

INSPECTION REPORT

|

SELWYN PRIMARY SCHOOL

Plaistow, London

LEA area: Newham

Unique reference number: 102754

Headteacher: Ciaran Clerkin

Reporting inspector: Dr T Simpson
10428

Dates of inspection: 10th to 13th June 2002

Inspection number: 194843

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Cecil Road
Plaistow
London

Postcode: E13 0LX

Telephone number: 020 8471 6173

Fax number: 020 8552 7609

Appropriate authority: The governing body

Name of chair of governors: Stewart Reid

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|---------------|----------------------|---|--|
| 10428 | Dr T Simpson | Registered inspector | Music Religious education | The school's results and pupils' achievements How well is the school led and managed? |
| 9561 | Mr H Akhtar | Lay inspector | | Pupils' attitudes, values and personal development How well does the school work in partnership with parents? |
| 13210 | Mrs M Burslem | Team inspector | Mathematics Geography | How well does the school care for its pupils? |
| 1951 | Mrs Y Crizzle | Team inspector | Information and communication technology The Foundation Stage Equal opportunities | |
| 14997 | Mrs V Emery | Team inspector | Science Design and technology Art and design | How good are the curricular and other opportunities offered to pupils? |
| 15023 | Mr A Haouas | Team Inspector | English as an additional language | |
| 23886 | Mr D McCarthy | Team inspector | History Physical education | |
| 4486 | Mr M Weller | Team inspector | English Special educational needs | |

The inspection contractor was:

Serco QAA Ltd
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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

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

REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| HOW HIGH ARE STANDARDS? | 10 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 12 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 14 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 16 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS | 17 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 17 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 20 |
| | |
| PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE | 21 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 22 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 27 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Selwyn is a large primary school serving an urban area of East London which suffers from some social deprivation. There are 479 pupils on roll, including 148 who are in nursery or reception classes. This latter group is described as being in the Foundation Stage. There are slightly more girls than boys on roll. About 90 per cent of the pupils are from ethnic minority groups, which is well above average. There are 266 pupils in the school for whom English is an additional language and 63 of these are at an early stage of English language acquisition. The number of pupils entitled to free school meals - at 41 per cent - is above the national average. The percentage with special educational needs is below average but the percentage with a Statement of Special Educational Need is above average. This is because of the successful integration and support of a number of deaf pupils. Attainment on entry varies but is below expected levels overall. The school experiences some difficulty in recruiting teachers, and this has impacted adversely on the standards being reached in information and communication technology in particular.

HOW GOOD THE SCHOOL IS

This is an effective school. By the time they leave, pupils have reached standards that are above average overall and their achievement has been very good. Pupils are well cared for by staff and their attitudes and behaviour are very good. Teaching and learning are good or better in the majority of lessons. Overall management is satisfactory and there are strengths within it – including the management of the provision for deaf pupils. Improvement since the last inspection has been good overall. The school provides satisfactory value for money.

What the school does well

- By the time they leave the school, pupils reach standards that are above expected levels in mathematics, art and design and history and well above the national average in science. Their achievement overall has been very good.
- Teaching is good overall with aspects that are very good and as a result the pupils learn well.
- The provision for pupils' moral development is very good and as a result attitudes, behaviour and relationships are all very good.
- The system of inclusion for deaf pupils and for those with more complex needs is very good with areas of excellence.
- There is very good provision for pupils who are gifted and talented and as a result these pupils make good progress.

What could be improved

- The provision for children in the Foundation Stage is not good enough.
- Attendance is unsatisfactory.
- Standards in information and communication technology are not high enough.

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 June 1997. Since then it has made good progress in addressing most of the issues then raised. The pupils now reach higher standards overall by the time they leave the school. In particular there has been an improvement in standards in mathematics, art and design, geography and history. Standards in science have improved significantly and are now a strength of the school. Provision for moral development has improved. Pupils' attitudes, values and personal development are now better and their behaviour has improved significantly. However, standards in

information and communication technology and the attendance of pupils have not improved at a fast enough rate and provision for children in the Foundation Stage is now judged to be not as good as at the time of the last inspection. The good overall quality of teaching has been maintained.

STANDARDS

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

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

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

These results mean that in the 2001 tests at the end of Year 6, (SATs), standards were below the national average in English, above average in mathematics and well above average in science. Compared with similar schools, they were well above average in English and mathematics and very high in science. The asterisk means that the school's performance in that subject was in the highest five per cent nationally. The school recently received an Achievement Award from the Department for Education and Skills for the improvement in its assessment results at the end of Year 6. In the same year's tests of pupils at the end of Year 2, results were well below the national average in reading and writing and below average in mathematics. Compared with similar schools, they were below average in writing, average in reading and above average in mathematics. The school has carried out data analysis and used the results of this to target support for different groups of pupils, including the higher attainers. This has been particularly effective in science, where a significant number of pupils in Year 6 gained the high Level 6 in the tests.

Current standards are still below average in English at the end of Year 2, but are average in mathematics and science. At the end of Year 6, they are average in English, above average in mathematics and well above average in science – findings which broadly match last year's SATs results. By the time they leave the Foundation Stage, many children have not reached the Early Learning Goals in several areas. When they enter the school, pupils' attainment is below average in most areas. As they leave with standards that are above expected levels in many areas, this indicates that overall achievement is very good. However, achievement is not consistent throughout the school. It is broadly satisfactory - with some weaknesses - at the Foundation Stage, good between Years 1 and 2 and very good between Years 3 and 6 in some subjects. Pupils with special educational needs, those with English as an additional language and those who are gifted and talented make good progress overall, while the progress of deaf pupils is very good – particularly in mathematics and science. There is no significant difference between the achievements of boys and girls. Standards in information and communication technology are below expected levels throughout the school. In the other subjects, standards are at the expected levels at the end of Year 2. At the end of Year 6, standards are above expectations in art and design and history. In the remaining subjects, they are at the expected levels – except for music where it was not possible to make a judgement. The school has set appropriately stringent targets for further improvement in literacy and numeracy and is on course to meet them. The school's trend in improvement overall is broadly in line with the national trend, but above this in science.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good – the pupils are well motivated and enjoy coming to school. |
| Behaviour, in and out of classrooms | Very good – the pupils behave well in most lessons and around the school. The school is a calm and orderly place. |
| Personal development and relationships | Good overall – pupils can take responsibility and show initiative when opportunities are provided. Relationships at all levels are very good. |
| Attendance | Unsatisfactory – it is below the national average and unauthorised absence is well above the national average. |

The pupils like the school and most are keen to do their best. Frequently, they approach their work with enthusiasm. They treat property with care and have a high level of respect for the feelings and views of others. A significant number of absences are as a result of parents taking their children on holiday during term time.

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching | Satisfactory | Good | Good |

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

The quality of teaching is good overall and is having a positive impact on pupils' learning and on the standards they are reaching. Particular strengths within teaching at the school include the positive and effective management of pupils in most lessons. This results in good behaviour and positive attitudes. Methods are suitably varied and keep the pupils interested. Objectives are shared with the pupils at the beginning and during lessons, which means that they are clear about what they are expected to achieve and have a marker against which to measure their progress. The teaching of English, including literacy, and mathematics, including numeracy, is good overall, while the quality of teaching in science is a particular strength. There are weaknesses in the teaching of information and communication technology which are related to the lack of subject knowledge on the part of some teachers. Teaching of pupils with special educational needs is good overall and the teaching of deaf pupils is often very good. There are weaknesses, however, in the teaching of pupils in the Foundation Stage – particularly in literacy. Other weaknesses in some lessons include the lack of use of assessment information to inform teaching and inconsistent quality of marking, which sometimes does not help pupils to know how well they have achieved and what they need to do next. Overall, however, the quality of teaching meets the needs of the pupils well and impacts effectively on the high standards being reached in many areas by the time the pupils leave the school.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Curriculum provision is good overall and fully meets statutory requirements. The pupils are provided with a rich range of learning opportunities. There are weaknesses in the curriculum provision for the Foundation Stage. |
| Provision for pupils with special educational needs | Good – the pupils are well supported and most make good progress. Provision for gifted and talented pupils is very good. |
| Provision for pupils with English as an additional language | Satisfactory overall. |

| | |
|---|---|
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall – provision for pupils' spiritual development is satisfactory, for social and cultural development it is good, and for moral development it is very good. The school prepares pupils well for life in a multiculturally diverse society. |
| How well the school cares for its pupils | Assessment procedures are satisfactory overall. Pupils are well cared for by staff and most feel happy and confident in the school. |

The school works satisfactorily in partnership with parents and most are satisfied with the provision it makes for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Overall management at the school is satisfactory but there are particular strengths and weaknesses within management. The headteacher provides caring and committed leadership. |
| How well the governors fulfil their responsibilities | The governing body is supportive and well informed. It fulfils its statutory responsibilities in an appropriate manner. |
| The school's evaluation of its performance | Satisfactory overall – the school's priorities for improvement are appropriate. There are strategies in place for monitoring teaching but these need to be more focused. |
| The strategic use of resources | Satisfactory overall – the budget is constructed in relation to the school's needs and resources are used efficiently to support pupils' learning. |

Strengths within management at the school include a corporate desire to raise standards further, the management of the provision for deaf pupils and the system of inclusion for these pupils and others with more complex needs. Weaknesses include the lack of focused co-ordination of the key areas of the Foundation Stage and the provision for pupils with English as an additional language. Resources are sufficient overall – but there are weaknesses in the outdoor provision for children in the reception class housed in the main building. The match of teachers to pupils is around the national average, while the number of support staff is well above average. The accommodation is good. The school has sound regard for the principles of best value.

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 expects their children to work hard and achieve of their best. • The teaching is good. • They feel comfortable about approaching the school with questions or a problem. • Their children are making good progress. | <ul style="list-style-type: none"> • The school does not provide enough extra-curricular activities. • Their children do not get the right amount of work to do at home. • The school does not work closely enough with parents. |

The team agreed with the strengths identified by the parents in their very high response to the questionnaire. It judged that a significant number of out of school activities and visitors to the school enrich the curriculum well. However, the provision of extra-curricular clubs and activities is low for a school of this size. Communication with parents is not always effective, but homework provision is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, standards in mathematics were below average at the end of Year 2 and average at the end of Year 6, while science was judged to be average throughout the school. Listening skills were judged to be poor. Standards in geography and music at the end of Year 6 were below the expected levels, while standards in information and communication technology were unsatisfactory at the end of both Year 2 and Year 6. The findings of this inspection indicate an improvement in most areas. This is the direct result of placing strong teachers in key areas and the effective use of local authority staff. The exception is information and communication technology, a subject which has suffered from staff turnover and the loss of teachers who have subject expertise. There are weaknesses in several aspects of provision for children in the Foundation Stage and this adversely affects the achievement of the children. By the time they reach Year 1, the majority do not reach the expected levels in several areas of learning including communication, language and literacy and mathematical development. Pupils achieve well in Years 1 and 2. There is a greater emphasis on academic success as pupils move through the school and during Years 3 to 6 pupils achieve very well in several subjects. For example, comparison of the results of pupils in the Year 6 SATs with their results at the end of Year 2 indicates that their achievement was good in English and very good in mathematics and science.
2. Deaf pupils make good progress towards the targets on their individual educational plans and by the time they leave school, their achievements are very good, particularly in mathematics and science. Pupils also make good progress in lessons because there is excellent teamwork between educational communicators, support assistants, specialist teachers of the deaf and class teachers. This enables all deaf pupils to have full access to learning. This was seen, for example, in a Year 6 numeracy lesson where the teacher wore a radio aid and the educational communicator stood next to the teacher, signing continuously, which enabled deaf pupils to be fully included in the question and answer oral mathematics part of the lesson. As a result pupils made very good progress. The teacher also made very good use of the computer to project the number square grid on the screen and the specialist teacher of the deaf provided very good targeted support to ensure deaf pupils fully understood square numbers. Pupils also achieve very well because teachers use different methods or resources in lessons to ensure tasks are carefully matched to pupils' individual needs. This was seen, for example, during group work in a Year 5 literacy lesson. Deaf pupils used very well chosen pictures to understand the meaning of a magic carpet and began writing exciting adventures about this topic. However, pupils with more complex needs do not make as much progress and their achievements are satisfactory because there are insufficient additional communication aids, such as switches, available to them which would enable them to participate more fully in learning. The majority of pupils with English as an additional language achieve well.
3. Within English, standards in listening are now good throughout the school, while standards in speaking are satisfactory. Standards in reading and writing are below average at the end of Year 2. Standards in writing at the end of Year 6 are average, but standards in reading are above average. Where the opportunities are provided, pupils speak out clearly and confidently from an early age with, for example, Year 1 pupils being able to ask and answer questions and Year 4 pupils joining in critical discussions about poetry. Most younger pupils enjoy reading and are able to use appropriate strategies to decipher unfamiliar words, but only higher attaining ones read with any facility. However, by the end of Year 6, the pupils have achieved well. They can skim and scan and talk about their preferences. Higher attaining pupils read fluently and expressively and have an understanding of nuance and characterisation. Standards in writing vary considerably. By the end of Year 2, many pupils are still confusing upper and lower case letters in their handwriting and are writing in comparatively simple sentences. By Year 6, pupils of all abilities attempt a range of types of writing for different purposes and write with increasing

fluency and accuracy. Year 6 pupils have produced excellent poetry which has been published in a number of anthologies.

