

INSPECTION REPORT

ST. EDWARD'S R C PRIMARY SCHOOL

Upton Park, London

LEA area: 316 Newham

Unique reference number: 102769

Headteacher: Ms. Katherine Golden

Reporting inspector: Mrs. Tusha Chakraborti
12603

Dates of inspection: 21 - 24 May 2001

Inspection number: 194545

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
School address:	Green Street Upton Park London
Postcode:	E13 9AX
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. Tony Kieran
Date of previous inspection:	4 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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12603	Tusha Chakraborti	Registered inspector	Science Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9405	Josephine Philbey	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school working partnership with parents?
8696	Abul Maula	Team inspector	English Art English as a additional language	How good are the curricular and other opportunities offered to pupils?
24091	Emanuel Shaw	Team inspector	Information and communication technology Geography History Physical education Under fives	
14596	Anthony Fiddian-Green	Team inspector	Special educational needs Mathematics Design and technology Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Edward's Roman Catholic Voluntary Aided School is in the diocese of Brentwood and serves the parish of Our Lady of Compassion. It is much bigger than average primary schools for pupils of 5 to 11 years of age and draws pupils from much wider area than where it is situated. This is one of the disadvantaged inner city areas, with high levels of unemployment. A high proportion (over 78 per cent) of the 312 pupils are from the minority ethnic backgrounds and there are 15 refugee pupils. Almost two-thirds of the pupils speak English as an additional language and 30 are at the early stages of learning English. The main languages spoken in the school are Tagalog, Yoruba, Patois, Malayalam. The proportion of pupils identified as having special educational needs, including those with statements, is below the national average. Almost twenty three per cent of pupils are eligible for free school meals which is higher than the national average. Attainment on entry, of the current reception years, is below the average for this age group.

The school was relocated in September 2000 as a part of West Ham United's redevelopment programme. It is now housed in a very spacious new building , built to accommodate 2 forms. Currently, it has 1.5 form entry but the present reception children are already taught in 2 classes, as the number on roll is increasing. A spacious and well equipped nursery was due to open at the beginning of the summer term but had to be postponed because of difficulties in recruiting staff.

HOW GOOD THE SCHOOL IS

St Edward's Roman Catholic Primary is a good school and provides good quality education which meets the academic, social and emotional needs of its pupils well. The very effective leadership of the headteacher, well supported by other senior managers and governors has led to much improved standards of attainment at the ages of 6 and 11. At the age of seven, however, standards had dropped significantly in the last year's national tests, due to very high staff turnover in Years 1 and 2. The headteacher has managed this situation efficiently by ensuring some stability in staffing in these classes since September 2000. The very good and systematic monitoring of teaching means that the overall quality of teaching is good, with very good teaching in Years 5 and 6. The school has a strong commitment to equality of opportunity and ensures a good level of inclusion for all its pupils. As a result standards have improved significantly in Year 6 and they are also rising at the end of Year 2. It is an effective school and provides very good value for money.

What the school does well

- At the end of Year 6, pupils attain well above average standards in mathematics and science.
- The quality of teaching in Years 5 and 6 is very good and, as a consequence, pupils make rapid progress in all subjects.
- Very effective leadership of the headteacher, the deputy headteacher and other senior managers, supported by the well established procedures for monitoring and evaluating the work of the school, has resulted in improved standards.
- The quality of contribution made by the community to pupils' learning is very good and reflects the very good links that the school has established with various agencies.
- Provision for pupils with special educational needs is good, as a result of which almost all of these pupils make good progress in relation to their prior attainment.
- Provision for cultural development is very good. Pupils develop a good understanding of their own and other cultures and learn to respect and value them.
- Parents are encouraged effectively to take part in all aspects of school life. The parents' views of the school are overwhelmingly positive.

What could be improved

- Inadequate provision for pupils at early stages of learning English means that these pupils do not make the progress of which they are capable.
- The implementation of the existing good strategies for behaviour has not been effective enough in Years 1 and 2 as yet, mainly due to the high staff turnover over the past two years. As a result, behaviour in Years 1 and 2 is often unsatisfactory.
- There are no co-ordinators for some of the foundation subjects. The role of the existing co-ordinators in the rest of the foundation subjects is not developed sufficiently.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997, when it was judged to provide satisfactory quality education. Good progress has been made since then and the school has improved significantly. The key issues identified by the last inspection have been addressed successfully. The headteacher, deputy headteacher and other senior members of staff, supported by the governors, have ensured marked improvements in teaching, despite the difficulty in recruiting teachers. As a result standards are rising. Detailed, good schemes of work are in place and have been implemented effectively. Co-ordinators roles are well developed in English, mathematics and science and in some other subjects. All these improvements and an effective teamwork, involving the staff, headteacher and the governors indicate that the school is very well placed to raise standards further.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	B	B	A	well above average A above average B average C below average D well below average E
Mathematics	E	A*	A	A*	
Science	E	A	A	A	

The national test results of 11 years old pupils, for the year 2000, show steady improvement in all three subjects over 1998 results and they are maintained since 1999. Compared to similar schools, the test results are well above the national average in English and science and very high in mathematics. The trend of improvement in the school's results is above the national trend. Attainment in the national tests exceeds the school's challenging targets. However, at the age of seven, standards have dropped in 2000 national tests and they are below the national average in reading and writing and well below in mathematics. This is because of a succession of several teachers in Years 1 and 2 over the past two years and inadequate provision for specialist support for pupils who are at the early stages of learning English. Currently, all three teachers in Years 1 and 2 are new, in post since September 2000 or January 2001. Compared to similar schools standards are average in reading and writing and well below in mathematics.

The current inspection also finds that, at the age of 11, pupils attain standards that are above average in English and well above average in mathematics and science. Standards have improved in Years 1 and 2 because of some stability in staffing since the beginning of the academic year. As a result, current Year 2 pupils attain average standards in reading, writing and mathematics. Children in the reception year start school with low attainment. However, they make good progress and, by the end of the year, achieve in line with the Early Learning Goals.

At the end of Year 6, pupils attain standards that are above those expected of similar age pupils, in art and music and in line with those in all other subjects. At the end of Year 2, standards attained are similar to those found for pupils of this age. They make good progress in mathematics and information and communication technology (ICT) and satisfactory progress in all other subjects. Pupils at the age of 11, make very good progress in mathematics and science, good progress in English, art, ICT and music and satisfactory progress in all other subjects. Pupils with special educational needs make good progress in relation to their prior attainment. More advanced pupils with English as an additional language make the same good progress as others in their classes, whilst those at the early stages of learning English make unsatisfactory progress, due to the lack of specialist support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, are keen to learn, and respond to class discussions and tasks well.
Behaviour, in and out of classrooms	Satisfactory. Most pupils co-operate with their teachers to establish a positive learning environment.
Personal development and relationships	Good. Good relationships between staff and pupils and between pupils have a beneficial effect on pupils' behaviour and attitudes to learning. They take responsibilities seriously and carry them out sensibly.
Attendance	Satisfactory. Most pupils attend schools regularly and are punctual.

Pupils' attitudes to learning and attendance have been maintained at the same level since the last inspection. The procedures for improving attendance and punctuality are good.

TEACHING AND LEARNING

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

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

The quality of teaching is a strength of the school. It is good overall, with some very good and excellent teaching, mainly in Years 5 and 6. Teaching was excellent in eight per cent, very good in 21 per cent and good in 38 per cent of all lessons. Thirty one per cent of the lessons were satisfactory and only 2 per cent was unsatisfactory. The quality of teaching has improved markedly since the last inspection when 29 per cent of all lessons were less than satisfactory. Teaching is very good in Years 5 and 6, where most of the high quality teaching was seen.

The National Literacy and Numeracy Strategies have been implemented effectively. Teachers have good subject knowledge and use resources to a good effect to support pupils' learning. Many are particularly good in behaviour management and, as a result, pupils concentrate on tasks well. They have high expectations of all pupils and ensure that pupils gain in knowledge and understanding effectively as they move up the years. Pupils with special educational needs are taught well across the school by the teachers and the learning support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum with many interesting and stimulating activities. The range and quality of extra-curricular activities are good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Targets in individual educational plans are well thought out and are reviewed regularly. The needs of pupils with statements of special educational needs are met well.
Provision for pupils with English as an additional language	Inadequate provision for pupils who are at the early stages of learning. English as there is no specialist support available for them. Pupils proficient in English make good progress.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for cultural development is very good. Good provision is made for pupils' spiritual, moral and social development.
How well the school cares for its pupils	Pupils are well cared for. The information staff gain from monitoring pupils' progress in lessons and their personal development is used well to provide appropriate support.

The school is a secure and safe place for pupils to learn. The school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed well. The headteacher provides a very effective and strong leadership in developing and managing the school. She is supported very well by the deputy headteacher, other members of the senior management team and the governors, in improving the school.
How well the governors fulfil their responsibilities	The strategic role of the governors is well developed. They have a clear understanding of the strengths and weaknesses of the school. Statutory requirements are met well.
The school's evaluation of its performance	The school uses its development plan effectively to evaluate its performance. The analysis of test results and the monitoring of teaching are used well to see where improvements could be made.
The strategic use of resources	The school makes good use of all its staff. Accommodation and learning resources are used very effectively to enhance pupils' learning. Grants and other fundings are used very effectively for their intended purpose.

The school has an adequate number of staff and they are well trained. It applies the principles of best value well in all spending decisions and monitors its impact on financial planning closely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school helps their children to become mature and responsible. • Children are making good progress. • The teaching is good. • The school expects children to work hard and achieve their best. • Parents feel comfortable about approaching the school. • The school promotes good behaviour. • The school works closely with parents. • Parents feel that they are kept well informed about their children's progress. 	<ul style="list-style-type: none"> • Some parents feel that their children do not receive sufficient homework. • Some parents feel that the school does not provide an interesting range of extra-curricular activities.

