

INSPECTION REPORT

OSMANI PRIMARY SCHOOL

Whitechapel, London

LEA area: Tower Hamlets

Unique reference number: 100934

Headteacher: Ms J Grylls

Reporting inspector: Ms J Wotherspoon
22199

Dates of inspection: 4th – 8th June, 2001

Inspection number: 195828

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Valance Road
Whitechapel
London

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Appropriate authority: Tower Hamlets

Name of chair of governors: Mr M Tyler

Date of previous inspection: June 1999

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| 22199 | Ms J Wotherspoon | Registered inspector | Art and design Geography History | The school's results and achievements How well are pupils' taught? How well is the school led and managed? |
| 9974 | Mr D Singh | Lay inspector | | Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 20832 | Dr M Galowalia | Team inspector | Mathematics Design and technology Information and communication technology Equal opportunities English as an additional language | Provision for pupils' personal development |
| 7269 | Mr P Kemble | Team inspector | English Music Physical education Special educational needs | Financial efficiency Assessment |
| 22790 | Ms J Pinney | Team inspector | Foundation stage Science Religious education | How good are curricular and other opportunities offered to pupils? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Osmani Primary is a larger than average school which takes boys and girls from the ages of three to eleven. Nearly all the 337 pupils on roll entered the school with limited knowledge of English, including pupils who may have started school at a later stage. At present, 239 pupils are at the early stages of speaking English. The school serves an area that is characterised by poor housing conditions, high overcrowding and high unemployment. These conditions are reflected in the proportion of pupils who are eligible for free school meals; at 70 per cent, this is well above average. The majority of pupils are Bangladeshi in origin, though other ethnic groups are represented in small numbers. Additional staff, funded from the Ethnic Minority Achievement Grant (EMAG), supports these pupils. Pupils are almost exclusively Muslim. Around a quarter of pupils have been identified as having special educational needs, with three pupils having a statement of special educational need; this is slightly above the national average. Teachers assess that pupils' attainment on entry to the reception class is well below average.

HOW GOOD THE SCHOOL IS

The school is very effective. Although standards remain below average in English by the age of eleven, they are close to average in mathematics and science. There is a continuing trend of improvement that can be seen in the standards of pupils as they move through the school. Standards are above those of similar schools. Teaching is good and pupils are making good progress. Leadership and management are very good. The headteacher provides outstanding leadership and a clear direction for school improvement. The good support of governors and key staff are crucial to the school's success. Despite high costs, the school provides good value for money.

What the school does well

- Teaching is good and pupils' skills in literacy and numeracy are promoted very well
- Provision for moral and social development are very good, resulting in good behaviour and attitudes to learning
- High quality day-to-day care and support builds pupils' self-esteem and promotes very strong relationships
- The headteacher, staff and governors work effectively together to secure improvements to the quality of education
- Assessment information is used very well to set targets for improvement and to meet the needs of individual pupils
- Pupils make a good start to school life in nursery and reception

What could be improved

- Pupils' speaking skills in English are below average
- The standard of work seen in geography and design and technology
- Attendance rates, and pupils' punctuality

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 1999 when it was judged to be providing an acceptable standard of education for its pupils, and special measures were removed. Since then it has made a very good level of improvement in a relatively short time. The weaknesses have been tackled rigorously, and the quality of education has improved. Standards are continuing to rise and there is a better level of challenge for higher attaining pupils. Support

staff are deployed effectively to make the best use of their skills and the school has worked hard to broaden pupils' experiences.

STANDARDS

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

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

The table shows that results have risen steadily since 1998 when the school's results were in the lowest five per cent nationally. The school predicts a further improvement this year and is likely to exceed the targets that were set; evidence from lessons and pupils' work confirms this prediction. Standards are below average in English with weaknesses in pupils' speaking skills, but standards in mathematics and science are broadly in line with expectations for pupils' ages. Results in Key Stage 1 tests have also risen over the past three years and were above the national average in mathematics and writing in 2000 although reading results were well below average. An improvement is expected this year. Standards seen during inspection are similar to those expected at the age of seven in English and above expectations in mathematics and science. In both key stages, the number of pupils exceeding expectations is rising gradually. Below average standards in design and technology and geography reflect weaknesses in past provision as well as some current shortcomings that need addressing in the breadth of the curriculum. Pupils enter the nursery with limited knowledge and understanding of English. They make good progress during the foundation stage (nursery and reception) and are well prepared to enter school. However, their English communication skills remain weak.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school | Pupils have good attitudes to school and show enthusiasm for the stimulating and interesting activities provided by their teachers. |
| Behaviour, in and out of classrooms | Behaviour is good, both in and around the school. Pupils are polite and courteous, though a little shy with visitors. |
| Personal development and relationships | Pupils willingly take responsibility but do not instinctively show initiative. They enjoy very good relationships with their peers and with adults in the school. |

| | |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance | Unsatisfactory. Although the figures have improved over the last two years, attendance rates remain below the national average. Despite the school's hard work to promote and celebrate good attendance, the improvements are not secure. |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Pupils' good attitudes and behaviour and very good relationships make a positive contribution to the ethos of the school and the quality of the learning environment. Attendance figures are affected by parents taking pupils out of school for extended holidays during term time. The punctuality of some pupils is a cause of concern for the school.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good | Good | Good |