4. Pupils in Year 2 know the number facts to 20 and work on these at speed. Most can describe and extend simple number sentences. They know and understand that subtraction is the inverse of addition and can use halving and doubling. Pupils in Year 6 have a good understanding of fractions and decimals. They are able to use protractors to measure acute and obtuse angles, and use fractions as an operation to find parts of numbers and quantities. They use mathematical language accurately and apply their previous learning well when finding out a hidden number. Most Year 2 pupils are clear about the meaning of scientific prediction and are able to reach simple conclusions as a result of their investigations. They understand that some materials return to their original state after cooling while others do not. A significant number of Year 6 pupils are working within Level 6 of the National Curriculum which is well above average. These pupils are able to identify key scientific factors independently while, for example, mimicking the 1976 Viking lander tests to investigate whether there is life on Mars. Although standards in science are a strength of the school, scientific enquiry is relatively weaker than the more knowledge based elements of the subject.
5. The good standards in art and design at the end of Year 6 are exemplified by work related to popular children's literature and that connected with different cultures, the Bayeux Tapestry and well known major artists. Year 6 pupils have a good understanding of key features of previous civilizations. They also have a good understanding of the use of historical evidence to further the knowledge of history. In information and communication technology, however, by the time they leave the school, pupils still have significant gaps in their knowledge and understanding.

Pupils' attitudes, values and personal development

6. The overall picture is better than that at the time of the last inspection, and pupils' attitudes and behaviour are now very good. Pupils arrive in good spirit in the mornings with even the youngest pupils showing high motivation and independence from their parents. In their responses to the inspection questionnaire, a large proportion of parents stated that their children like the school. In lessons, pupils approach work with enthusiasm. For example, in a Year 2 science lesson pupils were attentive and enthusiastic and therefore learnt well about 'forces'. In a Year 4 music lesson pupils participated with enthusiasm and made very good progress in practising dynamics. Even the younger pupils enjoy investigation, as was the case in a Year 1 lesson where pupils were observing and naming different plants in an outdoor science activity. Pupils participate well in outside lesson activities, like in many poetry related initiatives that are acknowledged locally and nationally. Those pupils with special educational or language needs - including deaf pupils - are well integrated in lessons, and respond well to the support that they receive.
7. The children show independence from parents and organise themselves well. This was evident, for example, at the start of the school day and in play activities. They have a well-established sense of routine. They take turns and share equipment fairly and achieve good standards in their personal and social development, including behaviour. Where there are opportunities, pupils take initiative, work independently and choose their activities. Their personal development is good. Pupils understand the importance of hard work and take responsibility for their own achievements. Where given the responsibility, pupils show commitment. For instance, they take registers to the office, help with assemblies and support the work of the school committee. Pupils behave very well in most lessons and this contributes to the progress that they make in their learning. This is a significant improvement since the last inspection. They behave equally well outside lessons. The school is calm and orderly. Inspectors saw no incidents of any oppressive behaviour. Bullying is not an issue in the school. Pupils treat school property, including displays, with care. Exclusions are not a feature of the school. Pupils form very constructive relationships with adults and other pupils. All groups of pupils mix very well. This was evident in lessons and during breaks where pupils play together happily. In lessons, pupils share materials and ideas. A good example was seen in a Year 3 design and technology lesson where pupils worked cooperatively in examining the properties of packaging. They respect

others' views and feelings. For example, pupils listen courteously to others in assemblies and religious education lessons where different beliefs and traditions are being discussed.

8. Attendance is below the national average and is unsatisfactory. Unauthorised absence is well above the national average. Absences are wide spread. Whilst illness accounts for most of the authorised absences, a sizeable number of these are due to some parents taking their children on holidays during term time. These family holidays are also a reason for unauthorised absences, since those exceeding the agreed limit are treated as unauthorised absence. Also, the school does not authorise any absences for which parents have not supplied a reason or a good enough reason. The pupils with irregular attendance do not fully benefit from the learning opportunities. Most pupils arrive on time in the morning and the school day starts promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

9. Teaching and learning in the Foundation Stage is broadly satisfactory and in the rest of the school it is good. The good quality of teaching is having a direct and positive impact on standards and pupils' achievement, particularly for the oldest pupils. However, standards in the Foundation Stage have fallen since the last inspection, with significant weaknesses in the teaching of language and literacy. Overall, nearly all teaching is satisfactory or better. In over six in ten lessons teaching is good or better and in nearly three out of ten lessons teaching is very good or excellent.
10. The school has a strong philosophy of including all pupils, regardless of their individual differences or backgrounds. In the best quality of work seen, teachers plan carefully and appropriately for pupils' wide-ranging and specific needs. However, this quality of planning to support all pupils well is not always apparent in all lessons throughout the school. A particular strength of the teaching at the school is the positive and effective way in which pupils are managed in most lessons. This impacts very well on attitudes, behaviour and relationships. Methods are suitably varied and keep the pupils interested. Objectives are shared with the pupils at the beginning and during lessons, which means that they are clear about what they are expected to achieve and have a marker against which to measure their progress.
11. Teachers in the Foundation Stage welcome children positively at the start of their school life. Children learn through some well-established routines and this helps them settle quickly and make friends. However, children do not make the progress in sessions or the achievement over time that could be expected of them in the nursery and reception classes. This is because there are significant weaknesses in planning a statutory curriculum to meet the needs of all pupils and in the teaching of literacy and the use of literacy, particularly speaking, across all areas of learning. The atmosphere for learning is reasonably stimulating but could be better. Teachers and some adults clearly work to benefit the children. However, the quality of this work is not sufficiently high or frequent to properly meet the needs of all children well. There is a calm and purposeful atmosphere. To a large extent, the children are responsible for this. They arrive happily, settle quickly and sustain concentration throughout. They have a keen interest in learning. In general, however, adults do not interact with them in meaningful enough ways, and this absence of quality support impedes children from developing confidence through speaking. This means that the majority do not achieve standards of which they are capable.
12. The teaching of children with special educational needs in the Foundation Stage is barely satisfactory. Some teaching assistants are unaware of some pupils' specific needs, and some fail to provide relevant support. Some also do not know about information in profiles or on target sheets. Teaching and learning of pupils with special educational needs in other years is good. There is good support for literacy in particular. Teaching assistants give good support in class and to small withdrawal groups. They observe and make notes when pupils have difficulties in whole class sessions and ensure that pupils can contribute to discussion and plenary sessions. Teachers make good use of appropriate resources such as word cards and jigsaws. A special needs consultant works well with small groups of pupils making particularly good use of information and communication technology through the 'Clicker' programme. Pupils are enabled to 'publish' their own stories with illustrations. Teaching of deaf pupils is at least good and it was

very good in many lessons seen. Pupils' work is always very well planned and every lesson is delivered jointly by the teacher and an educational communicator for the deaf. Teachers often sign with the educational communicator in lessons and full account is taken of the degree of hearing loss of each pupil. This was seen in a literacy lesson where pupils with a range of hearing loss used word processing in the computer suite to add punctuation to a piece of unpunctuated writing. Both the teacher and educational communicator signed throughout the lesson, setting high expectations for each pupil's learning. Tasks were carefully matched to each pupil's level of communication and their individual education plan targets. As a result pupils acquired new knowledge and skills in literacy very well and made very good progress in the lesson. Educational communicators and support assistants provide very good support to deaf pupils and this enables them to learn well and make good progress in their learning. Very good relationships and high expectations for learning and behaviour are also strong features of teaching and this was very evident in all lessons seen during the inspection. Deaf pupils usually try hard and concentrate very well with their activities, as a result of high quality teaching. This enables them to make at least good progress in lessons so that by the end of Year 6, pupils' achievements are very good. Gifted and talented pupils are also taught well, while the teaching of pupils with English as an additional language is satisfactory overall.

13. The quality of teaching in English, including literacy, is good overall in Years 1 to 6. The characteristics of good teaching include well explained learning intentions, a brisk pace, clear explanations of the tasks and appropriately high expectations of pupils' behaviour. In the very good and excellent teaching, lessons are well planned and teachers are very clear about how to help all pupils build on previous learning so that they can make good sense of the work. These effective teaching methods help all pupils learn well. Planning for literacy is good. However, there are inconsistencies in the strategies for improving handwriting and presentation. Too many pupils do not use joined script sufficiently frequently or well enough. Teaching of mathematics, including numeracy, is also good overall. There were a few examples of very good and excellent teaching in Year 6. Most teachers plan lessons with care, and take good account of pupils' wide ranging needs. There is good emphasis on developing specific and technical vocabulary. Pupils are helped to use strategies well to solve real life problems.
14. The quality of teaching in science is a particular strength. Some very good and excellent teaching was observed in Years 2, 5 and 6. Planning is generally clear, detailed and shows how the lesson is to develop. Very good questioning techniques help all pupils to fully participate in the work. Pupils are challenged and excited. They are keen to learn and take a pride in their work. Teaching in personal and social education is good overall. Pupils develop a genuine sense of what it means to be a good citizen as they discuss the meaning of vandalism, and have a good understanding of right and wrong. The work is generally well planned and meets the needs of all pupils well. Teaching in Years 1 and 2 is good in religious education, and satisfactory in history and physical education. There was insufficient evidence to make an absolute judgement on the quality of teaching in information and communication technology, art and design, design and technology, geography and music. Teaching in Years 3 to 6 is good in geography, history, physical education and religious education. Teaching is satisfactory in design and technology and good in art and design. There was insufficient evidence to judge the overall quality of teaching in information and communication technology and music. The effectiveness of teachers' use of information and communication technology in the curriculum is at an early stage.
15. Missed opportunities for learning are seen most often where pupils are not sufficiently included in speaking activities. Assessment is not always used well enough to help identify what pupils know and need to know next. The quality of marking is not always good enough to help pupils know how well they have achieved and what they need to do to improve. Timely intervention does not occur sufficiently in some lessons, so pupils are left to repeat their errors and this slows the rate of progress they make in a lesson and their achievement over time. The learning support assistants make a sound contribution to pupils' learning and achievement. Where the work is particularly well co-ordinated, they are especially effective because they are clear about what they have to do and fulfil their roles responsibly.