An overwhelming majority of parents are very pleased with the school. The inspection team supports their positive views and finds that their concerns are not justified. The use of homework is good and the amount given is appropriate, consistent and relates well to the work being done in class. The school provides a good range of extra-curricular activities which enhances pupils' opportunities for learning and physical activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2000 national tests, 11 years old pupils attained standards that were above the national average in English and well above in mathematics and science. In comparison with similar schools, standards are considerably higher, being well above average in English and science and very high in mathematics. The trend of improvement in the school's results is above the national trend. Attainment in the national tests exceeds the school's challenging targets.
2. At the age of seven, however, standards dropped in 2000 national tests and they are below the national average in reading and writing and well below in mathematics. This is because of a succession of several teachers in one year in Years 1 and 2 and inadequate provision for specialist support for pupils who are at the early stages of learning English. Currently, all three teachers in Years 1 and 2 are new in post since September 2000 or January 2001. Compared to similar schools standards are average in reading and writing and well below in mathematics.
3. The findings of the current inspection are also similar. At the age of 11, pupils attain standards that are above average in English and well above average in mathematics and science. Standards have improved in Years 1 and 2 because of some stability in staffing since the beginning of the year. As a result, current Year 2 pupils attain average standards in reading, writing and mathematics. Children at the end of the reception year, although they start school with lower than average attainment, make good progress over the year and achieve in line with the Early Learning Goals.
4. At the end of Year 6, standards are above those expected of similar age pupils in art and music and in line with those in all other subjects. At the end of Year 2, standards attained are similar to those found for pupils of this age. They make good progress in mathematics and information and communication technology (ICT) and satisfactory progress in all other subjects. Pupils at the age of 11, make very good progress in mathematics, science, good progress in English, art, ICT and music and satisfactory progress in all other subjects.
5. Pupils' attainment in speaking and listening is satisfactory at the age of seven and good at the age of 11. Seven year old pupils listen carefully and respond to questions appropriately. Higher attaining pupils can sustain concentration and have started expressing their views. However, a significant minority are unable to sustain concentration and express themselves confidently. At the end of Year 6, the majority of pupils demonstrate well developed speaking and listening skills and most contribute confidently to discussions in class, developing their oral skills effectively.
6. Reading standards are satisfactory at the age of seven and good at 11. Seven year olds show a developing awareness of phonics and word attack skills. A minority of higher attainers read accurately, fluently and with understanding. Average pupils read with an increasing accuracy, fluency and expression, though not always with understanding. Library skills are not well developed. At the age of 11, pupils read and can retrieve information from a variety of texts. They respond to plots and characters, expressing opinions about authors and, in some cases, their use of language. Support strategies employed by the school such as guided/ silent reading, the home reading scheme contribute positively to pupils' learning leading to higher attainment. Many pupils enjoy reading poetry and show a well developed sense of rhyme and rhythm. No pupils were observed undertaking any independent research activities.
7. By the end of Years 2 and 6, pupils attain satisfactory standards in writing. At seven, pupils describe characters in stories. Higher attainers identify fast and slow action verbs and demonstrate the use of basic punctuation. A significant minority, especially those at the early stages of learning English have difficulty with writing meaningful sentences as they do not receive any specialist support. Eleven year olds demonstrate a good understanding of the features of persuasive writing and effective use of connectives. They write poems showing imaginative use of words with particular reference to limericks and riddles. They enjoy poetry and demonstrate appropriate use of non-standard English in writing rap poems, as observed in one lesson. Some good examples of extended writing and word processing was seen. Spelling difficulties persist for some pupils. Pupils' paragraphing skills are under-developed and some pupils do not relate their handwriting practice to every day situation, improving their handwriting and presentation. They are enthusiastic about activities and collaborate well. This

helps pupils to make good progress both in lessons and over time. Lack of concentration sometimes has a negative effect on learning for a minority of pupils in some classes.

8. The National Literacy Strategy has been introduced effectively and literacy is used well to support work in other subjects, such as history and geography and word processing in ICT.
9. In mathematics, standards of attainment are average at the age of 7 and well above average at the age of 11. The majority of pupils in Year 2 are working within level 2, with a significant number attaining above average and working in level 3. The indications are that standards are rising steadily over time. Many pupils can use mental recall of some addition and subtraction facts, and also understand the principles of multiplication. They solve problems involving real life situations such as shopping at a school fair, or trading in Pokemon cards. When telling the time, pupils understand the hour, the quarters and half past the hour. They successfully measure in centimetres, estimate outcomes of their work, and understand simple symmetry. All pupils, including those with special educational needs and English as an additional language, make very good progress towards their targets by Year 6, as a result of very well focused planning and methods. Pupils work successfully in thousands, hundreds, tens and units. They know and use all four operations, namely addition, subtraction, multiplication and division. They solve problems involving money, and weights and measures, and also involving percentages. Pupils understand facts about decimals and fractions and can name the properties of three-dimensional shapes. They conduct surveys about temperatures and record these surveys on charts and graphs, and, also plot a line graph comparing temperatures in the school to those in a school in Scotland.
10. In science, 11 year old pupils attain standards well above the national expectations whilst pupils at the age of 7 attain in line with the national expectations. Older pupils carry out their investigative work confidently and are able to explain clearly if their tests have been fair. They predict the outcomes before they carry out the experiment. They relate their findings well to a scientific reason. They record their findings systematically, using line graphs and bar charts. Pupils in Year 6 have very good knowledge and understanding of the importance of planning, modification and explaining their methods. All lessons observed challenged pupils well.
11. Standards in ICT, at the ages of 7 and 11, meet national expectations. Pupils make satisfactory progress in word processing and there are examples on display of graphic design at both Key Stages. They have worked with the West Ham Club to produce posters and identity cards incorporating photographs of themselves using a digital camera. There are well presented displays around the school showing how computers are used both in the school and in everyday life. Pupils identify the use of computers around them in other forms, such as the video recorder.
12. Pupils with special educational needs make good progress and reach good standards relative to their previous attainment, particularly when receiving extra support for English and mathematics. Their progress is measured against the specific targets set out in their individual educational plans. As a consequence, their attainment has improved, with many achieving average standards for their age.
13. There is no significant gender difference in pupils' learning. However, while more advanced pupils with English as an additional language make the same good progress as others in their classes, progress made by those at the early stages of learning English slows down unless they receive appropriate specialist support. There is currently no provision of specialist support for these pupils.

Pupils' attitudes, values and personal development

14. Throughout the school most pupils' attitudes to learning and personal development are good. This reflects the findings of the previous inspection report. Pupils are happy and eager to come to school. Many of the pupils want to achieve well and listen carefully to directions given by their teachers. All pupils, even the very youngest, enjoy contributing to discussions and answering questions posed in lessons or during assemblies. A good example of this was seen in a junior assembly, when pupils eagerly raised their hands when asked who would like to describe their feelings on saying goodbye to someone they loved. Most pupils, especially in the junior school, sustain concentration and work well independently. Pupils are very friendly and polite and never miss an opportunity to warmly smile and greet visitors in the corridors and classrooms. Parents are pleased with the school's family atmosphere and the values their children acquire.

15. Pupils' behaviour is satisfactory overall. They all behave well in assemblies and move around the building in a very orderly way. Whilst most pupils' behaviour is appropriate in the classrooms there are some pupils, particularly in the lower school, who are too quick to look for opportunities to misbehave and have a disruptive effect on other members of the class. In the hall, at lunchtimes, the atmosphere is congenial and pupils are courteous and well-mannered. Most of the time pupils play happily together in the playground and enjoy each other's company, although sometimes the lunchtime supervisors are bombarded with complaints from squabbling younger pupils. No harassment or bullying was observed during the inspection. There have been no exclusions in the past academic year.
16. Relationships between pupils are good overall, showing a high degree of friendship and harmony between pupils from a wide range of ethnic and cultural backgrounds. Pupils work effectively individually and collaboratively. A good example of this was seen in a Year 5/6 food technology lesson when pupils were grouped together, conversing sensibly, whilst making a mixture for biscuits.
17. The pupils' personal development is good. They have a clear sense of responsibility and when given tasks they carry them out diligently. During the inspection pupils were seen acting as monitors, tidying classrooms, collecting registers and helping in assemblies. There is an enthusiastic School Council who meet regularly to discuss the way their school could be improved. On the week of inspection the school choir joined other schools for a choral evening at a local church. Pupils' personal development is enhanced by outside visits including a Year 6 residential school journey.
18. Attendance throughout the school is satisfactory and broadly in line with the national average. Rigorous monitoring by the school and the Education Welfare Officer ensures that unauthorised absences are kept to a minimum.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is a strength of the school. It is good overall, with some very good and excellent teaching, mainly in Years 5 and 6. Teaching was excellent in 8 per cent, very good in 21 per cent and good in 38 per cent of all lessons. Thirty one per cent of the lessons were satisfactory and only 2 per cent of teaching was unsatisfactory. The quality of teaching has improved markedly since the last inspection when 29 per cent of all lessons were less than satisfactory. Teaching is very good in Years 5 and 6, where most of the high quality teaching was seen.
20. The National Literacy and Numeracy Strategies have been implemented effectively. Teachers have good subject knowledge and use resources to a good effect to support pupils' learning. They have high expectations of all pupils and ensure that pupils gain in knowledge and understanding effectively as they move up the years.
21. The quality of teaching is good in reception, satisfactory in Key Stage 1 and very good in Key Stage 2. A high proportion of very good and excellent teaching was seen in Years 5 and 6. The literacy strategies have been implemented effectively and numeracy strategies, very effectively. This has a very positive impact on pupils' learning. Teaching is also solidly good, sometimes very good, in most other subjects. As a result, pupils make good progress throughout the school.
22. Teachers plan their lessons carefully for pupils with varying abilities and ages. Plenary sessions are used efficiently to consolidate pupils' learning. This means that pupils apply their knowledge of phonics to enhance their reading skills, acquire good knowledge of grammar and extend vocabulary effectively. For example, in a Year 4 literacy lesson, the teacher uses the plenary session to consolidate pupils' understanding of the structure of a limerick very effectively and pupils also learn well to identify the rhyme and rhythm in a limerick successfully. Teachers use appropriate strategies to ensure that pupils build on previous learning and develop the concepts systematically. This was evident in many lessons, especially in English, where lessons begin with evaluating learning in previous lessons. In many lessons, teachers maintain a brisk pace so that pupils remain active and learn well. These features contribute positively to pupils' attitudes to learning and their progress.

