have a greater knowledge of their own religion than that of others, and they talk about its major festivals, ceremonies and symbols at length. Year 3 pupils are successfully learning about the importance of bar mitzvah in the life of a Jewish boy. In their topic on Christmas journeys, Year 4 pupils show knowledge and

understanding of the concept of special journeys and their importance for believers. By Year 6, pupils show a sound understanding of the religions they have studied. They understand the importance of religion in the lives of believers and why some feel the need to believe in a religion. Pupils have developed positive attitudes towards people whose religions may be different from their own. In their current work on Buddhism, most pupils know the story of Buddha receiving enlightenment, and are developing a sound understanding of the noble truths and symbolism in Buddhism.

142. With only three lessons seen, there is insufficient evidence to make a judgement on the quality of teaching across the school. However, in the lessons seen, it was good overall. Teachers plan their lessons well and their instructions and explanations are clear. They manage pupils well and their lessons are well structured. They make good use of questions to draw out of pupils their previous knowledge and build on it successfully and this helps to develop pupils' literacy skills. For example, in a Year 6 lesson, the teacher made good use of questions and prompts to help the pupils to develop an understanding of the significance of the different features of the Buddha's head.
143. The religious education curriculum is broad and balanced, and meets the statutory requirements of the agreed syllabus. It is now planned at both key stages which was not the case at the time of the previous inspection, particularly for pupils in Years 1 and 2. The quality and range of resources in religious education are satisfactory and they are used well. When the previous inspection took place, there was no permanent co-ordinator for the subject. There is no change in this situation although the acting co-ordinators manage the subject satisfactorily. They recognise that currently, the arrangements for assessment are underdeveloped, and the provision for enriching the subject through visits to different places of worship is limited.