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

16. The school provides an appropriately balanced curriculum, which meets the particular needs of its school population well. It now fulfils the requirements of the National Curriculum and the locally agreed syllabus for religious education. An appropriate bias towards the core subjects of English, mathematics and science means that pupils are enabled to make good progress and achieve well in these subjects by the time they leave Year 6. In science and mathematics, in particular, because of the good provision for gifted pupils, they achieve very high standards. However, the effectiveness of this broad curriculum is diminished by some over long lessons in mathematics. Additionally, time first thing in the morning is not always planned well or used for teaching. This means that subjects other than English, mathematics and science are squeezed into smaller than necessary time slots, impacting adversely on the potential standards that could be reached in some. There are appropriate policies in place for all subjects, and schemes of work are largely based on national recommendations or those produced by the local authority. Planning has been maintained at the same good level identified in the last inspection. The scheme for religious education is in accordance with the locally agreed syllabus for Newham and the school has gained good support from the Local Authority to adapt it well to meet the particular needs of the school's diverse population. The use of information and communication technology to support learning in other areas of the curriculum is not sufficiently well developed. An overall curriculum map for all year groups is in the process of being established. This covers the required elements of all subjects of the National Curriculum and plans for skills of knowledge and understanding to be developed systematically. The improved management and implementation of the National Literacy and Numeracy Strategies have contributed well to rising standards in mathematics and to the development of English. Equal opportunities are satisfactory overall but some pupils are disadvantaged by being withdrawn from activities being experienced by others for group work. The overall curriculum is enhanced by the provision of some French lessons for pupils in Year 6.
17. Pupils with special educational needs are well supported and have full access to the National Curriculum. Learning opportunities for deaf pupils are the same as for other pupils. They are fully included in the life of the school and also participate fully in the National Curriculum, which is well adapted to their needs. The consistent use of signing throughout the school ensures full access to all learning opportunities. There are weaknesses, however, in the curriculum provision for the Foundation Stage and here the quality and range of learning opportunities are unsatisfactory. The provision for gifted and talented pupils is very good and they make good progress. Funding comes from the Excellence in Cities scheme specifically for this purpose. The headteacher is responsible for the gifted and talented and a Year 6 teacher acts as co-ordinator. She has received in-service training and passed on her knowledge through staff meetings. Staff have been given guidance on how to identify gifted and talented pupils and the school keeps a profile of them. Although a number of projects begin with a few identified pupils, often the activities broaden the school curriculum and are offered to a whole class. All projects contain a staff development dimension. Provision for pupils with English as an additional language is satisfactory overall.
18. The school seizes all opportunities to include outside help and enrich the curriculum. A good and varied programme of visitors and educational visits both in the locality and further afield, broadens pupils' experiences. A particular strength of the school, is in acquiring the services of a range of talented visitors, such as artists, writers and musicians to work with both pupils and teachers, and this does much to raise standards in these subjects. In terms of extra curricular clubs, provision is limited and focuses mainly on raising standards in literacy and numeracy and science at the top end of the school. Regular provision for clubs in sports is a particular weakness. Good provision is made for pupils' personal, social, health and citizenship education and has a high profile in the school. A good programme of specific lessons is in place, and all classes are expected to spend a minimum of 35 to 45 minutes on this area each week, in addition to circle times and assemblies. An outline of aspects to be covered is indicated in the school planning for year groups, and it is noted on class timetables for delivery. These activities make a good contribution to pupils' understanding of the responsibilities of being a member of a

community. A good example of this is the subject of vandalism, and why we should respect property that was being discussed with great maturity in a Year 6 lesson. Concepts of citizenship are promoted well throughout the school and are included in the personal, social, health and citizenship education programme. Sex education and attention to drug misuse are taught formally in Year 6 and this provision has been subject to full consultation and approval of parents.

19. The school has productive links with the community and these support pupils and the curriculum well. The links with the Newham Music Trust and the London Symphony Orchestra provide good opportunities for pupils to take part in music activities. Visits to places of interest like art galleries and museums and correspondence with a few overseas schools enhance pupils' cultural and social experience. There are regular visits by specialists who support pupils' welfare. A computer assisted reading programme in partnership with local schools, and participation of community representatives in a volunteer readers scheme, help in developing pupils' reading skills. Local businesses, media and local printers support poetry related initiatives which promote the school in the community well. The University of Hertfordshire helps in training staff for deaf pupils.
20. The positive features regarding pupils' personal development reported by the last inspection are still evident. Provision for spiritual, moral, social and cultural development is good overall. Provision for spiritual development is satisfactory and is promoted mainly through assemblies and religious education lessons. Assemblies also develop a sense of community within the school. Religious education provides pupils with a sound knowledge of Christian traditions as well as introducing them to those of other faiths; for example through stories from different religions and visits to places of worship. In some lessons, pupils reflect on the wonders of nature. In an English lesson they enjoyed hearing the text about 'fossils from the sea' and were fascinated when they saw an ammonite. In science, pupils appreciate the natural beauty of the environment; for example flowers. But these opportunities for reflection are not a consistent feature of lessons. Pupils have opportunities to express feelings through the poetic work that is well promoted by the school. Pupils' achievements are valued by teachers and are celebrated through colourful displays of work. Statutory requirements in respect of collective worship are met.
21. Provision for pupils' moral development is very good. Teachers provide good role models for pupils, reinforcing the respect cultivated through the school's ethos of care. Pupils are reminded about being caring towards one another and in lessons they are expected to share materials and take turns. They show good care and concern for peers who have special educational needs. Assemblies focus well on moral issues, including environmental matters. Aspects of morality are also considered in some lessons. For example, pollution and wasting water were discussed in a Year 6 geography lesson. Pupils develop a clear understanding of right and wrong and are aware of expectations of work and behaviour. They respond well to rewards and sanctions. Social development is well provided for. From an early age those of different age groups are encouraged to work and play together; for example, to work co-operatively in lesson and out of lesson activities. Circle time sessions give pupils the opportunity to discuss matters which relate to their welfare, such as bullying. Educational visits help pupils to develop their organisational skills. Pupils are expected to take responsibility within the classroom and undertake some duties. There are opportunities for pupils to exercise responsibility in the school, for example, by taking part in the school committee.
22. The provision for pupils' cultural development is good. They learn to appreciate their own and others' cultural traditions through the curriculum, particularly the visits and social events organised by the school. Pupils have opportunities to work with 'poets-in-residence'. Their cultural understanding is appropriately reinforced through visits to art galleries, museums and places of worship. Religious education lessons make a good contribution to pupils' understanding of the culture and traditions of other countries. Pupils do topic work on Ancient Egypt in history. They enjoy music from different cultures in assemblies. The school environment is enhanced by displays of poetry, but the poetic work is not ethnically rich. The school celebrates diverse cultural and religious events.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

23. Procedures for monitoring and assessing pupils' academic attainment are satisfactory overall. In the core subjects of English, mathematics and science, procedures are good. The assessment co-ordinator has done a very good job of collecting and analysing data. There is an assessment policy in place and it is used consistently across the school. Assessment procedures for subjects other than English, mathematics and science are not yet fully in place. However, they are due to be introduced for the start of the next academic year. Assessment in the school takes place on a number of different levels. Formal assessments are carried out using the local authority baseline assessment in reception classes, and at the end of Years 2 and 6 pupils take the Statutory Assessment Tests. The school also uses interim assessments in Years 3, 4 and 5. In addition the school uses its own assessments to provide information about the pupils' progress in English, mathematics and science that teachers use to modify their planning. The good records that staff keep are used by the senior management team to set targets. The results of baseline assessment are not reflected enough, however, in the planning for the reception classes. To assist in their assessments teachers meet together to level and moderate work. Teachers' assessments are scrutinised by the co-ordinators and are used to set targets for individual classes. Targets for individual pupils are not set consistently in all classes.
24. Generally the monitoring of progress of pupils with special educational needs is good. Teachers keep clear records. Individual education plans are reviewed and revised, if appropriate, every half term. These are all up to date and contain specific literacy and numeracy targets; clear criteria for success; methods and activities; records of parental involvement ; possible classroom strategies; and resources and ideas for support assistants. The school is trying to involve pupils more in their annual reviews. An independent consultant has also introduced an appropriate form of assessment for monitoring, planning and reviewing pupils with complex needs. There are many examples of pupils with specific difficulties being provided with good support on an individual level. Good systems of assessment are also in place for deaf pupils. All deaf pupils have a Statement of Special Educational Needs and the legal requirements are fully met. Individual education plans contain well chosen individual targets with an emphasis on developing communication. Targets are set for literacy, numeracy and personal development which support their learning. Individual education plans are regularly reviewed to determine the progress pupils have made and to set new targets for learning. Parents are involved in these reviews. The school has recently begun to assess pupils' knowledge and use of British Sign Language and this should provide useful information to inform planning.
25. Pastoral care was good at the time of the last inspection and remains so. It is based on good relationships and trust between adults and pupils. Staff know pupils well and respond quickly to their personal needs, some of which are quite complex. They ensure that new children settle well into school. Supervision at break and lunch times is good. There are good arrangements to look after unwell pupils. The school provides a secure and supportive learning environment, hence pupils like coming to the school and are able to learn. Parents' response to the questionnaire confirmed this. The school pays good attention to pupils' pastoral needs and provides them with good support, and this includes the support for pupils who have special educational, hearing or language needs. The school is aware of the local child protection procedures and has appropriate links with the support agencies. The deputy headteacher, the designated child protection officer, is knowledgeable about the child protection procedures and keeps others informed of relevant matters including the needs of pupils in public care and 'child restraint'. The school is vigilant about health and safety matters and the staff pay good attention to safety. Pupils are guided on matters relating to their welfare and development through the curriculum, including circle time.
26. The procedures for attendance are not effective enough to obtain satisfactory levels of attendance. Registration requirements are broadly met and absences are appropriately identified. The school has recently started keeping the print out of the electronic register but it still does not distinguish original and corrected entries, as required. The school works closely with the education welfare officer and has other strategies to improve attendance, including

rewards for good attendance. Most of the initiatives, however, are to motivate pupils to attend well rather than to focus hard on parents to support good attendance. For example, there is no formal multi-agency approach, involving parents, to address attendance concerns. Not all absences are followed by contacting the parents on the first day of a pupil's unexplained absence. Family holidays during the term time, which contribute towards absences, are not adequately discouraged. Monitoring of punctuality is satisfactory.

27. The school promotes very good behaviour through a system of rewards and sanctions incorporated in the school's behaviour policy and by valuing pupils. The school's policies on bullying and other oppressive behaviour are well understood and regarded by the pupils and the staff. Pupils know that good behaviour is expected of them and respond positively. Pupils value rewards like the acknowledgement of their good performance at assemblies. There is good adult supervision and staff provide pupils with good role models. Procedures for supporting and monitoring personal development are good. Pupils are well managed in lessons. Standards of relationships are very good as a result; pupils work well together and promptly follow instructions. Staff expect pupils to behave well and work hard, and this helps pupils to make appropriate progress. Procedures for recording and monitoring inappropriate behaviour are in place. Monitoring of pupils' behaviour through the annual progress report and profile sheets, and detention, provides a deterrent for inappropriate behaviour.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

28. Partnership with parents, like at the time of the last inspection, is satisfactory and the school can rely on parents to support its work and environment. Parents take satisfactory interest in their children's work and their impact on their children's learning is sound overall. Parent governors participate well in the work of the governing body. Some parents help the school on a voluntary basis but there is no parents' association. Appropriate arrangements are in place for consulting the parents of pupils with special educational needs and they are linked with relevant agencies when this is necessary. Parents of deaf pupils are informed of individual education plan targets, and there are good opportunities for parents to participate in the reviews of these. Very good links have been established with outside professionals such as the educational psychologist and the speech and language service. These provide useful advice and support in meeting the needs of deaf pupils and those with more complex needs. However, there are currently insufficient role models from the deaf community for pupils in school.
29. Parents have favourable views about many aspects of the work of the school. They are satisfied with the teaching, and pleased with the school's expectations. They are satisfied with the progress that their children make. Some parents are not satisfied with the amount and consistency of homework and the range of extra-curricular activities. Inspectors found that provision for homework is generally good. The opportunities for and the range of extra-curricular activities though limited are satisfactory overall for a primary school – but the number of clubs is very low. Some parents feel that the school does not work closely with them. The school does well in reaching out to parents but does not effectively explain all of its work; for example, what constitutes extra-curricular activities and the homework. Communication with parents is not always effective.
30. The quality of information provided for parents is satisfactory. The prospectus and governors' reports are informative but the current prospectus does not include all the statutory information; for example, there is no summary of national test results for comparison. Little translated information goes home. There are frequent consultation and curriculum information meetings for parents and these are usually well attended. Some parents felt that they are not well informed about how their children are getting on. Inspectors found that pupils' annual written reports to parents are satisfactory overall and provide appropriate information about pupils' progress. However, they do not indicate exactly what parents can do to improve academic standards, and targets set for improvement are often too general.

HOW WELL IS THE SCHOOL LED AND MANAGED?