23. The activities provided for the children in reception are very appropriate, offering them challenges and ensuring that their attention is captured, so that they remain interested and involved in their learning for a considerable time. This was seen in a literacy lesson in reception where children rose to the teacher's challenge and demonstrated very good understanding of rhyming words and developed good reading skills. Activities are well linked, supporting the acquisition of basic skills such as literacy, numeracy and independent learning.
24. Many teachers are particularly good in behaviour management and, as a result, pupils concentrate on tasks well. This was seen in a Year 1/2 mathematics lesson, where very good strategies for behaviour management meant that pupils concentrate on tasks and learn well, even though they had to attend a short music lesson in the middle of this lesson. They treat all pupils with respect and as individuals, but, at the same time, expect high standards of behaviour. Praise is used very effectively to make pupils feel confident about their ability to learn and to reinforce good behaviour.
25. Relationships between teachers and pupils are very good. Pupils respond positively by valuing their teachers and what the teachers have to teach. Good examples were seen in the reception where very good relationships between the adults and the children provide a safe and rich learning environment for the newly arrived children.
26. Most teachers have secure subject knowledge in most areas, especially in mathematics and science. For example, in a mathematics lesson in Year 5, the teacher's excellent knowledge of the numeracy strategies enables pupils to gain very clear understanding of the links between the fractions, decimals and percentages and the concept of mode, mean and median. In a Year 6 mathematics lesson, the teacher's secure subject knowledge meant that pupils were asked relevant questions and a very good pace was maintained to capture pupils' attention and interest. As a result, almost all pupils made very good progress in developing problem solving skills. In most lessons, teachers' thorough knowledge and understanding of their pupils' learning needs lead to very good group organisation. The learning atmosphere in most lessons is good where children feel safe and valued and learn well.
27. Most teachers use the assessment procedures well to identify pupils' progress in lessons and use this information for future planning satisfactorily. However, marking of pupils' work does not always suggest how they can improve.
28. The quality of teaching for pupils with special educational needs is good and promotes a good rate of progress for these pupils. For example, in a Year 4 literacy lesson teaching is well focused on pupils' needs, and the targets contained in their individual educational plans are clear and realistic. Teachers' lesson plans ensure that pupils with special needs have appropriate work that is challenging but achievable. As a result, pupils make good progress both in their grasp of the basic skills, and in their confidence and attitudes to work. Classroom assistants provide good support in lessons and work very well with teachers. They understand pupils' needs, and take care to work alongside them, recording the outcomes and the level of support they give.
29. Pupils who speak English as an additional language and are at early stages of learning English are not supported effectively, as there is no specialist support available for these pupils to raise their competence in English language. Those who are more advanced in English are supported well by their class teachers alongside other pupils in the classes.

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

30. The school has made considerable improvement since the last inspection which highlighted lack of detail in curriculum planning and schemes, ineffective use of lesson time, insufficient strategies to meet pupils' individual needs, limited opportunities for assessment and ineffective monitoring of planning and learning. These issues have been addressed, and the planned curriculum is now broad and balanced. The curriculum framework was reviewed last summer and the weekly time devoted to curriculum delivery meets statutory requirements. A well resourced ICT suite has been established to promote pupils' learning across the curriculum.
31. Most subjects have been reviewed in the light of Curriculum 2000 and are supported by Government recommended schemes and planning. This ensures that the curriculum meets statutory requirements and pupils' skills are built on systematically as they move through the school, particularly in Key Stage 2. English and mathematics are given appropriate priority and all classes have daily literacy and numeracy sessions. The strategies employed for development are good in core subjects. The principles of equality of access are incorporated in the curriculum, though there is currently no specialist support available for pupils learning English as an additional language. Personal, social and health education are taught well. Pupils receive sex education and are made aware of the dangers of drugs. The provision of home work makes a good contribution to pupils' learning and attainment. There are some strong cross-curricular links. However, some foundation subjects have no co-ordinators and, as a result, the scheme of work is not always consistently delivered.. Art, for example, is not currently on the timetable apart from Year 6.
32. The curriculum is enriched by a programme of extra-curricular activities and a wide range of educational visits. The quality of contribution made by the community to pupils' learning reflects the very good links that the school has established with various agencies such as West Ham United Football Club, Newham Education Business Partnership, Tate and Lyle and the Arc Theatre Group. Parents and other volunteers from the community have worked on various projects within the school. Relationships with linked secondary schools are good and these contacts support pupils' attainment and progress.
33. Curricular provision for pupils with special educational needs is good. Targets in individual educational plans are well thought out and are reviewed regularly. These targets include goals for literacy, numeracy, and behaviour. The needs of pupils with statements of special educational needs are met well. Annual reviews of these are due later in the year. There is a commitment to equality of opportunity, and this includes pupils with special educational needs.
34. The quality of individual education plans is at least good, and occasionally very good. Targets for pupils are in easily measurable small steps that can be achieved quickly by pupils. Overall, arrangements for using individual education plans are very effective in ensuring that needs are met.
35. The school's provision for pupils' spiritual development is good and compares favourably with the last inspection report. Assemblies, whether for the whole school or for the key stages, make a significant contribution to pupils' spiritual development. In class assemblies pupils are guided well to reflect on the theme of the week's assembly which, on the week of inspection, was joy, happiness and good news. The atmosphere during Ascension Mass was one of quietness and reverence with pupils participating in Bible readings and prayers. Pupils in Year 6 have a Prayer Tree in their classroom where they can, if they wish, pin a paper leaf with a personal prayer. Pupils are provided with regular opportunities to listen to music, particularly when entering the hall for assemblies. On occasions, in the upper school, soft background music is played whilst pupils settle to quieter tasks such as reading and writing.
36. Provision for moral development is good. Pupils have a well developed sense of right and wrong. The school's ethos and expectations create a good context for pupils to develop a point of reference for moral values. There is a comprehensive behaviour policy which specifies the behaviour expected in a variety of situations and this is complemented by an equal opportunities policy. Throughout the school posters headed Bullying is Not OK reinforce the school's expectations for good behaviour. There is an effective emphasis on reward for good behaviour; pupils who experience behaviour difficulties are able to measure their own improvement as they earn recognition for it. Pupils devise their own classroom rules and are encouraged to reflect on how their behaviour could affect others. During inspection week a pupil was seen crying in a lesson because his group would not include him in the task set. The

class teacher immediately gathered her class around her questioning them on how they might feel in this situation and pointing out the moral issues of kindness and respect. All adults working in the school present good role models of fairness, tolerance, kindness and good humour and pupils, especially the older ones, provide good role models for one another.

37. The provision for social education is good. It offers pupils a caring and supportive environment in which to thrive. Personal and social education is timetabled into the curriculum and circle times used effectively to support social skills. There are extensive opportunities for pupils to work together in small and larger groups and to depend on one another to play their parts in a team effort. Older pupils are given considerable responsibility for the welfare and behaviour of younger pupils by acting as prefects. Pupils are expected to take their responsibilities seriously and they respond to them very well. There is an enthusiastic school council who carry out their duties responsibly. Pupils raise commendable sums for charities such as the NSPCC. and Red Nose Day, and in this way develop an understanding of the differing needs of other groups in society. The residential trip in Year 6 offers pupils the opportunity to live at close quarters with others in a situation that is very new for most of them.
38. Pupils are provided with very good opportunities to develop their knowledge and appreciation of their own and other cultures. This is a strength of the school. There is a wide range of cultural traditions within the school and pupils are urged to share their experiences so that others can develop knowledge and understanding. Many classrooms contain a Cultural Corner where pupils can place artefacts relating to their individual culture. On inspection week the headteacher concluded her assembly by asking pupils from different countries to say 'farewell' in their mother tongue. There are excellent displays throughout the school depicting world religions of Islam, Judaism and Buddhism. Special celebratory days such as Irish Day and Asian Day give pupils a further insight into different cultures. Pupils have the opportunity to study the English culture through visits to the local area, London and museums. Work in English history, such as the Victorian project, informs pupils well about bygone days in this country. The school celebrates Saints Days such as St. Edwards Day and St. George's day. Pupils in Year 3 enjoy country dancing and the choir takes part in choral festivals in a local church.

HOW WELL DOES THE SCHOOL CARE FOR THE PUPILS?

39. The school makes good provision for the educational, personal support and guidance of the pupils. The school also provides a secure and calm environment in an attractive building, which has a warm and friendly atmosphere, and pupils are happy to come to school. Relationships between pupils and staff are good and pupils confidently turn to staff for help and guidance, when needed.
40. The school's arrangements for promoting welfare, health and safety of the pupils are good. The member of staff responsible for child protection has been fully trained. Information on child protection procedures are readily available to the staff, who are well aware that any concerns should be reported immediately. There are appropriate policies to support health and safety and there are a number of trained first aiders. Pupils are confident that they will be well cared for if they feel ill or distressed.
41. Procedures for promoting discipline and good behaviour are good overall. Most pupils understand that good behaviour is expected when they are in school. Class rules are discussed with the pupils at the beginning of each term. The school has a comprehensive behaviour/discipline policy but this is not always implemented throughout the school. Some teachers are not consistent in their expectations of behaviour or in their responses, and are not explicit about what is and is not acceptable behaviour. However in most classes good behaviour and achievements are praised during lessons, and this works well. Pupils take pleasure in receiving stamps and stickers for good behaviour and the chance to receive a certificate, if nominated by their teacher. No incidents of bullying were observed during the inspection.
42. The school's procedures for monitoring pupils' attendance, absence and punctuality are very good. Registration takes place before both sessions and attendance is recorded correctly in class registers. Parents are made aware through newsletters and the prospectus of the procedures to follow if their children are to be absent from school. The school is fortunate to have the excellent support of the local Education Welfare Officer who visits the school regularly, and liaises with the head teacher to promote good attendance and punctuality. The

school is trying hard to ensure that pupils arrive to school on time in the morning. Whilst most parents respond to this request some parents refuse to co operate, and their children arrive late on a daily basis.

43. The procedures for assessment and for monitoring pupils' academic progress, especially in English, mathematics and science, are good and are in the process of developing in all other subjects. The school has worked hard in developing its assessment procedures, using a range of optional and standardised testing, to assess pupil attainment against National Curriculum levels. The staff analyse data carefully and predict targets for their pupils, based on their good quality records of prior attainment over time. Detailed, good quality assessment is undertaken, when pupils enter the school. There is a well developed programme for assessing pupils' work each term where work is evaluated by teachers and the headteacher. Pupils learn to evaluate their own progress. The assessment co-ordinator collects samples of work and a report is written. This forms a part of ongoing evaluation of strengths and areas of developments, which informs future planning. This has a positive impact on pupils' learning. The special needs manager, new to the post, works closely with the class teachers and support staff in planning, assessing and monitoring pupils' achievements. There are good procedures for the identification of pupils with special educational needs, and teachers and the support assistants provide the care and support that these pupils need. Pupils' needs are quickly identified when they enter the school, and appropriate arrangements are made for the regular review of their progress. There is good liaison with outside agencies, which provide support. Good records are kept of pupils' progress in relation to their targets.
44. The monitoring and support of pupils' personal development is satisfactory. Both personal, social and health education and circle time for discussions are timetabled into the curriculum. The school has initiated a School Council and prefect system. Prefects are given numerous responsibilities, such as helping with the younger ones at lunchtimes and collecting registers. Pupils in Year 6 have the added privilege of going straight to their classroom when they arrive to school in the morning. Younger pupils carry out simple monitoring duties mainly in their classrooms. Monitoring of pupils' personal development is mostly informal with teachers knowing their pupils well and understanding their differing needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents' views of the school are overwhelmingly positive. Parents confirm that their children enjoy coming to school and are pleased with the progress their children make. They feel that behaviour is good overall, and have nothing but praise for the school's standards of pastoral care. Parents are pleased with the quality of teaching and recognise that the school expects their children to achieve their best and effectively helps them to mature. Parents who responded to the questionnaire, those who attended the meeting and parents interviewed on inspection week were unanimously appreciative of the commitment of the headteacher and her aims and expectations for their children. These positive views are confirmed by the inspection. A very small minority of respondents to the questionnaire have minor concerns regarding the range of extra-curricular activities. The inspection finds that these concerns are not justified. Pupils are offered a range of extra-curricular activities which change each term including basketball, football, tennis, computer and chess clubs.
46. The school recognises that liaison between home and school is most important and has worked hard to maintain and improve the positive relationships and communication with parents outlined in the previous report. The quality of information provided for parents is now good. The building of good relationships with parents starts before children enter school. Parents receive a useful folder of information about school life. The school's prospectus is both welcoming and professional, and clearly written for parents and pupils to understand. The Annual Governor's Report to Parents is informative and meets statutory requirements. Fact sheets, containing information on class work, current topics and homework expectations, are sent to parents at the beginning of each term, to make parents aware of what their children are learning in the classrooms, and how they can help at home. The school also invites all parents to attend a meeting at the beginning of September to introduce the class teachers and remind parents of the information given in the Prospectus and the school's expectations of homework, attendance and punctuality.
47. The school has provided parents with curriculum meetings to raise their awareness to the literacy hour and numeracy strategy. Parents and pupils have also been consulted through questionnaires on their views of behaviour in the school. The school holds well supported

parents' meetings to discuss pupils' progress and actively encourages informal contact at any time by parents. Parents are emphatic that, should they have any concerns, the class or head teacher will see them immediately. The annual report to parents on pupils' progress sets out what the class has studied, tells parents what pupils know, can do and understand and evaluates performance clearly in the core subjects and, to a lesser extent, in other subjects. The reports outline targets for the future and provide space for formal parental comment.

48. Parents are most supportive of the school and most parents have completed a home/school agreement. Parents are encouraged, when possible, to read with their children and help with spellings. They make a positive contribution to standards achieved by signing their children's reading record. The school welcomes parent helpers and values their assistance in the classroom and on school trips. Parents enthusiastically support school concerts and productions and the celebration of special festivals. There is an active and enthusiastic Parent Teacher Association who arrange social functions such as school barbecues, fashion shows and children's discos. The Association runs a weekly fundraising event and have contributed funds for school theatre trips and commemorative mugs. Pupils leaving the school are all presented with a Bible funded by the Association. Whilst the Association values parents' support at functions they would appreciate more help from parents when arranging fundraising activities.
49. Parents of pupils with special educational needs are involved very well in their child's support. They are informed as soon as the school has concerns, and are consulted frequently. Parents are kept well aware of the school's targets for their child, and development plans show that they will soon be invited to share in the setting of new goals. They attend a termly review of the targets set, and there is an opportunity every Friday to call at the school and talk to the special needs co-ordinator.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher and deputy headteacher provide a very effective and strong leadership in developing and managing the school, well supported by other senior managers and the governors. The positive leadership of the headteacher ensures a clear educational direction for the school. She provides effective monitoring of the teaching and learning and, in partnership with the deputy headteacher, takes appropriate action to meet the school's targets in raising standards which has improved considerably since the last inspection.
51. The governors, particularly key members, support the school and are well informed about it. They participate fully in the review and development of the school improvement plan. Through its committees, the governing body has a good oversight of the standards attained by pupils, provision and of monitoring staffing arrangements and resources.
52. The special educational needs co-ordinator leads this aspect of the school's curriculum very well. Having taken up the post in January this year, she has made a considerable impact on the special needs provision in a short time. She has very good knowledge of this aspect and how to develop provision in the future. The named governor is well informed and has a good working relationship with the co-ordinator.
53. The provision for the pupils who are at the early stages of learning English is inadequate. Currently, the school has no specialist provision to develop their language skills effectively.
54. The school has a high commitment to equality of opportunity that permeates its ethos. Each pupil is valued and respected. The school provides enrichment through offering a good variety of visits, welcomes visitors to enhance the curriculum and offers many extra-curricular clubs that are well attended.
55. The school experienced very high staff turnover over the past two years, which had a negative impact on standards in Years 1 and 2. However, staffing has been generally stable since September 2000. Currently, there are sufficient, suitably qualified and experienced staff to meet the demands of the National Curriculum. Class assistants are suitably deployed to provide in-class support and work well in partnership with the class teachers.
56. The appraisal of staff is secure and incorporates the performance management initiative. Staff meet with the headteacher annually to review their performance and targets for development.

are agreed. Subject co-ordinators regularly attend appropriate training courses. Staff development is effectively related to the school improvement plan. The co-ordinators monitor their subjects through checking medium-term planning and pupils' work. The headteacher, deputy headteacher and the core co-ordinators monitor teaching very effectively.

57. The induction programme is good and consistently applied. Newly qualified teachers and new members of staff receive good support. In addition to the local authority training, newly qualified teachers are well supported by the headteacher and their mentors.
58. The school provides pupils with very pleasant and very good quality accommodation. The buildings and grounds are kept clean and are in good condition. The outside environment, such as courtyard and playgrounds, is used very efficiently to enhance pupils' learning. There are imaginative and colourful displays of pupils' work across many areas of the curriculum, creating a stimulating learning environment. Resources for learning have been developed and improved significantly across the curriculum over the past years and are now sufficient in quality and quantity, to meet the needs of the curriculum.
59. The school has a thorough approach to financial planning. The chair of the finance committee, manages financial planning efficiently, in collaboration with the headteacher. The draft budget, carefully prepared by the headteacher in consultation with staff, is presented to the governing body for approval, with appropriate reference to the school improvement plan. Specific grants are used very effectively and monitored efficiently. The governors apply the principles of best value in all spending decisions and closely monitor its impact on financial planning.
60. The deployment of teaching and support staff is effective and ensures efficient management of the school. Resources are used well to enhance pupils' knowledge and understanding in all areas of the curriculum. Good use is also made of visitors and outside visits to enhance pupils' learning. The school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To raise standards further and improve the quality of education the governors, headteacher and staff should:
 - (1) raise standards attained by the pupils at the early stages of learning English by providing appropriate specialist support for developing their English language skills; (paragraph 13, 82)
 - (2) improve behaviour in Key Stage 1, by implementing the existing good behaviour management strategies consistently; (paragraph 16, 82)
 - (3) ensure that there are co-ordinators for all foundation subjects and these co-ordinators' roles are appropriately developed. (paragraph 32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

61

Number of discussions with staff, governors, other adults and pupils

19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	21	37	32	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	312
Number of full-time pupils known to be eligible for free school meals	0	73

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	44

English as an additional language

	No of pupils
Number of pupils with English as an additional language	215

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	18	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	21
	Girls	17	17	18
	Total	35	35	39
Percentage of pupils at NC level 2 or above	School	81 (95)	81 (88)	91 (98)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	19	17
	Girls	17	18	16
	Total	31	37	33
Percentage of pupils at NC level 2 or above	School	72 (95)	86 (98)	77 (98)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	22	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	20
	Girls	21	21	22
	Total	40	40	42
Percentage of pupils at NC level 4 or above	School	95 (87)	95 (93)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	20
	Girls	20	21	22
	Total	36	38	42
Percentage of pupils at NC level 4 or above	School	86 (82)	90 (89)	100 (91)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	35
Black – African heritage	55
Black – other	1
Indian	19
Pakistani	0
Bangladeshi	0
Chinese	0
White	55
Any other minority ethnic group	93