31. Management at the school is satisfactory overall. However, within management there are specific strengths and weaknesses. The headteacher provides caring and committed leadership. In a number of ways - including the publication of pupils' poems - he has been instrumental in raising the school's profile and involving the local and wider community in enriching the curriculum. He has a clear vision for the inclusion of all pupils - including those who are gifted and talented and those with special educational needs and promotes racial harmony well. All staff in management positions have a corporate desire to raise standards and through the deployment of strong teachers in key areas and the effective use of local authority specialist staff for supporting and monitoring identified areas of weakness, this has been largely successful. The senior management team is currently in the process of developing specific and generic roles, but this is still in a transitional stage. Some individual members of the senior management team lead from the front through the quality of their own teaching. However, the philosophy and aspirations of the senior management team as a whole are not always successfully communicated to other members of staff. Some monitoring of pupils' work by co-ordinators has taken place and there has been some monitoring of teaching by members of the senior management team, subject co-ordinators and local authority staff – but this is not yet carried out in a focused enough way. A significant number of the co-ordinators are new to their posts and have not yet established their roles, while several subject policies are also recent and have not been fully assimilated by staff. Routine administration is effective.
32. Provision for special educational needs overall is soundly managed by an 'inclusion team' led by the deputy head and well supported by a special needs consultant employed by the school. Management of the provision for deaf pupils is very good and the system of inclusion for these pupils and those with more complex needs is very good with areas of excellence. Excellent teamwork ensures precise matching of resources, approaches and methods to the particular needs of these pupils. This was not only a strong characteristic in lessons, but also occurred in assemblies. For example, in a reception and Years 1 and 2 assembly many mainstream pupils spontaneously signed 'Happy Birthday' alongside deaf pupils, communicating on an equal level and demonstrating a total acceptance by other pupils of those deaf pupils as a natural part of the school community. The inclusion team meets every fortnight to consider any emerging issues in the school's provision for deaf pupils and those with more complex difficulties. The teacher-in-charge provides good leadership for the work of the educational communicators and specialist teachers of the deaf by ensuring that teaching is consistently good and that pupils make good progress. The school plans to review its policy for special educational needs and is now developing a more flexible approach in its provision. There is a lack of focused co-ordination of the key areas of the Foundation Stage and provision for pupils with English as an additional language.
33. The governing body is supportive and is kept well informed by the headteacher and other members of staff. The overall work of the governing body is assisted by three active committees. The chair regularly visits the school to discuss developmental and emergent issues with the headteacher, while other governors visit from time to time to discuss their areas of responsibility or to view lessons. The governing body as a whole fulfils its statutory requirements in an appropriate manner. The school improvement plan is a detailed document which reflects the school's needs and aspirations well. Its construction suitably involves staff and governors at appropriate stages. However, some elements are not costed finely enough. Newly qualified teachers are well supported but there are weaknesses in induction procedures for support staff. Performance management is fully in place. The school does not suffer from undue bureaucratic demands, but does have difficulty in recruiting staff. This has impacted adversely on the standards being reached in information and communication technology in particular as some newly appointed teachers lack relevant skills.
34. Strategies for budget construction and monitoring are satisfactory and based on a local authority model. The finance committee of the governing body keeps a close check on the school's spending and appropriate terms of delegation to the headteacher are in place. With the exception of some of the money provided for supporting mathematics, additional grants are used for their intended purpose. There was a large carry forward of money from the last financial year to the present. This was as a result of a significant sum being set aside for a new classroom.

The small number of recommendations in the most recent audit report has been addressed. The school has sound regard for the principles of best value. Results are linked to funding - such as that used to create three small classes in Year 6 - and examined by the governors. The results of other local schools are also compared, and the headteacher meets with colleagues to discuss how money from specific grants can best be used to raise standards. One example of this is the allocation of resources to support gifted and talented pupils. Appropriate strategies are in place to ensure that the best value is also achieved when making purchases and acquiring services. In this area the school is well supported by the local authority, which itself has a high level of commitment to the principles of best value. The match of teachers to pupils is broadly average, but the number of support staff is very high. The accommodation is good. Resources for learning are sufficient overall, but there are some weaknesses in outdoor provision for the reception class housed in the main building. This is an effective school which has shown good improvement since the last inspection. Although its costs are above average, it provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and staff should address the following matters in writing the action plan, in order to raise the standards and provision the school makes further:

Improve the quality of provision for children in the Foundation Stage by:

- a. Improving the quality of teaching of literacy;
- b. Improving the overall quality of planning;
- c. Improving the quality of the management of the Foundation Stage.

Improve pupils' attendance by:

- d. Improving communication with parents;
- e. More actively discouraging family holidays that take place during term time.

Further raise standards in information and communication technology by:

- f. Increasing the opportunities pupils have to develop their knowledge, understanding and skills systematically;
- g. Improving teachers' confidence in delivering the subject.

(See paragraphs 1, 7, 8, 11, 17, 26, 40, 41, 44, 82, 84, 87 and 88.)

In addition to these key issues there are a number of less important matters which the school should consider for inclusion in the action plan. These involve the management of the provision for pupils with English as an additional language and developing strategies for the more focused monitoring of teaching and are found in paragraphs 31 and 38.

PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

35. Provision for pupils with English as an additional language (EAL) is broadly satisfactory. In view of the high numbers of pupils who are in the early stages of learning English, the majority achieve well by the time they leave the school.
36. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are motivated, keen to learn and enjoy the attention given to them when they are supported in their learning. This was well exemplified in many lessons seen during the inspection – whether by withdrawing pupils in small groups, intensive teaching of basic skills in a one-to-one situation or when EAL staff are working in partnership with class teachers. The support is well targeted and pupils' learning is enhanced because teachers and EAL staff plan the work together. However, in some lessons, the language demands and opportunities within specific subjects are not identified to give the support a much sharper focus. For instance, in a science lesson in Year 6, whilst the EAL pupils used the correct terminology in their experiment and were able to record their observations, the support was of a general nature. Opportunities were missed to use the science content to enable pupils to share and discuss their experiment and to use talk as a vehicle to consolidate their knowledge and rehearse the language needed to support the recording of their observations and the drawing of conclusions.
37. Admission procedures and the induction of EAL pupils are effective and appropriately focus on collecting the most useful information about pupils' backgrounds and their linguistic competences in English as well as in their other languages. This information is recorded on profiles which identify pertinent background information including levels of competence in speaking and listening, reading and writing. This is carried out effectively in the case of EAL pupils who also have special educational needs, because the assessment leads to specific recommendations and is used to inform provision. However, for the majority of the pupils, too much emphasis is put on assessing the language development stages instead of using the National Curriculum levels. This results in insufficient use of assessment information to set specific targets and inform progress.
38. The school has invested time and effort in involving and targeting parents whose children underachieve or are at risk of doing so. However, given the profile of the school population and the specific needs of better access to information, guidance and support for many parents, the school needs to explore strategies for maximising their involvement in the education of their children. The school does not have a central policy or guidance on teaching and learning in EAL. A number of staff – including temporary teachers – have some responsibility for EAL, but these roles are not clearly defined. Co-ordination, monitoring and evaluation of EAL provision across the school is not clearly defined or effectively established. The setting of priorities for developing provision is delegated to a junior EAL member of staff and does not involve any members of the senior management team, which means that there is insufficient impact on whole school practice.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 82 |
| Number of discussions with staff, governors, other adults and pupils | 33 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 4 | 19 | 26 | 31 | 1 | 0 | 0 |
| Percentage | 5 | 23 | 32 | 38 | 1 | 0 | 0 |

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

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) | 46 | 388 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 161 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 30 |
| Number of pupils on the school's special educational needs register | 8 | 70 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 266 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 52 |
| Pupils who left the school other than at the usual time of leaving | 12 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 6.3 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 2.8 |

| | |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2001 | 31 | 28 | 59 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 22 | 23 | 26 |
| | Girls | 20 | 20 | 23 |
| | Total | 42 | 43 | 49 |
| Percentage of pupils at NC level 2 or above | School | 71 (58) | 73 (68) | 83 (81) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 25 | 26 | 25 |
| | Girls | 20 | 22 | 22 |
| | Total | 45 | 48 | 47 |
| Percentage of pupils at NC level 2 or above | School | 76 (58) | 81 (63) | 80 (60) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2001 | 25 | 35 | 60 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 20 | 22 |
| | Girls | 27 | 25 | 32 |
| | Total | 43 | 45 | 54 |
| Percentage of pupils at NC level 4 or above | School | 72 (56) | 75 (57) | 90 (72) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 20 | 21 |
| | Girls | 26 | 24 | 31 |
| | Total | 37 | 44 | 52 |
| Percentage of pupils at NC level 4 or above | School | 62 (52) | 73 (57) | 87 (57) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 22 |
| Black – African heritage | 58 |
| Black – other | 3 |
| Indian | 107 |
| Pakistani | 72 |
| Bangladeshi | 66 |
| Chinese | 3 |
| White | 42 |
| Any other minority ethnic group | 15 |

This table refers to pupils of compulsory school age only.

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

| | |
|--|------|
| Total number of qualified teachers (FTE) | 21.5 |
| Number of pupils per qualified teacher | 20.6 |
| Average class size | 26.5 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 16 |
| Total aggregate hours worked per week | 500 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 2.5 |
| Number of pupils per qualified teacher | 20.4 |
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 136 |
| Number of pupils per FTE adult | 7 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 7 |
| Number of teachers appointed to the school during the last two years | 7 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 5 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 4 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 1 |

Exclusions in the last school year

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

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

Financial information

| | |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

| | £ |
|--|-----------|
| Total income | 1,360,752 |
| Total expenditure | 1,259,790 |
| Expenditure per pupil | 2,663 |
| Balance brought forward from previous year | 57,181 |
| Balance carried forward to next year | 158,143 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 479 |
| Number of questionnaires returned | 340 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 75 | 22 | 1 | 1 | 1 |
| My child is making good progress in school. | 54 | 39 | 4 | 0 | 3 |
| Behaviour in the school is good. | 60 | 31 | 5 | 1 | 3 |
| My child gets the right amount of work to do at home. | 43 | 36 | 11 | 4 | 6 |
| The teaching is good. | 62 | 32 | 1 | 1 | 4 |
| I am kept well informed about how my child is getting on. | 56 | 30 | 7 | 4 | 3 |
| I would feel comfortable about approaching the school with questions or a problem. | 60 | 33 | 4 | 1 | 2 |
| The school expects my child to work hard and achieve his or her best. | 63 | 31 | 3 | 0 | 3 |
| The school works closely with parents. | 43 | 39 | 10 | 3 | 5 |
| The school is well led and managed. | 48 | 37 | 4 | 2 | 9 |
| The school is helping my child become mature and responsible. | 51 | 37 | 5 | 2 | 5 |
| The school provides an interesting range of activities outside lessons. | 33 | 33 | 12 | 4 | 18 |

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

39. The school admits children three times a year and offers one to four terms of part time nursery experience. Children later transfer to the reception classes and generally have three terms on a full time basis. During the time of the inspection, one new child started in the nursery part time.
40. Improvement since the previous inspection has been unsatisfactory. The quality of teaching has declined. Standards have fallen and children achieve less well over time. There are significant weaknesses in the curriculum for both nursery and reception children. Aspects of provision for special educational needs and for children who have English as an additional language are not good enough. Significant weaknesses are seen in the teaching of literacy and in the use of language across the curriculum. The quality and range of learning opportunities are unsatisfactory. Although the activities planned cover all the areas of learning they do not do so well enough, particularly in developing children's skills in language and literacy and in mathematics. The long term curriculum planning is broadly satisfactory, but the three-week blocks mean that the language and literacy focus is reading for three weeks, perhaps followed by writing the next three weeks. This is not effective in delivering a curriculum that takes full account of developing all strands of literacy well through all the areas of learning.
41. The termly, weekly and daily plans are not sufficiently detailed to help staff meet the needs of individuals and for children to develop essential skills systematically. The two nursery classes have only recently begun to prepare plans together. There are not enough links with the reception classes. The nursery does not undertake enough assessment of children as they enter the school which restricts the ability to plan carefully to help children along the stages of learning and help them to overcome any difficulties early in their nursery schooling. In the reception classes, the curriculum does not take sufficient account of the results of baseline assessment. There are weaknesses in the provision for children's physical development. Overall management is under-developed and the Foundation Stage is seen as separate nursery and reception provision, which is unsatisfactory. Although overall achievement is broadly satisfactory, there is some under achievement in some areas.