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	25.6
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	212

Financial information

Financial year	1999/2000
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	£
Total income	565,523
Total expenditure	571,850
Expenditure per pupil	1,907
Balance brought forward from previous year	45,966
Balance carried forward to next year	39,639

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	312
Number of questionnaires returned	156

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	17	1	1	0
My child is making good progress in school.	70	27	2	1	1
Behaviour in the school is good.	64	31	1	1	3
My child gets the right amount of work to do at home.	51	39	6	2	2
The teaching is good.	69	26	1	1	3
I am kept well informed about how my child is getting on.	72	24	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	74	17	4	1	4
The school expects my child to work hard and achieve his or her best.	78	21	0	1	0
The school works closely with parents.	62	33	3	1	1
The school is well led and managed.	73	22	1	1	3
The school is helping my child become mature and responsible.	66	27	1	1	5
The school provides an interesting range of activities outside lessons.	49	29	9	3	9

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

62. St. Edward's Primary School admits pupils as rising fives into the reception class. At the time of preparing this report the nursery had not opened due to the difficulty in recruiting staff.
63. At the time of admission childrens' abilities are assessed as being in line with the local authority average. Assessment is seen as on going and each week a group of children are identified for a full assessment on every aspect of the Early Learning Goals. By the end of the year a full assessment will have been undertaken on every pupil in the reception classes. From September the school will be adopting the more formal local authority assessment pack which will accompany the pupil throughout their progress within the school. This will form the basis for future assessment and identify predicted end of key stage test results.
64. In language and literacy children were able to undertake a wide range of literacy related tasks. Some were able to write a story unaided whilst others needed considerable help from an adult including reading the story back to them. The majority recognised letters and built words with few individual letters. They were able to read the words accurately. They can handle pencils correctly and all of them were able to write their name. Children talked about their work confidently and were able to explain their individual tasks in detail. They related the story of "Goldilocks and the Three Bears" in correct sequence. They read confidently at appropriate levels for this age group and listened to stories with interest and attention. Books were handled with care and replaced correctly after a free reading session. In reading games, such as letter snap they were able to co-operate sensibly and read the words on the cards. The show and tell sessions at the end of the day give them opportunities to demonstrate good speaking and listening skills.
65. They meet expected levels in mathematics and can recognise and read numbers to at least 20. They can recognise coins and sort money and are able to explain that 2p can be represented as 1p + 1p. This was extended during the lesson to include other coins and one boy, with help, correctly showed which coins represented 50p. They are able to add on one to a number. The class shop is used to help them correctly identify the coins used to purchase items with marked prices but did not extend to giving change. The examples using coins are further linked to simple mental addition and children stated confidently that $2p+3p = 5p$. Work on display and in their books showed that they are able to undertake calculations at an appropriate level e.g. $5 + 2 = 7$.
66. Children's attainment in knowledge and understanding of the world meets the expected outcomes of the Foundation Stage. They were able to discuss the dangers of exposure to the sun and confidently explained what was needed to keep safe in very hot weather. In preparing a meal of pizza, there was a clear distinction made between the different pizzas and plastic models of other food. It was explained that "The chicken is if you don't like pizza." Pupils are able to play with toy trains and lorries linking them together and showing how to "tow away a broken down van". Playing with farm animals they can correctly identify the animals and know that the elephant is seen in a zoo not on a farm. They are able to mix colours knowing that blue and yellow make green and are able to join jigsaw pieces together correctly. On the science table pupils explained the concept of reflections and showed correctly how to complete a simple electrical circuit.
67. Children make good progress when they work in the computer room. They use the equipment with confidence and enjoyment, able to work collaboratively. They are able to log on and off correctly and demonstrate a familiarity with the use of the mouse. They use a literacy program to identify sounds and the shape of letters. They use correctly the terminology of computing, such as mouse, keyboard, and cursor. They were able to work in pairs and helped each other as required. Many have produced work of a high standard, using an art program
68. Children meet the expected levels in creative and aesthetic development. Their paintings of people show the correct number of limbs and other feature. Parts of the body are labelled correctly. They are able to mix colours and handle paint well. They talked about favourite colours and why they like them. They sing well and have a good sense of rhythm and pitch. They handle instruments carefully and correctly showing an ability to match rhythm to the

sound of their name. They listen carefully to each other perform. They can follow complicated clapping patterns set by the teacher. The children show a positive enjoyment of music, singing.

69. In physical development children achieve the level in line with the Early Learning Goals. Children make effective use of the opportunities they are given to develop their physical skills using the apparatus in the hall. All of the children work hard moving with an appropriate standard of control and skill in a gymnastics lesson. They make good use of the space available always leaving space for others to move safely. They use the apparatus sensibly and can balance along a bar with little assistance. Some of them are able to demonstrate their movements to the class with confidence allowing others to share their ideas. At playtime they make good use of the playground markings for games involving skipping and other large equipment, demonstrating good motor skills. In the classrooms they show good manipulative skills in writing and drawing, handling pencils and brushes with confidence. They are able to cut card with scissors and use saws correctly to cut balsa wood safely. One child explained why the table legs had to be the same length "to stop the table rocking." They use different construction kits to build walls and houses explaining how a wall could be made to stand unaided.
70. The personal and social development of the children in the reception classes exceeds the level of desirable learning outcomes. They show that they have learnt the routines of the class and are able to take turns in answering and asking questions. They are keen to learn and show a willingness to come to school. In a music lesson they are able to share the equipment and use instruments effectively and co-operatively. They listen to the teachers and each other speaking to adults, even strangers, with confidence explaining and discussing their work. They can concentrate for a sustained period of time and are keen to discuss their work afterwards. They show the ability to collaborate well and share ideas as well as equipment. At the start of the day, when the register is called, the children are encouraged to answer using the phrase "good morning" in other languages including French, Spanish and Tagalog They show good awareness of the effect of their actions on each other apologising when one caused a minor accident in a gymnastics lesson. They collaborate well in the classroom, treating each other with respect and understanding. Groups were observed laying out a track for the wooden train and playing sensibly in the home corner. At the end of the lesson they clear up carefully ensuring that resources are returned to the correct place.
71. The quality of teaching in the Foundation Stage is good overall, with one in six lessons being very good. There is no unsatisfactory teaching. Teaching is well supported by the very able nursery nurse and two learning support assistants. Careful collaborative planning involving all the adults ensures continuity throughout the two classes. The above average level of personal and social development of the children clearly demonstrates the result of purposeful, well ordered routines and activities established in the reception classes. Detailed planning ensures that all children take part in the wide range of activities available for them with very good adult supervision and support. The reception classes provide adequate preparation for transition to Key Stage 1. Assessment in reception is continuous and notebooks are maintained to record progress and development of all children in detail. This information is used to assist in future planning. Childrens' special educational needs are recognised early and programmes and strategies are developed appropriately to support their learning. These are monitored continuously and reviewed regularly. The staff in the reception classes have made a considerable effort to ensure that the learning environment is welcoming and stimulating. Displays are well organised and used as learning resources, children show respect for them and replace any items borrowed. Parents are welcome in the reception class coming into school with their children before registration and feel able to discuss their children's progress, or just to wish the staff "god morning".
72. The curriculum in the Foundation Stage is well planned. The Foundation Stage co-ordinator is a highly experienced teacher and her enthusiasm and drive has led to the formation of a strong dedicated team. A teacher of equal enthusiasm leads the parallel class and they provide children with a very good start to the school. They work closely together to ensure that each class has similar learning experiences. Parents are appreciative of the work undertaken in the Foundation Stage and good relationships between parents and staff have been established. Accommodation for the Foundation Years is good and new large play equipment has been purchased for the nursery, which is due to open in September 2001. The Foundation Stage co-ordinator will become the head of the nursery.

ENGLISH

73. The 2000 national tests for seven-year-olds show that standards of attainment in reading and writing are in line with the national average. In comparison with similar schools, standards are average. The tests for eleven-year-olds show standards to be above the national average and well above average in comparison with similar schools. Pupils' attainment at the higher Level 5 is in line with the national average. This represents a steady improvement since 1998, which is reflected in the attainment of current Year 6 pupils. The dip in the 2000 test results of seven-year-olds is considered to be due to teacher mobility and a high proportion of pupils learning English as an additional language.
74. The current inspection finds that standards at the end of Year 2 are in line with the national expectations and above the national expectations at the end of Year 6. Pupils make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6.
75. Pupils' attainment in speaking and listening, as the current inspection findings suggest, is satisfactory at the end of Year 2, but good at the end of Year 6. Key Stage 1 pupils listen carefully and respond to questions appropriately. Higher attaining pupils can sustain concentration and have started expressing their views confidently. However, a significant minority of pupils are unable to sustain concentration and express themselves confidently.
76. At the end of Key Stage 2, the majority of pupils demonstrate well developed speaking and listening skills. They contribute to discussion and role-play activities confidently. Most pupils throughout school respond positively to opportunities such as the plenary to develop their oral skills. No planned opportunities for speaking to a large audience were, however, observed, and no agreed procedures are in place for assessment of pupils' speaking and listening skills.
77. Reading standards are satisfactory at Key Stage 1 and good at Key Stage 2. Key Stage 1 pupils show a developing awareness of phonics and word attack skills. A minority of higher attainers read accurately, fluently and with understanding. Average pupils read with an increasing accuracy, fluency and expression, though not always with understanding. Less able pupils including those with special educational needs and those at the early stages of learning English have difficulty with fluency and comprehension. Library skills of pupils at Key Stage 1 are not well developed. In Key Stage 2, many pupils read fluently and can retrieve information from a variety of texts. They respond to plots and characters, expressing opinions about authors and, in some cases, their use of language. Many pupils show good comprehension skills. Less able pupils, including those with special educational needs, make good progress, when given individual support. Support strategies employed by the school such as guided/silent reading and the home reading scheme have a positive impact on pupils' reading skills. Pupils enjoy reading poetry, with those in Key Stage 2 showing a well developed sense of rhyme and rhythm. No pupils were observed undertaking any independent research activities.
78. Standards of pupils' writing are satisfactory in both key stages. Pupils write for a variety of purposes. Key Stage 1 pupils have started describing characters in stories. Higher attainers can identify fast and slow action verbs and demonstrate the use of basic punctuation. A significant minority of pupils have difficulty with writing meaningful sentences unaided. By the end of Key Stage 2, many pupils demonstrate a good understanding of the features of persuasive writing, showing effective use of appropriate words for connecting sentences. Pupils of all abilities, particularly higher attainers, pay increasing attention to grammar and punctuation. Pupils in Years 3 and 4 develop an increasing range of vocabulary. They write poems showing imaginative use of words with particular reference to limericks and riddles. Their enjoyment of poetry and effective use of non-standard English in writing rap poems were observed in one lesson. Some good examples of extended writing and word processing were observed. Spelling difficulties persist for some pupils. Pupils' paragraphing skills are underdeveloped and some pupils do not relate their handwriting practice to every day situations, affecting the quality of their handwriting and presentation adversely.
79. Teaching is satisfactory, and has some good features at Key Stage 1. It is often good and sometimes very good at Key Stage 2. Effective questioning techniques, good subject knowledge and detailed planning enhance pupils' participation and understanding. This was observed in many good lessons, where brisk pace and the imaginative use of resources engaged pupils well in learning. For example, effective teacher intervention enabled pupils in a Key Stage 1 lesson to select appropriate verbs to describe how characters move in a text. A syllable count in each line, in a Key Stage 2 lesson, accelerated pupils' understanding of the structure of the rhythm and pattern of a limerick. In another Key Stage 2 lesson the teacher's examples and explanation inspired pupils' confidence in explaining their understanding of fact and fiction. Planning for these lessons is sometimes effectively linked to homework. Good

organisation and management have a positive impact on pupil behaviour. Less effective lessons observed in both key stages reflected insufficient differentiation, lack of balanced activities and weak behaviour management, impeding pupils' progress. Most teachers use the plenary session effectively to re-inforce learning. Support staff are, generally, well used to promote pupils' attainment and progress.

80. Learning has good, and sometimes very good, features throughout the school, particularly in Key Stage 2. The majority of pupils show high levels of motivation and concentration. They engage readily in purposeful interaction and contribute to discussion. Many work independently, when encouraged to do so. This is partly due to pupils' positive attitudes to work and their good standards of behaviour. They are enthusiastic about activities and collaborate well. As a result they make good progress both in lessons and over time.
81. Lack of concentration sometimes has a negative effect on learning for a minority of pupils in Key Stage 1. There is no significant difference in the attainment and learning of boys and girls. However, progress made by pupils at the early stages of learning English slows down as they do not receive sufficient support to improve their English language skills. There is currently no provision of specialist support for these pupils.
82. The National Literacy Strategy is well established, giving breadth and balance to the curriculum. Strategies such as target setting and home reading scheme are in place and support pupils' learning well. Literacy skills are well developed across the curriculum. The subject benefits from good management, resourcing and regular assessment. The school has appropriately identified the need to raise standards in writing. The recent introduction of a tracking system has already identified the need for moderation. The co-ordinator is also aware of the need for more planned opportunities for developing pupils' speaking and listening, their paragraphing skills and wider use of information and communication technology to promote literacy.

MATHEMATICS

83. Pupils in Year 2 attain average standards in numeracy. The findings of this inspection show that standards are similar to those of the last inspection, where they were also said to be in line with national averages.
84. However, in the 2000 National Curriculum tests at the end of Key Stage 1, the standards achieved by pupils were well below average when compared to all schools nationally, and also to schools with similar intake. Current inspection findings show that these standards have been improved since then, largely due to staff changes, and a much sharper focus on the National Numeracy Strategy, led by a very able co-ordinator. The school successfully identified areas of mathematical weaknesses as a result of analysis of the test results, and having set about addressing them, has improved standards. Pupils now make good progress towards their targets in this subject, including those with special educational needs and English as an additional language.
85. By the end of Key Stage 2, pupils attain standards well above the national average. This represents a considerable improvement since the last inspection, and is in keeping with the 2000 test results, which were also well above average when compared nationally, and with similar schools.
86. Pupils in this key stage, including those who have special educational needs and English as an additional language, make very good progress.
87. The quality of teaching and learning is good at Key Stage 1, and gives rise to good progress. In lessons, good quality teaching was observed through the key stage, and the majority of pupils in Year 2 are working within level 2, with a significant number attaining above average and working in level 3. The indications are that standards are rising steadily over time. Many pupils can use mental recall of some addition and subtraction facts, and also understand the principles of multiplication. In a Year 2 lesson, pupils were finding pairs of numbers which were multiples of 100, and then moving on to add or find the differences between numbers given to them. They can follow sequences of 2's and 10's both forwards and backwards, and can work with place values to 100. They solve problems involving real life situations such as shopping at a school fair, or trading in Pokemon cards. When telling the time, pupils understand the hour, the quarters and half past the hour. They successfully measure in centimetres, estimate outcomes of their work, and understand simple symmetry.

88. Teaching and learning in Key Stage 2 are very good, with some that is excellent. All pupils, including those with special educational needs and English as an additional language, make very good progress towards their targets by Year 6, as a result of very well focused planning and methods. Pupils work successfully in thousands, hundreds, tens and units. In Year 6 pupils were observed in their warm up session, finding fractions expressed as decimals, and going on to work with frequency tables and interpreting charts and graphs. They know and use all four operations, namely addition, subtraction, multiplication and division. They solve problems involving money, and weights and measures, and also involving percentages. Pupils understand facts about decimals and fractions and can name the properties of three-dimensional shapes. They can find areas and perimeters, and they conduct surveys about temperatures and even about the likes and dislikes of chocolate among the class. They record these surveys on charts and graphs, and Year 5 were seen plotting a line graph comparing temperatures in the school to those in a school in Scotland.
89. Lessons are very well planned, based on the pattern suggested by the National Numeracy Strategy. All the expected attainment targets are covered, and pupils work through problems so that they learn to apply mathematics to everyday life. As a result of this good teaching, progress is good across the broad curriculum, and especially good in the final two years of Key Stage 2. Pupils respond well, in general, being able to say how they worked things out and share this with the whole class. In some instances, in Key Stage 2, the challenge is insufficient, and pupils become noisy and inattentive. When the pace and challenge are good, or better, they respond accordingly and work well. In Year 6, for example, the pace and challenge were excellent, and pupils were completely focused on their work and the level of progress rose accordingly. In the class with Year 5/6, the pace and challenge were also excellent and pupils made excellent progress in their work. Lessons start with a warm up of mental mathematics, and teachers ensure that all pupils are involved, often asking them by name, so that everyone has a turn to answer. In Year 3 for example, pupils rose to the teacher's challenge and she has established very good relationships with them. Teachers pay particular attention to mathematical vocabulary, making sure that pupils both understand and use the correct terms. For example, in Year 4 pupils understand that the dividing line in a 'mirror' image is called the line of symmetry, while Year 2 pupils talk about 'difference' and 'less, or more than.' Lessons follow the suggested formula of the numeracy strategy with starter, main activity and a full class session when pupils pool their work and findings. Teachers are confident in their knowledge and understanding of the numeracy strategy, and work well with support assistants to give well directed support to pupils. In this way, pupils make good gains in their learning and understanding of the subject. Pupils settle well to their written work, sharing ideas and apparatus well. On occasions they can be noisy when the whole class works together, but they focus well on group work and written tasks.
90. Marking, though up to date, seldom offers constructive comments showing pupils how to improve, although teachers talk to pupils in the lessons about how they are doing and what could be improved.
91. Leadership of mathematics is excellent. The co-ordinator sets a very high standard of work, leads the team very well, and the staff as a whole are committed to high standards in mathematics. The co-ordinator monitors teaching and learning, finding time to work in partnership with teachers, and assess the trends and areas that need improvement. Resources are good and sufficient to enable teachers to follow the schemes of work.
92. Improvement in mathematics, both from the last inspection and the National Curriculum tests for Key Stage 1 in 2000, has been very good overall. The work done to address areas of weakness in pupils' understanding has been very successful, and mathematics is emerging as a strength of the school, with standards rising across both key stages.

SCIENCE

93. The 2000 teacher assessments show that standards at age seven are well below the national average. This is mainly due to a succession of several teachers in Years 1 and 2 over the past two years and lack of appropriate support for pupils who are at the early stages of learning English. The standards attained by the pupils, at the age of 11, in science are well above the national average, as pupils make very good progress in Years 3 to 6, as a result of stability in staffing and very good teaching in these years. The number of pupils achieving a higher level is also above the national average. This represents considerable improvement in this key

stage since the last inspection in 1997 when standards were in line with the national average. In comparison with similar schools also the standards are well above the national average. There is now a much sharper emphasis on investigative work and learning objectives are clear, shared with the pupils and reviewed at the end of lessons. The learning is assessed at the end of assignments and individual targets set for improvement. There is no significant variation between the attainment of boys and girls.