Personal, social and emotional development

42. Teaching is broadly satisfactory in this area of learning and helps all children to achieve broadly satisfactorily as they move from nursery to reception. Children make good friendships and clearly enjoy working and playing with each other. However, the quality of interaction with adults is often unsatisfactory because it does not sufficiently involve children in speaking formally and informally. By the end of the Foundation Stage, a few children develop confidence in working with adults and are well on course to meet the Early Learning Goals in their personal, social and emotional development. Too few useful experiences of working with adults, developing confidence and essential social skills in different settings means that many of the children are unlikely to reach these well. All children show good levels of common sense and behave well. Children who have special educational needs and those for whom English is an additional language are catered for satisfactorily from time to time but this is not good enough over time. This is partly because support staff are not sufficiently clear about children's specific needs, their profiles and targets, and are not always suitably trained in this work.
43. There is a good emphasis on helping children to become familiar with their surroundings. Parents are encouraged to stay for short periods to help their children settle in. This is clearly very useful and helps children to quickly gain independence and a sense of security. Most children quickly move from the solitary play stage and develop confidence to play with other children well. However, it can be seen from those who have had more time in the nursery that too many children do not move on quickly in developing confidence when working with adults. This is also evident in the reception classes. Throughout the Foundation Stage, children are helped to take turns, share toys, and show consideration for each other. They are encouraged in

developing independence. A strength is the way in which children form a harmonious group very quickly. This is because children learn well from each other and rely on each other in order to participate more fully in the activities particularly when they are left to work on their own. Class teachers generally support children satisfactorily in the daily routines and through activities. In the nursery, when class teachers worked on name labels and on learning the letter y, everyone seemed to enjoy themselves. Teachers smiled at the children and gave them good advice and opportunity to practise and experiment. This helped children feel involved. Children were cheerful as they worked and happy to participate. The good relationships supported them very well in building confidence and in their experience of interacting with an adult. However, these quality opportunities are too infrequent. All children show good interest and sustain good levels of concentration. When an adult works with a group other children will often stand close by to listen and watch quietly. They are very interested to learn. Adults have high expectations of behaviour and children respond well to this. However, adults generally do not have high enough expectations of what children can do and this impacts adversely on children's development in this area of learning. Teaching encourages satisfactory standards of personal hygiene. A strength is seen in the use made of soap and soap flakes. For example, children bathe dolls and are accustomed to using soap. They enjoy washing their hands and do it thoroughly. This supports their personal hygiene well.

Communication, language and literacy

44. Although a few good features were observed, taking account of the full range of evidence, the quality of teaching is unsatisfactory. There are weaknesses in all aspects of the teaching of literacy. Children are given opportunities to develop listening and achieve well in this aspect. However, throughout the Foundation Stage children do not make the gains in speaking, reading and writing that could be expected of them because they do not have frequent quality opportunities in which to develop these basic skills. This means that the majority of children do not meet the Early Learning Goals by the end of the Foundation Stage. The majority of children speak clearly, use full sentences and sustain a conversation well. They communicate their intentions clearly to each other. In role play in the nursery, children arranged a tea party, set the table, discussed the food they were going to eat and showed average skills in speaking. Others working on rolling dough talked delightfully to each other and recited from memory the story of the three pigs. However, when an adult approached they stopped talking. There is insufficient overview and evaluation of teaching. Adults do not make regular formal observations of children at work and play. This means that on many occasions, child generated talk is missed, and adults have an incorrect perception of the standard of children's skills in speaking.
45. Children do not achieve well in reading and writing. Teachers do not take sufficient account of children's attainment on entry to the nursery, or to the reception classes or their readiness to learn to read and write. This does not help children to achieve higher standards, particularly the higher attainers. There are insufficient well-planned opportunities for children to become familiar with stories and books. Children are interested in stories and teachers read to small groups well. They use expression and show pictures, introduce new vocabulary, and the activity is generally a pleasant and absorbing experience for everyone. However, opportunity is not taken to develop children's recall or ensure that everyone has the opportunity to participate fully and develop their speaking skills.
46. Only a few read from memory well. All children know how to hold a book the right way up, to start from the beginning and to turn pages one at a time. However, the majority do not develop early reading skills well because they do not have quality opportunities to talk about the book or make predictions. Children learn letter names slightly better than they do letter sounds. Most children hold pencils and other tools correctly and make firm marks. This is seen in some portrait work. However, writing experiences are too few. In the nursery children have limited useful experiences of making marks and of writing letters and words. Some copy their name cards carefully as they write their names on their work. As they move into the reception classes the quality of what children produce is not as good as it could be. Handwriting practice shows that over a period of four months, children's writing does not get significantly better. This is because there is insufficient guidance to improve the work such as forming letters well. Children

write sentences and it can be seen that some work on making words in phonics books helps them to develop their vocabulary and spelling techniques. However, the worksheets are often too limited in challenge and not suitable for the different attainment levels. Too often the lower attaining children barely make a start on the worksheet. In general, children do not know how well they have achieved, and what they need to do to improve. The range of opportunities to develop this area of learning is unsatisfactory. Significant weaknesses emerge where individual or group work is not balanced with appropriate adult intervention. In general, book corners and print do not have a sufficiently high profile.

Mathematical development

47. Teaching is broadly satisfactory. Children develop their counting skills reasonably well as they move through the Foundation Stage and achieve broadly satisfactorily in some aspects of numeracy. A significant weakness is that insufficient account is taken of what children already know and what they need to learn next to develop their skills systematically. The majority of children do not meet the Early Learning Goals by the end of the Foundation Stage. Children who have special educational needs are catered for satisfactorily and achieve broadly satisfactorily. Children for whom English is an additional language generally know number and shape reasonably well but do not make enough gains in their learning because of the limited opportunity to develop speaking skills well. Achievement for these children is satisfactory. Activities to support this area of learning are generally appropriate and include puzzles, peg and pegboards and writing numbers. Some good teaching was observed in both nursery and reception. In these sessions, teachers were well prepared and clear about what they wanted the children to do. This helped children to learn specific vocabulary such as 'after' and to sequence numbers well. In a reception lesson, children counted reliably from zero to 10 and the teacher reinforced this when he counted down to help them work faster. This encouraged children well, sustained their concentration and challenged them to make good effort. A few recognised that '81' is not correct for '18' and were pleased to help others check their work. Many children are reasonably sure of numbers 12 to 20. However, this quality of teaching was not sustained in the lesson. Children generally knew the names of shapes including triangles and circles, but were less sure about their properties. In less successful lessons, planning is not thorough enough and teachers do not have a good enough overview of the work of the support staff.

Knowledge and understanding of the world

48. Teaching is broadly satisfactory. Care is taken in the nursery to make available a range of resources to interest children and develop their imagination and curiosity. Items are easy to reach and this encourages children to help themselves to the magnets which they find fascinating and the instruments to explore sounds. In the nursery, when the teacher brought out the large snail, children were excited, curious and sensible as they looked, learnt and asked questions. They took good care of the snail and of themselves as they were encouraged to wash their hands. They responded very well. The regular routines at the start of the sessions throughout the Foundation Stage are often used well and children generally know the day of the week, and the date. They learn about fruit, and this work links well with the story 'Handa's Surprise.' Children showed very good levels of concentration as they carefully peeled the tangerine. In this activity, the teacher introduced them to some unusual fruit and discussed which fruit needed to have its skin removed. Children sorted out the fruit and enjoyed the work. Many others moved nearer to listen and watch. In this work, the teacher made good use of labels to help children understand that print holds meaning. Children learn about new and old and growth from pictures of themselves as babies and of themselves now. They are pleased to talk or point to pictures of themselves and of their friends. These experiences are useful in helping children to make good progress within sessions. However, this quality of teaching is not seen sufficiently frequently and the children do not have enough opportunities overall to discuss their work in a constructive way. The majority of children - while continuing to develop curiosity - are not well on course to meet the Early Learning Goals by the end of the Foundation Stage. Although the computer is generally switched on, few children choose to use it. Those who do, show a satisfactory knowledge of how to use the mouse and dress the teddy.

Physical development

49. Teaching is broadly satisfactory. Children are managed well. Outdoor routines are well established but the activities are not sufficiently challenging. A range of satisfactory resources are available and children make good use of the opportunity to work with the wheeled vehicles and climbing frames. Children often work with friends and enjoy the opportunity to work outside. Some take paint brushes and dishes of water and play at painting the woodwork. Teachers makes sure that rules, and the reasons for them, are very clear. Routines are well established and there are high expectations of behaviour. All pupils respond well. However, teachers do not develop children's sense of safety, space, imagination and movement well enough. The majority of children are not on course to meet all the Early Learning Goals by the end of the Foundation Stage. Children who have special needs are generally supported well. All children make insufficient achievement in their knowledge and understanding of the importance of exercise because adults do not talk to them about this enough, nor encourage discussion about keeping healthy through physical exercise. In a reception class lesson, children used the hall to move to music. Although the teacher was clear what she wanted to do, the hall was a main thoroughfare and this did not support teaching or learning well. Children were properly changed in their PE kit, enjoyed the work and sustained very good concentration. However, the work did not challenge them or encourage them to improve their movement. One of the reception classes does not have access to the outdoor facility and no arrangements have been made to compensate for this. The nursery classes do not have the opportunity to work in the hall. Throughout the Foundation Stage, teachers provide a satisfactory range of activities to develop fine motor skills. Children handle pencils, brushes and other tools well. Children do not have many opportunities to use scissors in the nursery and as a result cutting skills develop slowly in the reception classes. They work with small pegs and peg boards with good concentration. Children work with malleable materials, such as playdough, and use rolling and cutting tools carefully.

Creative development

50. Teaching is broadly satisfactory. Children experience a range of interesting and appropriate activities to help them achieve reasonably well in some aspects of the work, such as, portrait work, but not sufficiently in developing speaking skills to talk about the work. Most children are unlikely to meet the Early Learning Goals by the end of the Foundation Stage. However, a significant minority are likely to meet them well. Most of the children make good use of the opportunities to draw, paint and work with shape. Some of the work produced in the nursery is very clean and neat because children work carefully. However, on occasion adults take too great a responsibility, as was seen in the nursery, when children were told to print three star shapes and the adult added the glitter. Children waited patiently for their turn but did not have opportunity to do enough for themselves or to talk about the work. They followed instructions, listened and watched carefully and were pleased with the result. The work in reception is less tidy, but largely children's own work. All children have experience of printing using a variety of techniques. In a reception class activity, children worked with clay. They handled the material well. Children have very good experiences of music as music lessons are led by specialist teachers. Positive relationships and the encouragement to participate fully and have fun as they learn, have a good impact on children's learning. They clap simple rhythms well and respond appropriately as they listen to music played on the trumpet. They sing with enthusiasm and enjoyment as they practise singing softly and loudly. They sing sweetly and in tune. They play their instruments to the song 'Five Speckled Frogs' with developing skill. Pupils move in time to the music well. This work helps them gain confidence and learn well. The good quality teaching is successful in helping them to make good progress in lessons.

ENGLISH

51. Standards in English are below the national average at the end of Year 2. But, in comparison with similar schools attainment in reading in national tests is average and standards in writing are only slightly below average. Standards in both reading and writing by the end of Year 6 are close to national averages. Attainment in national tests compared with similar schools is well

above average. Pupil achievement varies. It is markedly more gradual in some years, but is good overall considering the large proportion of pupils for whom English is an additional language.