94. The current inspection finds that standards in Years 1 and 2 are improving and at the end of the current Year 2, pupils attain standards that are in line with the national expectations. Pupils at the age of 11 attain standards that are well above the national expectations, as found in the 2000 national tests.
95. In Year 2 pupils successfully carry out an investigation on how sounds get fainter as they travel away from a source and then measure the distance using standard units, such as metre sticks. This is built, effectively, on their knowledge of how sound is made and heard which they study in Year 1, maintaining some continuity in their learning over the years. Pupils investigate what are the materials of which the daily objects are made and gain good understanding of the suitability of these materials for different purposes. Pupils in Years 3 and 4, use their knowledge of light and shadow, successfully, to predict which of the objects, that are opaque or translucent or transparent, will form a shadow. Pupils in Years 5 and 6 gain very good understanding of scientific concepts and use their knowledge and understanding of science to predict and set a fair test to reach a scientifically proved conclusion. For example in a Year 5 lesson, pupils investigated the temperature of hot and cold water, taking account of the impact of the variables, such as room and body temperature, on their experiment. Here they identified the patterns in data and used this information very effectively to predict the result. They were very successful in deciding whether the evidence collected supports their predictions and to explain what happened. Very effective use of computers in this lesson aided pupils learning very well. Pupils knowledge and understanding of science are further developed in Year 6, very effectively. This was evident in a lesson where pupils, through careful observations and experiment, come to recognise that air resistance is a force that slows down moving objects
96. All pupils, including the pupils with special educational needs and those with English as an additional language, enjoy investigative work and recognise the importance of fair tests. Pupils in both key stages gain in their knowledge and understanding of various science topics, such as life processes relating to humans and plants, materials, and the forces of attraction and repulsion between magnets. In both key stages pupils' literacy skills are used well. Pupils label their diagrams accurately.
97. Pupils are making good progress in their lessons and over time. The learning is well-structured and developed, recalling and re-inforcing previous knowledge. Pupils carry out their work confidently and are able to explain clearly if their tests have been fair. They have good attitudes to science and their behaviour is good. Pupils with special educational needs make good progress in relation to their prior attainment. They have good support and staff are aware that they can succeed in the practical aspects of science.
98. The quality of teaching is good overall, being very good in Years 3 to 6. This helps to sustain pupils' progress. Lessons are planned thoroughly, and clear learning objectives are highlighted for pupils at the start of each lesson. In the most successful lessons there is very good management of pupils and of resources, skilful questioning techniques to encourage thinking, and maintaining a good pace. Pupils are encouraged to express their ideas clearly and fully when answering questions posed by their teacher. Expectations are high and activities are challenging. These were seen in several lessons here very good planning and delivery of the lessons mean that pupils develop investigative skills very well and gain very good knowledge and understanding of science. The use of computers to enhance pupils' learning in science is very well developed.
99. The co-ordinator has an expertise in this area and monitors planning and teaching very efficiently. The subject is well resourced and equipment is well used and organised for easy access

ART AND DESIGN

100. Only one lesson was seen during the inspection. Judgements are made on the basis of this lesson, scrutiny of teachers' planning, pupils' previous work on display and discussion with staff, pupils and other members of the inspection team.
101. Evidence suggests that standards of attainment at the age of seven are in line with those expected for this age group. Standards attained at the age of 11 are above the expected level. This reflects an improvement in Key Stage 2 since the last inspection when pupils' performance was judged to be below the level expected of this age.
102. The majority of Key Stage 1 pupils have satisfactory drawing and painting skills. Older pupils have, for example, painted pictures of mosques from photographs. Younger pupils develop a range of drawing and printing skills showing an increasing awareness of colours. More able pupils have a good sense of texture. Many older pupils at Key Stage 2 demonstrate well developed drawing techniques, as was observed in a lesson focused on designing an Egyptian headgear. Some more able pupils show a good understanding of skills in observational drawing. They pay attention to details, showing a good understanding of texture, tone and shade. Effective use of a variety of art forms and materials including chalk, charcoal and pastel is evident in examples of previous work on display in Years 3 and 4, such as a collage of different seasons, still life drawings, sketching of light and dark shades and portraits of Egyptians and ancient Greeks.
103. The quality of teaching observed in one Key Stage 2 lesson was good. Careful planning and explanation ensure pupils' understanding of tasks. The use of the sketchbook and a wide variety of resources enhance pupils' motivation and interest while giving them a sense of pride in their work. This reflects teachers' high expectations of pupils. The murals in the courtyard and other projects, such as fencing for the nursery involving the artist in residence, represent high quality planning and teaching.
104. The quality of learning reflects the impact of teaching, showing some improvement since the last inspection. The majority of pupils concentrate well, showing high levels of motivation and interest. They collaborate well selecting and using materials sensibly. Many can explain why they have chosen a particular design for the Egyptian headwear. All pupils, including the pupils at the early stages of learning English and those having special educational needs, display the same enthusiasm for art activities as their peers and make good progress.
105. The current provision alternates with design and technology and, as a consequence, only Year 6 was time-tabled for art during the inspection. However, the subject benefits from the scheme of work which has been reviewed since the last inspection in the light of the Qualifications and Curriculum Authority's scheme of work. Art makes a good contribution to pupils' social, moral, cultural and cultural development. The display of art work has a positive impact on the school environment, and particularly pupils' attainment and progress, and the pride they take in their work. The subject has strong cross-curricular links, though there is no portfolio for art to share ideas and promote effective practice, and formal assessment and monitoring procedures are not yet in place. There is currently no co-ordinator in post. The school has appropriately identified staff development as a priority.

DESIGN AND TECHNOLOGY

106. Pupils make satisfactory progress across all ages, and standards are in line with the expected levels at the end of both key stages. This is an improvement since the last inspection, when standards, although average in Key Stage 1, were below average for Key Stage 2.
107. At Key Stage 1, teaching and learning are good and pupils successfully work out their ideas for making a product through class discussion and by drawing their ideas as a design. They also use good cross-curricular links. For example, in the class with Years 1/2, they had heard stories and done some work about fantasy creatures, and they were using their recall of these to design a picture with moving parts. Pupils understand the principles of pivots and slider levers, and use their knowledge to make their pictures. They choose from a range of paper and card and know how to fix these with glue, tape or clips. They handle scissors carefully and cut out their shapes well. They are confident, and good at evaluation of their work, and this was a feature of the lesson. They know how to improve their designs by strengthening the paper or using card next time. From scrutiny of some of the work on display, pupils have made mobiles in Year 1, using the same pivot or lever mechanisms. Others in Year 1/2 have made three dimensional models of plates of food, and done some weaving using paper, and fabrics. Year 2 have made large models of dwellings, and these included an igloo, a castle, and

various houses based on a box construction. There are also good links with religious education where pupils have made Seder plates in their work on Judaism.

108. At Key Stage 2, teaching and learning are good and often very good. Pupils in Years 5 and 6 have made three-dimensional models of Greek heroes, some with a modern twist to the theme, making models of their own modern heroes. They used paper and colour well, and formed a very good display at the back of their various classrooms. Year 5/6 successfully made biscuits in food technology, weighing, measuring and following the recipe, sharing the activities and working well in groups. Looking at photographs of past work, pupils in this key stage have made some good wind chimes using bottles, and some three-dimensional figure models. Features of these pieces of work are the evaluations, where pupils work out how they could improve the finished product. They used wood, paper, card, wire, tape and glue to assemble these. They have made a 'sweet pizza', and Year 4 made wooden frames for model houses. Some others have designed costumes and some have made good models of musical instruments.
109. Suitable schemes of work are now in place using those produced by the Qualifications and Curriculum (QCA). The school has no co-ordinator for design and technology, although documents are in place for policy and schemes of work across both key stages. No agreed assessment procedures are in place for the subject as a whole. Teachers give pupils opportunities to discuss their own and other people's work in a constructive way, and this provides good social development in giving and accepting positive criticism.
110. Some opportunities are provided for using numeracy skills such as the weighing and measuring in food technology, and the measuring, ruling and cutting of cards accurately.
111. Improvement since the last report is good overall, namely, teaching and learning in Key Stage 2 and attainment overall. However, the area of most improvement lies in the provision of self evaluation by pupils, where they are learning from this how to improve future designs and making.

GEOGRAPHY

112. During the time of the current inspection few lessons were timetabled for the subject. Only one lesson was seen at Key Stage 1 and there were no timetabled lessons at Key Stage 2. Judgements have been made from a scrutiny of teachers' lesson plans and discussions with pupils. In both key stages pupils make satisfactory progress in broadening their geographical understanding of the locality. Overall standards are satisfactory. Standards have been maintained at the same level since the last inspection.
113. Pupils in Key Stage 1 make good progress in learning about a distant country and the type of clothes they would need in a hot climate. They answer questions sensibly and draw upon first hand knowledge of their own family's experiences. They make satisfactory progress in developing an awareness of the differences between England and St. Vincent. They develop satisfactory mapping skills showing the local area and identifying where they live and their route to school.
114. Pupils in Key Stage 2 show a greater awareness of the local area and explain how to reach local places of interest. They show awareness of international geographical features such as deserts and the routes of major rivers. They link this to the study of Ancient Egypt.
115. Data handling skills are used well to produce detailed graphical representations of traffic movements along the local high street and to use this information in preparing a leaflet to close the main road to traffic. A field trip in Year 6 is used to develop geographical skills successfully at Key Stage 2.
116. Mapping skills at Key Stage 2 are satisfactory but only show the local area in the workbooks. Displays in Year 4 show how the local area links into London and then England. No evidence was seen of work relating to major studies of alternative countries other than in Years 1/2.
117. The teaching observed in Years 1/2 was very good. The use of a puppet enabled a shy pupil with first hand experience of St. Vincent to contribute to the lesson. The children were interested and involved in the lesson, showing very positive attitudes to the subject.

118. It is not possible to make a secure judgement about the overall quality of teaching with regard to the subject.
119. The school makes good use of the guidelines produced by the Qualifications and Curriculum Authority. However the school's long term planning does not identify the key skills in the subject or indicate where fieldwork will be used to enhance pupil's learning.
120. Currently there is no subject co-ordinator and consequently planning is dependent on a purchased scheme. There is no formal monitoring system in place. The headteacher has prepared a portfolio of work and this clearly shows the progress pupils make in local studies. Resourcing of the subject is adequate but would benefit from being extended especially with the purchase of more recent maps of larger scale.

HISTORY

121. The previous inspection stated that at the time few lessons were observed at Key Stage 1 but that from a scrutiny of work, teachers' lesson plans and discussions with the children, standards of attainment and progress were satisfactory at both key stages.
122. During this inspection it was not possible to see history being taught at Key Stage 1 and judgements have been made from a scrutiny of work, teachers' lesson plans and discussion with pupils.
123. Pupils' standards of attainment are in line with that expected of pupils of this age, in both key stages. At the end of Key Stage 1 pupils develop an interest in the subject and are able to undertake a simple research project about toys, involving parents. Their work on Florence Nightingale shows their empathy with people of the past and demonstrates links to modern times and the development of nursing.
124. By the end of Key Stage 2 pupils are able to understand the lives of the ancient Egyptians in some detail. Children in Year 3 understand how settlements had developed and the work of archaeologists in relation to their study of the Vikings.
125. Pupils' progress is satisfactory at both key stages. Older pupils make good use of modern technology to find out about the ancient Egyptians. The well-resourced library was used to assist in their history research projects. Very good use was made in Years 3 and 4 of resources relating to Vikings and children are encouraged to dress in the clothes and explain to others how it felt to wear them.
126. Pupils show interest in the subject and work very well. Relationships in the classrooms were generally good and the pupils were able to work collaboratively. In Year 5 and Year 6 models of Egyptian Gods were displayed for the pupils to draw as required.
127. At Key Stage 1 there is insufficient evidence to form a judgement on the quality of teaching. The quality of teaching at Key Stage 2 is good. Lesson plans from the Qualification and Curriculum Authority are provided to ensure continuity in the subject and the work provided was appropriate for the different levels of ability in the class. This was especially noted in upper Key Stage 2 where the nature of the research took into account the ability of the groups.
128. Teachers have a good understanding of the subject. They provide good opportunities for pupils to undertake research projects, which, in some instances, make use of parents and other family members. There is no subject co-ordinator at present but the use of a purchased scheme of work means that there is progression throughout the school in the subject. The quality of work seen in topic folders and on display was satisfactory, sometimes very good. Pupils take pride in their work. Drawings of artefacts are accurate and carefully presented.
129. Resources for the teaching of history are good and use is now made of the Internet effectively to access further information.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

130. The previous inspection found standards in ICT to be in line with national expectations and this has been further extended with the introduction of simple control technology and the establishment of a fully equipped computer suite.
131. Standards in ICT at Key Stage 1 and 2 meet the expected levels for these age groups. Pupils have satisfactory word processing skills and there are examples on display of graphic design at both key stages. They have worked with the West Ham Club to produce posters and identity cards incorporating photographs of themselves using a digital camera. There are well presented displays around the school showing how computers are used both in the school and in everyday life. Pupils are able to identify the use of computers around them in other forms, such as the video recorder.
132. Pupils in Year 2 understand how a simple data-handling program works. They are able to put data into the programme and retrieve it when carrying out a search. They use the program to answer a simple work sheet. The program lacks challenge for the more competent. Pupils are able to explain the parts of the program and show the routine for printing if required. The lessons are sometimes marred by the behaviour of a small group of pupils but the teachers ensure that the disruption is brought under control.
133. All pupils make good progress at Key Stages 1 and 2 in developing word processing skills and use these skills effectively to enhance their learning in other subjects, such as English.
134. In Key Stage 2 pupils are able to use the data base Excel and show how they can introduce changes to the graphs they were able to produce. Work on display shows a wide range of sophisticated graphical information. In Year 3 pupils are able to access the Internet and are aware of the appropriate safety rules to ensure security and privacy. They are able to send and receive messages from friends. Pupils in Year 6 are able to manipulate graphs, constructed previously. Using a graphic program linked to word processing they have developed information leaflets covering a wide range of areas including the school visit last year and a petition to close off the main road to traffic. The use of control technology was seen in the lunchtime computer club and through a series of photographs showing examples of pupils working with the equipment.
135. Attitudes to information technology are good. Pupils are eager to use the computer. They enjoy the lessons and treat the equipment with respect. All pupils are able to take turns when working with a partner in the classroom. They are enthusiastic and responsive when being taught as a whole. Relationships are good. Pupils listen attentively to the teacher and to each other and take turns to speak.
136. The quality of teaching is satisfactory. Lessons planning is satisfactory and the pace ensures all children contribute. Teaching points are made clearly and correct subject vocabulary is explained. The school has invested a considerable amount of time and financial resource into developing the subject and the results show that significant progress has been made since the last inspection
137. There is a clear information technology policy detailing progression in the subject throughout the school and showing how it links to other subjects. This is based upon both Qualifications Curriculum and Authority and local guidelines. There is time available specifically to allow teachers to develop these links as part of literacy and numeracy. The school has appointed a subject co-ordinator who has developed the subject further, although, as yet, monitoring is not in place.

MUSIC

138. Pupils in Key Stage 1 attain the expected level for their age, and make satisfactory progress. All pupils throughout the school have opportunities to sing in school assemblies and services, and the quality of their singing is good. They show sensitivity to the words and meaning, and they obviously enjoy their singing. They sing well, with accurate pitch and rhythm. In lessons, Year 1 pupils are able to learn parts of new songs and clap in time. However, some find it difficult to remember the words and lose concentration. By Year 2 pupils are able to remember all the words and sing enthusiastically, clapping with percussion at the end of the lesson. Active support from teachers helps in the organisation and timing. Some pupils receive extra instrumental lessons from peripatetic teachers each week, for which they are

withdrawn from lessons. The school also takes part in area music sessions, such as the deanery festival, where choirs from several schools come together to sing.

139. Key Stage 2 pupils attain standards that are above average for their age and all make good progress. Year 3 pupils work very hard, progressing well and performing in three groups, some singing, some clapping and some using untuned percussion, and all keeping the beat very well. They maintained their own parts well and produced a very pleasing performance. They are enthusiastic and behave well, putting much effort into their work and responding to the teacher's enthusiasm. Year 4 followed suit, but arriving late had only fifteen minutes to complete their performance, which they also did with enthusiasm and skill.
140. Teaching and learning are very good due to the expertise and enthusiasm of the teacher who takes all music lessons. He brings a high level of musical skill and knowledge, which he successfully transmits to the pupils. The curriculum, based on a commercial scheme, is very good and allows all the aspects of the subject to be covered. However, some parts of the scheme are too hard for the very young pupils, especially in remembering difficult words. The teacher is experienced and changes the content well, when this difficulty becomes apparent, so that pupils are able to perform something more familiar. The range of pupils' musical experiences includes good use of instruments, both tuned and untuned. Pupils listen, compose and perform.
141. The room is small for the numbers of children in most of the classes. Resources are adequate for the schemes of work planned.

PHYSICAL EDUCATION

142. The previous inspection report stated that at both key stages standards of performance and progress are satisfactory. Teaching is satisfactory and the school is well resourced in the subject.
143. The move to a new site has enabled the school to make good use of generous playground space and there is a wide range of markings on the playground for pupils to use. Pupils make use of the markings at playtime as well as for physical education lessons. The school is well resourced for the subject; There is a wide range of small apparatus, readily available. The hall is equipped with gymnastic apparatus. The newly purchased large play equipment for the foundation stage pupils is of good quality.
144. Evidence from the lessons observed show that the pupils attain standards which are satisfactory for their age for dance in Key Stage 1 and games skills at Key Stage 2. Although the school provides tuition in swimming, athletics and gymnastics no lessons were seen in those aspects of physical education because of the time of the inspection.
145. Pupils in Year 2 make good progress in dance and movement. They showed creativity and originality when they worked as people in a circus moving to appropriate music for juggling and wire walking. During the lesson they use appropriate vocabulary to explain how circus performers move. Pupils moved safely round the hall and showed an awareness of space. They showed the need to warm up before the start of the lesson and cool down at the end.
146. At Key Stage 2 pupils made good progress, learning new skills and refining those learnt earlier. Observing others and evaluating what they have seen enhances their progress and improves their performance during the lesson. Pupils are able to sustain energetic activities and they are often given opportunities to practise and improve their skills. They demonstrate an understanding of the effect of exercise on their bodies and the need to warm up before exercises and to cool-down at the end of a games session. By the end of Key Stage 2 the majority of pupils are able to swim at least 25 metres.
147. Pupils enjoy physical education and change promptly for the lessons. They work well in small groups and respect the abilities of each other. All children were seen to wear the correct clothing. They put apparatus away safely, showing co-operation when required.
148. In the majority of lessons teaching is good or very good. All teachers set a good example by dressing appropriately for physical education and they are able to demonstrate appropriate skills. In most lessons, expectations are high, planning is good and a good pace is maintained.

Some lessons in Key Stage 2 lack challenge particularly where the learning objectives are not clearly defined, resulting in poor behaviour by a minority of pupils.

149. Teachers pay attention to safety issues and use demonstrations of good performance by pupils to encourage others. Support staff, where involved, are well briefed and take an active role in the lesson. Pupils who lack confidence are encouraged to join in and are supported well by others. Relationships between the pupils are very good and in a Year 4 lesson concern was expressed when a pupil did not get a turn in a game.
150. The subject co-ordinator is enthusiastic and confident in his skills and knowledge. Guidelines produced by the Qualifications and Curriculum Authority provide a good framework for teachers planning.
151. The school takes an active part in all of the local initiatives for games and physical education. There are teams for football and basketball with boys and girls taking an active role. The school won the local athletics competition held this year. The extra-curricular provision for football and basketball is good and the school enjoys links with the local football team.