52. Pupils' listening skills have improved considerably since the last inspection where they were judged to be weak. Most pupils listen attentively to the teacher and to each other in every year. The quality of pupils' speaking is satisfactory. Where the opportunities are provided pupils speak out clearly and confidently. These include deaf pupils, pupils with special educational needs and those for whom English is an additional language. For example, Year 1 pupils were able to ask and answer questions from others. A range of Year 4 pupils joined in critical discussions about poetry and presented their own poems to the rest of the class. However, in some Year 3 to 6 classes, pupils who have been identified as poor speakers are not being given sufficient opportunities to answer or develop their ideas orally.
53. Reading standards by the end of Year 2 are below average. The majority of pupils enjoy reading and read regularly. They also understand how to find information in books using the contents and index pages. Pupils of all attainment levels are also able to use phonic strategies, sounding out unfamiliar words. Despite this, only the higher attaining pupils are reading with any facility and some higher attaining pupils are choosing unchallenging books to read. Pupils of lower attainment find it harder to refer back to what they have just read or are reading from very simple texts. The understanding of both average and low attaining pupils is often limited by a restricted vocabulary. By the end of Year 6, pupils of all attainment levels have made very good progress in reading. They can all skim and scan and are able to select information. They all enjoy reading, belong to public libraries and, apart from a few lower attaining pupils, read regularly outside school. They are all able to talk about books, different authors and their own preferences. High attaining pupils read fluently and expressively. They show understanding of nuance and characterisation; they refer to the text when making judgements, and they are able to recount and compare different books. Average attaining pupils have similar skills, but they sometimes have difficulties with vocabulary and different cultural concepts. Low attaining pupils have the skills to decode print but limited vocabulary restricts their understanding and their ability to discuss what they have read.
54. Standards of writing vary considerably and some pupil progress is limited by inconsistently applied policies. For example, most Year 3 pupils are using cursive script; high and average attaining pupils are paragraphing; while older pupils are still printing in pencil and not organising their writing into paragraphs. In Year 5 there are insufficient examples of extended writing. By the end of Year 2 only high attaining pupils are producing writing comparable with national expectations. Other pupils are still confusing upper and lower case letters in their handwriting and are writing in comparatively simple sentences. Achievement in Year 1 is very good. High attaining pupils are writing accurate, simple sentences with accurate spelling of commonly used words. Their writing is lively and fluent, for example one pupil writes: 'When I was in bed I was really excited because I was going to the park tomorrow. When I woke I jumped up. Yippee'. Even lower attaining pupils make good attempts to express themselves.
55. Overall, achievement in writing between Years 3 and 6 is good. In Year 4 pupils of differing levels of attainment are varying their sentences and writing imaginatively. For example, one pupil of average attainment writes: 'In the early morning he saw nothing in his room, only the crumpled, demolished wall.' while a low attaining pupil writes: 'The snow is a polar bear's coat'. By the end of Year 6, pupils of all attainment levels attempt a range of types of writing for different purposes. They write with increasing fluency and accuracy, although a number of pupils with English as an additional language still have difficulties with grammar and idiom. High attaining pupils organise their writing well into paragraphs and use an effective blend of simple and complex sentences. Openings are often eye-catching; for example: 'At 11.00 this morning the whole world was thrown into panic as news broke of an audacious attack on the president of the USA.' Year 6 pupils have also produced excellent poetry that has been published in a number of school anthologies. Low attaining pupils, although writing more ambitiously by Year 6, still employ a limited vocabulary, and continue to confuse capital and smaller letters.

56. The quality of teaching and learning in Years 1 and 2 ranges from good to excellent and is very good overall. Excellent classroom organisation, the preparation of stimulating resources and activities, skilled questioning and the reinforcement of vocabulary, effective grouping and support of pupils with differing needs by the teacher and teaching assistants, all ensure very good learning by all pupils. For example, in a Year 1 class the teacher demonstrated the use of labels through the shared reading of a big book about a farmyard. She then challenged pupils to add labels to a picture she had prepared. While an educational communicator signed for deaf pupils, the teacher revealed, stage by stage, the head, neck, body, legs of a composite, mythical creature which intrigued and amused all pupils and stimulated them all to label different parts of the body. The teacher also employed a variety of strategies in the whole class session to check pupils' understanding of questions and statements, and spelling long vowel sounds. The learning was then extended through independent and guided group work. For the final session all pupils joined in a game: 'I have the answer. What is the question?' Tasks were matched well to pupils' attainment and pupils were very well supported when necessary so that all were included and all showed very good achievement.
57. The quality of teaching and learning in Years 3 to 6 is good. Every lesson seen during the inspection was at least satisfactory and one was excellent. Where the teaching is effective, lessons are well planned and prepared. Pupils are given very clear guidance and support and set challenging tasks with high expectations of independence. For example, Year 6 pupils reading 'Oliver Twist' were encouraged to use dictionaries to check difficult vocabulary and to continue reading the novel independently for homework. They were provided with helpful frames to write playscripts based on part of the novel, or to write narrative from Oliver's point of view. The helpful support and preparation led to lively and fluent writing. Year 4 pupils were given a very helpful and stimulating poem called 'What is Water?' to demonstrate structure, form and imagery for their own poems about fire. Through excellent support from the class teacher and two teaching assistants, pupils of differing needs and attainment levels rose to the challenge. One pupil, at the early stages of learning English, wrote: 'Water can be as clear as a glass window'. Another pupil with special educational needs described fire as 'the demolisher that is dismantling everything in its path'. Where teaching is less effective, the pace is sometimes slow and the teacher spends too long giving examples before the pupils can become actively involved. Sometimes a lesson lacks coherence because too many disparate tasks are planned. Occasionally a teacher's questioning is not including pupils who have been identified previously as non-participants. Some guided reading is not taking enough consideration of how pupils' understanding is restricted by limited vocabulary.
58. The assessment of pupil progress is good. The National Literacy Strategy has been adopted and the Literacy Hour operates in all classes. There is very good support for differing needs including deaf pupils, pupils with special educational needs, the gifted and talented and pupils with English as an additional language. There is provision for additional literacy support for small groups of pupils, booster classes and additional time at the start of the morning and afternoon sessions devoted to hearing reading, independent silent reading, spelling and handwriting. However, the use of this time varies in quality. There is good enrichment of English through the use of writers in residence, poetry workshops and Year 5 work in co-operation with a local newspaper. There is also need for improvement in some aspects of the curriculum. There is no consistent application of a school handwriting policy. There are insufficient opportunities provided for extended writing both within English and across the curriculum. Although information and communication technology is used well to support pupils with special educational needs and at the early stages of learning English, there could be more planned opportunities in other English lessons. The subject has been well led and managed considering the number of staff changes. A literacy action plan has been written and, in the main, implemented. The English co-ordinator has only just joined the school. She has already begun monitoring and has a very clear idea of the areas for improvement.

MATHEMATICS

59. Current standards in Year 6 are above average. This is an improvement since the last inspection. In a fully inclusive school, results fluctuate year on year but standards overall have

been rising over recent years. Inspection evidence shows that current standards in Year 2 are around average whereas in 2001 standards were below average. There has been good improvement since the last inspection. Overall achievement is very good. High attaining pupils achieve well and a number reached the well above average Level 6 in the 2001 National Curriculum assessments.

60. Pupils in Year 2 know the number facts to 20 and can work on these at speed. They can write and order whole numbers to at least 100. Most pupils can describe and extend simple number sentences. They know and understand that subtraction is the inverse of addition and can use halving and doubling. Higher attaining pupils are able to estimate, compare and measure lengths, masses and capacities using standard units. Most pupils concentrate well and are enthusiastic in all parts of numeracy lessons. They make good progress and achieve well over time. This is an improvement since the last inspection when progress was unsatisfactory. Pupils in Year 3 are able to count on and back in hundreds and most are able to identify multiples of hundreds. Higher attaining pupils can explain how to recognise multiples of 50 and 100 – although some others find this more difficult. Pupils with special educational needs and English as an additional language are well supported and take a full part in lessons.
61. Pupils in Year 6 have a good understanding of fractions and decimals. The majority of pupils can multiply and divided decimals by 10 and 100. They can reduce fractions by cancelling and use a fraction as an operation to find parts of numbers and quantities. They are able to use protractors to measure acute and obtuse angles. Lower attaining pupils are making very good progress and the majority will achieve satisfactory results in this year's Standard Assessment Tests. These pupils are able to solve problems such as 'If 208 children and 27 adults are going on a trip, how many 56 seater coaches will be required?' Pupils use mathematical vocabulary accurately. They apply their previous learning well when finding out a hidden number. They ask questions such as: 'Is it less than fifty?' 'Is it a prime number?' 'Is it a square number?' The questions are posed in logical sequence in order to elicit the hidden number by asking the least number of questions.
62. The quality of teaching in Years 1 and 2 is never less than satisfactory and is often good. The strengths of the teaching for these younger pupils are teachers' high expectations, detailed planning and very good management of pupils. The very good use of the educational communicators for the deaf and support assistants for pupils with special educational needs and those with English as an additional language ensures that all pupils are successful, confident learners. All pupils are encouraged to take responsibility for their own learning. The quality of teaching in Years 3 to 6 is good overall with some being judged to very good and excellent. The strengths of the teaching for these pupils lie in the teachers' very secure subject knowledge together with high expectations, effective planning and the use of the National Numeracy Strategy. Work is accurately matched to prior learning so that pupils build on previous knowledge. Teachers' explanations and demonstrations are very clear and adequate reinforcement is given to enable all pupils to gain thorough understanding. There has been an improvement in the quality of teaching since the last inspection.
63. As a result of the good and very good teaching pupils are highly motivated and confident learners. Homework is used appropriately and pupils are keen to share their efforts with teachers and their peers. In lessons older pupils are keen to share their knowledge and explain how they have arrived at their answers. However in one Year 6 class the girls had to be encouraged by the staff to share their work. Opportunities for promoting numeracy are evident in other subjects; for example, the use of pie charts in geography. The pupils in most lessons are actively involved in their learning and are able to make judgements about their progress because teachers return to their learning objectives during plenary sessions. There are some very good examples of diagnostic marking, particularly in Years 1 to 5. This enables the pupils to know what they need to do to improve further. This good marking practice needs to be extended to enable all pupils to benefit. In a minority of lessons in Years 3 to 6 the lessons are too long. This leads to a loss of pace and as a consequence learning is impeded. Mathematics is managed effectively. Pupil grouping in Year 6 is having a positive impact on pupils' attainment - particularly for the lower attaining pupils. The National Numeracy Strategy is well implemented

and this also having a positive effect in raising standards. There is some use of information and communication technology to support the subject. Pupils' responses and attitudes are positive throughout the school. The pupils share their teacher's enthusiasm for the subject. They are keen and eager and show commitment and genuine interest. They behave well in lessons because of this. They have very good relationships with their teachers, other adults and each other. They show maturity and respect for each other's feelings; for example, when pupils make mistakes other pupils are supportive.

SCIENCE

64. Standards in science seen during the inspection at the end of Year 2 are average and at the end of Year 6 are well above average. The improvements in standards since the national assessments for Year 2 in 2001, are largely due to the monitoring of teaching, resulting teacher training, the close monitoring of pupils' work, the monitoring of teachers' planning and support as needed.
65. Good support from the co-ordinator, as a result of monitoring, has resulted in raising the level of teaching and teacher confidence in teaching science. The high standards attained in the Year 6 national assessments in 2001 have been maintained. This is attributable to the good teaching in Years 3, 4 and 5 and the very good teaching and provision in Year 6. Booster classes for science provide very well for gifted and talented pupils. Small numbers in the Year 6 classes, together with the very good teaching, ensure that pupils with special educational needs and those with English as an additional language, achieve very well. Children enter school with below average knowledge and understanding. Their overall achievement, as they proceed through the school, is very good. Good evidence of the particular strength of the science teaching is the significant number of pupils reaching Level 6, (well above average), in the National Curriculum assessment tests. From a range of evidence including lesson observations, pupils' work and teachers' planning, all aspects of science are covered well, but there is a relative weakness in the way that scientific enquiry is taught. This aspect tends to be teacher directed and there are insufficient opportunities for pupils to devise their own investigations and work independently. Pupils record their work well by writing and drawing and they use their numeracy skills to communicate information through tables and block graphs. However, there is little evidence of the use of information and communication technology.
66. Most Year 2 pupils are clear about the meaning of prediction and are able to reach simple conclusions as a result of their investigations. For example, they know that the way in which objects can be moved is determined by the type of force that is applied to that object. Although they have an appropriate understanding of fair testing, they do not apply this independently to their work. By the end of Year 2, pupils also understand that some materials return to their natural state after heating and cooling, whilst others do not. They are able to make simple electric circuits, using labels and symbols in their drawings of these and identify why some electric circuits will not work. In Year 3, pupils learn to understand the importance of collecting data properly. For example, when investigating 'which paper is the most absorbent?' they recorded their results in table form. Scientific vocabulary develops well; for example, pupils talk about thermal conductors and insulators. Graphs are used in Year 4, such as a graph charting which surface helps objects to slide most easily. They are also able to use a force meter to measure force in Newtons in Year 4. Pupils in Year 5 have a good understanding of the apparent motion of the Sun and plot results of investigations such as sunrise times, on line graphs. By the end of Year 6, most of the required knowledge for the science curriculum is very well established and very good numbers of pupils are able to apply scientific knowledge and language accurately. A significant number of pupils in Year 6 are working within Level 6, which is well above average. These pupils are able to independently identify key factors using the very good knowledge they have gained, and use scientific words correctly when carrying out investigations. For example, they use words such as 'chemical reaction', and compounds which are 'soluble' and 'non soluble'. When mimicking the Viking lander tests made in 1976, to investigate whether there is life on Mars, pupils were asked to make predictions and form a hypothesis. Pupils tested their hypothesis by observing an experiment over a 30 minute period and recording their results. Finally, they compared their own results with that of the Viking

lander tests. In the experiment, pupils observed whether or not respiration took place in solutions of sand, salt, baking powder and yeast. They were then able to identify which solutions contained living cells and where life exists.

67. Pupils' attitudes to science lessons are very good. They are enthusiastic about learning new scientific facts and discuss their work well, using appropriate scientific words. They settle quickly to their work, work hard and are generally interested and highly motivated to achieve well. Levels of co-operation and behaviour are very good. Teaching is also very good overall and there is some excellent teaching. Instructions to pupils are very clear and a good variety of teaching techniques are used, such as whole class teaching, class brain storming for ideas and group discussion. Teachers interact very well with pupils, provide challenging work and encourage pupils to ask questions. Lessons are well planned to motivate and interest pupils, making them eager to learn. Lessons focus very well on gaining knowledge and understanding of scientific facts, but are sometimes too teacher directed. For example, investigations are nearly always planned well by the teacher and set up and resourced for whole class or group activities. Consequently, pupils have good reinforcement of the scientific knowledge that they are intended to learn, but do not use scientific knowledge independently and creatively. Teachers are well supported by their classroom assistants, by educational communicators for the deaf and by those working alongside pupils with English as an additional language who need extra support.
68. The provision for science has improved significantly since the last inspection - in a number of ways. The very good development of the science co-ordinator role has meant that there is now good monitoring of both the teaching and pupils' work. Identified weaknesses from this monitoring have been supported by teacher training and a number of good whole school focuses for development. The development of scientific vocabulary is one such example which has been particularly successful. Provision for gifted and talented pupils has been another good development which has contributed well in raising the standards in science to their much improved level at the end of Year 6.

ART AND DESIGN

69. In the lessons seen and the art that is well displayed around the school, standards are average at the end of Year 2 and above average at the end of Year 6. Standards have improved since the last inspection and pupils now achieve well through the school. In the few lessons observed in Years 5 and 6, the teaching was good or very good. The good identification and provision for gifted pupils, together with exciting work carried out by visiting artists and local authority curriculum support teacher for art and design, has meant that the art curriculum is enhanced and enriched and gives good support to the above average standards. The pupils' natural ability to use pattern and colour well is used to good advantage and there are numerous examples of this displayed around the school. Large and exciting Aboriginal patterns and flow patterns linked to the work of Edward Munch are good examples of this. Good links are made with pupils' own culture, such as Sikh Symbols, prayer mats and Rangoli Patterns using seeds and pasta. A recently developed link with information and communication technology has added an exciting dimension to the curriculum. Pupils have used digital cameras and photographs are scanned into the computer and altered to good effect to make eye catching print images.
70. Pupils clearly enjoy their art and show a good level of interest in their work. Because teachers think and plan their lessons carefully, the work chosen motivates and interests pupils. Art is often linked to other areas of the curriculum. Story pictures in Year 5 were linked to Harry Potter and Charlie and The Chocolate Factory, as well as cartoons and the Bayeux Tapestry, as starting points for the work. The teaching seen in the Years 5 and 6 was at least good and pupils make good progress because of this. Work is carefully explained and appropriate skills are taught before pupils begin their own work. There is a good level of discussion promoted about background and meaning to paintings that are being studied. For example, when looking at 'The Execution of Lady Jane Grey' and the detail in the picture, good discussion was promoted about how the artist had changed things from historical fact for artistic reasons. The teacher skilfully helped pupils to empathise and express sensitive feelings by a good level of

questioning. 'What about his expression?' (when studying the face of the executioner) and 'What do you think he is feeling?' are good examples of this. Consequently, when pupils start tasks, it is with a high level of concentration as thoughts and feelings have been explored well. Teachers use their educational communicators, classroom assistants and language support assistants well in their work. A good level of communication exists between all adults concerned. Because the learning objectives for each lesson are clearly displayed and discussed with pupils, this helps all those who work in the classroom to work to a clear and common aim in their support of pupils' learning.

71. The co-ordinator provides good and enthusiastic leadership. Links are promoted and used well. For example, a good link with the local authority curriculum support teacher for art and design adviser has helped to develop skills in Years 5 and 6. Ideas for establishing a simple assessment system have been suggested, but not yet trialled or implemented. Some monitoring of teaching has taken place, but this is not yet completed.

DESIGN AND TECHNOLOGY

72. Owing to timetable arrangements it was only possible to observe two lessons, (one each in Year 2 and Year 3), in the subject. Judgements are based on teachers' planning, talking to pupils and on work currently on display. Standards at the end of both Year 2 and Year 6 are average, as they were at the time of the last inspection. A subject co-ordinator has now been appointed and the school has remedied the limited resources which were identified in the last inspection. The achievement of pupils is satisfactory through the school. The work seen reflected a sound range of activities planned for pupils with work in Years 1 and 2 covering for example, mechanisms, foodstuffs, electrics and textiles. Opportunities for pupils to design and make musical instruments and moving vehicles, and use fabrics to design a coat for Joseph are such examples of work seen. In Year 3, pupils have designed photo frames and moving monsters and made sandwiches. They had labelled their diagrams and used measurements accurately.
73. A later stage in the design and making process was evident in Year 5, where pupils had made progressive plans and evaluated their work in terms of what works well and what does not. Some examples of above average work are to be found in Year 5; for example 'Dan the Mechanical Man' and the modification of a small model by adding an extra cam. The good emphasis on design and technology is not as marked in Year 6 as in Year 5, due to a focus on National Curriculum assessments, and there was limited evidence with which to make a judgement. Work throughout the school lacks systematic recording. Art and design and design and technology share a book for this purpose and it is difficult to track sustained progress through the school and it is therefore difficult to monitor. No monitoring of teaching has been undertaken and there has been no recent training for teachers. Links with information and communication technology have not yet been developed. Monitoring of teachers' planning is undertaken, enabling the co-ordinator to track that an appropriate curriculum is being followed. No formal assessment of the subject is in place yet, although this is going to be introduced soon.

GEOGRAPHY

74. Standards in geography for pupils at the end of Year 2 and Year 6 are in line with those expected nationally. This is an improvement since the last inspection when standards were judged to be below average by the end of Year 6. Overall achievement is good. Although it was not possible to see any lessons in Years 1 and 2 during the inspection, evidence from examining pupils' work and talking to staff and pupils shows that pupils in Year 1 are able to identify main cities in the British Isles and countries in Europe. They talk with enthusiasm about the work that they did studying the local environment, and their visit to the beach. They compare the similarities and differences of the two localities. Pupils in Year 2 are able to compare and contrast Africa and England. By using the pupils' experiences of holidays to India, they make comparisons between life in Newham and life in India. The higher attaining pupils also compare Christmas in England and Australia.
75. The work seen in Years 3 to 6, together with observations in Years 4, 5, and 6 show that pupils have sound geographical knowledge and skills. They build on these skills as they move through the school. Mathematics is well used in geography; for example in a Year 6 lesson where pupils were the pupils were examining environmental issues surrounding the use of water they used a pie chart to examine how this was used. This lesson also contributed to the pupils' moral development as a video used during the lesson looked at how other countries do not necessarily have access to clean water and, as a result, the death rate of people - particularly children - is high. Following viewing the video the pupils' talked about things that had shocked them. In another lesson a pupil made a link between the geography lesson and a science lesson that was carried out earlier in the week by remembering that oil and water do not mix. She extended the idea to suggest that water in rivers and seas could become polluted by oil.
76. Teaching in the lessons seen was good overall but ranged from satisfactory to very good. This is an improvement since the last inspection when teaching was satisfactory. Teachers are aware of the range of attainment within their classes; higher attaining pupils are appropriately challenged while lower attaining pupils, pupils with special educational needs and pupils with English as an additional language are supported by support staff. As a result of the good teaching pupils enjoy geography lessons and are developing independent learning skills as shown in a Year 4 lesson where pupils were surveying the school's facilities. They worked in groups and presented their findings to the rest of the class at the end of the lesson.
77. The two co-ordinators are new to their roles. They have had responsibility for geography since January and have made a good start to managing the subject. They have worked together to ensure progression from Year 2 to Year 3 and have good ideas for the development of geography. They have worked with the assessment coordinator to develop assessment procedures that will commence in September. However, assessment procedures for geography are currently insufficient. The planned assessment arrangements will enable staff to track pupils' progress and to further develop cross curricular links, particularly the use of information and communication technology.
78. Geography makes a satisfactory contribution to cultural development - local studies projects help pupils to become aware of the diverse culture of Newham and the study of other countries and visits to other parts of London and further afield makes a contribution to pupils' knowledge of other cultures. Resources are satisfactory, but more atlases and globes are needed.

HISTORY

79. Standards are in line with the levels that are expected by the end of Year 2 and pupils' achievements are satisfactory. By the end of Year 6, standards are above expected levels and pupils are achieving well. Pupils in Year 1 talk plot the trips they have participated in since arriving in school, on a time line, and are developing their understanding of past time. In Year 2 pupils are learning about past events in history such as the Great Fire of London. They know this occurred over 300 years ago and that it started in a baker's shop. They understand differences in events at that time and now and they know that a diarist called Samuel Pepys,

who lived at that time, wrote about the Great Fire and that is how we know about it now. For example, they understand that houses then were made of wood and could easily catch fire but now London buildings are made of stronger materials such as brick and concrete. Pupils' concept of time develops as they move through the school and develop better knowledge and understanding. Pupils use a timeline with confidence; for example, in Year 3 where they are learning about the Tudors. Pupils have a good idea about how to find information from books, pictures and artefacts and are able to recall the Tudor monarchs from a video. By the end of Year 6 pupils have developed their knowledge and understanding of historical events in the past. They have a good understanding of ancient civilisations such as the Romans and Greeks and of the passage of time from the ancient Britons to the industrial revolution and modern times. They also have a good understanding of the use of historical evidence to further our knowledge of history. For example in their work on London's beginnings, pupils know that evidence from artefacts found in the River Thames has provided information on early settlements in ancient Britain and they use the Internet effectively to research other artefacts found in London such as pieces of flint and human bones.

80. Teaching is satisfactory in Years 1 and 2. Teachers make effective use of national guidance and this encourages a progressive approach to the subject. However, teachers' planning is not consistent and this restricts pupils' systematic building of historical skills. In Years 3 to 6, teaching is good. Planning is more consistent and much higher expectations are set for learning. For example, in one Year 6 class observed, the pupils used the Internet to research artefacts found in London and produced a range of their own pottery in the style of the ancient Greeks. Pupils also selected relevant data and recorded it in a variety of ways, both written and pictorial. Effective use was made of a video and appropriate questioning prompted a good response from pupils. Teachers always ensure that tasks are accurately matched to the attainments of pupils. As a result, pupils are continually challenged in their thinking. Higher attaining pupils have good opportunities for wider exploration of the period of history being studied through, for example, the use of the Internet. Pupils with special educational needs receive good support for their learning in lessons. Good relationships are maintained with pupils in all year groups and this encourages pupils to show respect, behave well and focus on their learning
81. There is insufficient monitoring in the subject so that inconsistencies are not being properly identified. This is largely confined to the monitoring of planning by the two co-ordinators for the subject. The co-ordinators recognise that there is a need to monitor the quality of teaching and learning so that pupils' achievement is consistently high throughout the school. Methods for recording and monitoring pupils' achievements are not sufficiently developed yet, so that there is little useful information available to inform teachers' plans. Standards are now higher than at the time of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

82. Due to timetable arrangements, only three lessons were seen. Judgements on standards are also based on the analysis of pupils' work, the scrutiny of school documents and speaking to staff and pupils. By the end of Years 2 and 6, the majority of pupils attain standards in information and communication technology that are below average. The majority of pupils in the lessons observed generally made good progress but achievement overall for pupils throughout the school is unsatisfactory. This is because pupils do not have sufficient opportunities to develop their knowledge, understanding and skills systematically.
83. Pupils who have special educational needs - including those who have behavioural difficulties - are often supported well through lessons. Deaf pupils are supported particularly well during the introduction and plenary sessions because they are kept fully informed through signing and have opportunity to offer their ideas. During the practical activity they work with a partner, contribute usefully and receive support appropriately. In general, pupils who have English as an additional language do not contribute well enough during the introduction and plenary sessions. This is because there are too few useful opportunities for them to develop their confidence through

speech. Year 5 pupils are involved in a gifted and talented project that links primary and secondary schools. This is a recent initiative.

84. Pupils in Year 2 know how to open and close applications; for example painting, and how to print their work. They know how to use a few specific keys and develop early keyboard skills as they use the word processor to produce and edit sentences. Higher and average attaining pupils develop understanding of technical vocabulary reasonably satisfactorily. Lower attaining pupils often have difficulty finding the words to help them explain the work. However, with encouragement and time they persevere and are willing to make the effort. It is clear pupils have slightly more experience using the painting application than any other, and generally use the mouse rather than the keyboard. Pupils in Year 6 talk about their experiences that include writing poems, creating a database and using the Internet to research for information about how to protect the world. They are very clear about how to open and close an application and how to print work. The higher and average attaining pupils speak very clearly and confidently about what they have learnt, including how to use specific keys to change the font and to spell check. They use the same painting application as the younger pupils and make pictures and symmetrical patterns. Although they generally recall the database and graph work, all are less sure about how this information can be used. They have limited experience of spreadsheets. Pupils do not always complete their work in the lesson and do not have the opportunity to finish it at a later stage. This means that there are significant gaps in their knowledge and understanding.
85. Useful links with some other subjects such as geography are emerging. Literacy contributes less well. In research work pupils read text and make notes, but they do not develop higher order skills to support scanning for information as well as could be expected so that too much time is spent reading, and attempting to read difficult text when they should be seeking key information. Numeracy also contributes to this subject to a limited extent. Overall, however, the use of information and communication technology to support other subjects is insufficient.
86. There have been some improvements since the previous inspection in 1997. There is a small computer suite in the library at present. There are plans for a new purpose built suite later this year. There is a computerised library system and workstations in classrooms. Although a few teachers have received full training, many have not. Difficulties have arisen due to staff turnover. Initiatives to address teachers' lack of confidence and subject knowledge are imminent. The key issue identified in 1997 was to implement the school's development plans in the curriculum. This has been achieved to some extent but not well enough to raise standards nor the achievement of all pupils. Although resources have improved significantly they are not used as well as they could be; for instance the computers in the classroom. Despite the difficulties encountered by the school, the extent of the improvement has been insufficient.
87. There is no overall judgement on the quality of teaching. Teaching in the two lessons observed in Year 6 was good, while that in the one in Year 4 was broadly satisfactory. However, there are weaknesses in teachers' subject knowledge throughout the school. Good features of the lessons seen included well-established routines and good relationships. The teachers were well prepared and this helped pupils to understand the work and know what was expected of them. In the Year 6 lessons, teachers used instruction and explanation well. Good use was made of prompt sheets. Pupils read these carefully and followed the instructions carefully. All pupils showed good interest in the work. They sought help as necessary and were generally supported well by adults. Plenary sessions were used well to help pupils show what they had accomplished. The way in which the interactive whiteboard was used helped pupils to know what to look for and what to do in their first lesson on how to use the Internet. This made a significant impact on their understanding of how to access the Internet because everyone could see the screen clearly. Weaker features were seen when teachers' talk was over long and this meant that pupils who had shown good and very good attention initially became less enthusiastic to offer their ideas. In the Year 6 lessons pupils enjoyed sharing, taking turns and talking about their work. This was not a strong feature in the Year 4 lesson. This was because pupils had little space in which to work and the noise level from another group working in the same room made it difficult for pupils and teacher to work well together.

88. The co-ordinator is relatively new to the post and needs to develop a more rigorous management and monitoring role, and staff need more guidance on how to deliver the subject effectively. Throughout the school, pupils have too few quality opportunities to develop appropriate skills and further improve their work through well-structured links with other subjects - particularly literacy.

MUSIC

89. It was only possible to see two music lessons during the inspection, one in Year 1 and one in Year 4, and in these standards were as expected, a finding similar to that of the last inspection in the case of the Year 1 lesson. At the time of the last inspection, however, standards at the end of Year 6 were judged to be unsatisfactory and a key issue. Although no lessons were seen, other evidence – including singing in assemblies, planning and other documentation and discussions with the co-ordinator – indicates that music now has a higher profile in the school and that standards at the end of Year 6 may well now be at the expected level – although it is not possible to make a secure judgement on this. For example, the school has had an on-going programme of specialist support in the classroom. This has contributed both to the standards being reached by the pupils and to the enhancement of teachers' skills. Pupils have also participated in external projects involving the London Symphony Orchestra, have taken part in workshops and have attended concerts at the Barbican. A small number benefit from peripatetic tuition in violin and recorder. Achievement from Years 1 to 4 is satisfactory.
90. Year 1 pupils interpret music successfully in song and actions and using tuned percussion instruments. They are able to repeat short rhythmic and melodic patterns successfully. Year 4 pupils are able to express the emotions induced in them by different short pieces of music. They have appropriate control of dynamics when, for example, producing echo sounds or chanting lines from a familiar song. Most understand the meaning of a number of musical terms. Singing throughout the school, however, is only just satisfactory with, for example, a significant number – mainly boys – not joining in during assemblies. The pupils are very enthusiastic about their music lessons. They want to perform well and to improve. Their attitudes and behaviour are very good. Teaching and learning were very good in both of the lessons seen, one of which was led by a specialist from the local education authority. Both teachers were enthusiastic and their choice of activities motivated the pupils well and made them want to learn and to improve their skills. Tasks were appropriately challenging and discipline effective.
91. Planning for music is largely based on national guidelines and the school is currently piloting a suitable system of assessment for full implementation in September. The use of information and communication technology to support the subject is limited, however. The co-ordinator is enthusiastic and knowledgeable.

PHYSICAL EDUCATION

92. Standards have remained much as they were at the time of the last inspection. By the end of Year 2, pupils have skills which are in line with national expectations. Similarly, by the end of Year 6, the all-round skills and attainment levels of most pupils are also in line with national expectations. Overall achievement is satisfactory. By the end of Year 2, pupils know the importance of warming up before exercise because teachers insist on precise actions and sensible participation. Pupils know the value of teamwork in sending and retrieving balls and beanbags and they devise simple ways of improving these skills. By the end of Year 6, pupils experience a much wider range of sports and are developing their techniques and skills. For example, in football practice, pupils warm up with stretching exercises and work in small groups and pairs to pass and control the ball with accuracy. They develop their skills of defending and passing because these skills are taught directly by the teacher to ensure that each pupil learns effectively. There are no differences in the achievements of boys and girls. Pupils with special educational needs, including those who are deaf, are fully included in all activities and achieve equally well.
93. The quality of teaching is at least satisfactory in all years. Nevertheless, in Year 6 lessons teaching improves and in lessons seen, teaching was good or very good. Teachers plan

appropriate lessons based on a national scheme of work and this ensures that pupils learn about all areas of sport. However, sometimes lessons are rather dull and pupils lack enthusiasm. For example, in a Year 5 gymnastics lesson, pupils learned how to use floor space for running, jumping and standing on the spot, but the pace of the lesson was not lively enough and the teacher did not make enough use of pupils to model the techniques. As a result, pupils did not learn fast enough and lost interest quickly. Where teaching is good, the lesson pace is brisk, and a variety of activities are on offer to develop pupils' skills. As a result, pupils are interested and enjoy the lesson. This was seen in a Year 6 football lesson where pupils were passing, stopping and retrieving at speed. Teachers in Year 6 also develop a greater awareness of fair play and safety in physical activities so that pupils always abide by the rules of fair play in competitive games. Teachers maintain good relationships with pupils so that most pupils have a positive attitude in lessons and behave well. They try hard and concentrate with their learning. Pupils also show respect to teachers and have very good relationships with each other. Teachers also include all pupils well in lesson activities, including those deaf pupils. As a result, pupils share equipment well, handle it properly and work well together.

94. Pupils no longer have opportunities to engage in activities after school and this is unsatisfactory as it impacts adversely on the standards pupils could reach. Two terms ago, pupils had good opportunities to engage in after school activities such as basketball, cheerleading, tennis and hockey, but this has now stopped due to different funding priorities. Systems for checking how well pupils are achieving have not yet been developed and there are limited opportunities for pupils to gain awards. However pupils in Year 5 go swimming and have good opportunities to gain swimming awards. There are enough resources of good quality in Years 1 and 2, but insufficient resources in Years 3 to 6. The new co-ordinator is working hard to improve the subject but the school is not yet rigorous enough in its appraisal of teaching to ensure higher achievement throughout the school.

RELIGIOUS EDUCATION

95. Standards in religious education are satisfactory at the end of Year 2 and at the end of Year 6 and pupils achieve well. This finding is similar to that of the last inspection. Pupils have a good knowledge of key elements of various major world religions – particularly their own – but their capacity to develop self understanding through the subject is less well developed.
96. Year 1 pupils are able to identify places that are special to them – although some find it hard to explain why this is so. Most can identify some of the features of Christian churches, while a significant number have an emerging appreciation of which places of worship are special to the followers of different faiths. Year 2 pupils examine natural objects such as shells and flowers and describe which features they find particularly beautiful, prior to linking this with the concept of creation. Year 5 pupils are beginning to understand the reasons why people make different decisions in life and to appreciate the existence of moral dilemmas. By the time they reach the end of Year 6, pupils successfully study the story of the Ten Commandments. Most are curious about the meaning and context of the story, with some being able to explain the adverse effect on society of not following social norms. Some are able to explain the similarities and differences between the rules and precepts of different religions – but others find this activity too challenging.
97. Pupils' attitudes and behaviour in religious education lessons vary from satisfactory to very good, and are good overall. Most pupils are interested in the stories and the concepts being studied. They are attentive when appropriate and are keen to contribute their own ideas or to share their knowledge of their own religions. In most lessons, they settle quickly to follow-up tasks and focus well on these. Some find it difficult to concentrate on their work for a prolonged period of time and become fidgety after a while. Most, however, work well together and relationships are generally very good. The quality of teaching also varies from satisfactory to very good, and is good overall. A particular strength in the teaching of religious education is pupil management. This is positive and friendly, and is effective in promoting good behaviour and very good relationships. Pupils' views are listened to and respected, which makes individuals feel appropriately valued. Methods employed are also a strength. A good variety of activities

keep the pupils interested and supports the pace of their learning. The lesson objectives are consistently discussed with the pupils at the beginning of the lesson and returned to at intervals and at the end. This ensures that the pupils are clear about what they are meant to learn and gives them the opportunity to evaluate their own progress. In the best lessons, good quality questioning and sophisticated vocabulary challenge the pupils to think deeply about the issues being covered. In a minority of lessons, some activities are of limited value or go on too long, leading to restlessness on the part of some pupils. In others, pupils are not given the opportunity to explore concepts in depth or to relate them sufficiently to people's lives.

98. Planning for religious education in the school is appropriately based on recently produced local authority materials and on national guidelines. Assessment strategies, however, are under developed still, and there is limited use of information and communication technology to support learning in the subject. The co-ordinator is enthusiastic and knowledgeable and has a good understanding of the subject's developmental needs.