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

The quality of teaching is good. No unsatisfactory lessons were seen. In just over seven out of ten lessons, teaching was good or better; in a third, it was very good or better. The quality of teaching in English and mathematics is good. In both subjects there are examples of teaching that is inspirational. The skills of literacy and numeracy are taught very well. Lessons are well planned and activities are matched carefully to the needs of pupils who learn at different rates. This is because teachers make very good use of assessment information when planning activities. They mark work constructively giving clear guidance to pupils so they know what to do to improve. Many teachers are skilled at questioning pupils and ensure that they provide a good model of language. However, more opportunities could be taken to develop pupils' speaking skills. The teaching is often lively and teachers' enthusiasm motivates pupils to work hard.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum | Good. Improvements have been made in the activities provided for pupils in nursery and reception. The literacy and numeracy strategies are implemented very well but the need to devote additional time to English places a stress on the time available for some other subjects. |
| Provision for pupils with special educational needs | Pupils benefit from very good support within class and in small groups. Activities are matched closely to their needs. |
| Provision for pupils with English as an additional language | Good. Provision is effective in helping pupils to make good progress. |

| | |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. Provision for social and moral development is very good. Cultural development is good, but more planned opportunities could be provided for spiritual development through collective worship and across the curriculum. |
| How well the school cares for its pupils | The school provides a very good level of care and support for pupils throughout the day. Staff assess their pupils well and this means that they can respond readily to their needs. |

A very good range of extra-curricular activities supplements the basic curriculum, adding significant levels of interest and motivation to pupils' learning. A notable example is the business partnership; 120 pupils share reading, mathematics or information and communication technology activities once a week with employees from a corporate bank. The curriculum framework is reviewed regularly but there are currently some gaps in provision in design and technology and geography as these subjects are re-established following changes to the curriculum. Assessment procedures are very good and have made a significant contribution to the rapid rise in standards. The school works hard to involve parents in their child's learning but few respond by becoming involved in the life of the school, although they are very appreciative of what the school provides for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher is an outstanding leader who has high expectations of staff and pupils alike. She is supported well by staff with management responsibilities. There is a strong sense of unity among the staff. |
| How well the governors fulfil their responsibilities | Very good. Governors have a clear view of the school's strengths and weaknesses. They have a good level of involvement in planning and monitoring school improvement. |
| The school's evaluation of its performance | Very good. There are well-established and rigorous procedures for analysing performance data, evaluating what has been achieved, and identifying what action needs to be taken. |
| The strategic use of resources | Very good use is made of available funds, which are monitored systematically. Careful financial planning enables the school to target resources to the key areas of development. |

Despite a large number of staff changes, the headteacher has created a sense of stability among the current staff, who display a high level of commitment to the school and to its central aim of raising pupils' standards. Non-teaching staff make a significant contribution to the life of the school. The level of staffing is good. The headteacher and governors are very careful to ensure they gain best value for money when planning expenditure. The accommodation is spacious and the quality and quantity of resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Based on the responses to the questionnaire completed by over half the parents, and on the views of 37 parents who attended the meeting.

| What pleases parents most | What parents would like to see improved |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Their children like coming to school• The school has high expectations of pupils• Staff are very approachable and keep parents well informed about their child's progress• Pupils behave well and are learning to become responsible• Teaching is good and pupils are making good progress• The school is managed well and is improving. | <ul style="list-style-type: none">• A small number of parents would like pupils to have more homework. |

The inspection team agrees with all the positive statements made by the parents. Inspectors judge that homework is used well by teachers to reinforce the skills learnt at school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of end-of-key-stage tests in 2000 were an improvement on those of previous years. At the end of Key Stage 1, standards in reading were below those achieved nationally, but standards in writing and mathematics were above the national figures. At the end of Key Stage 2, results were well below the national average in English, and below average in mathematics and science. When compared with the results of similar schools, standards were above average in reading, well above average in mathematics and very high in writing in Key Stage 1, above average in English and science and well above average in mathematics in Key Stage 2. Pupils achieve well to gain these results considering that many begin school with no knowledge of English and poorly developed social skills. At Key Stage 2, although pupils achieve well they have gaps in their knowledge and skills that are a remnant of previously poor teaching. In Key Stage 1, pupils' very good achievement in a short space of time promises further improvements in the future.
2. Children in the foundation stage achieve well as a result of the good provision. Most children begin nursery with very limited knowledge of English language and poorly developed social skills. Assessments of children entering the reception classes in 2000, showed that attainment was well below that expected in language, social development and mathematics. Children make good progress in the foundation stage. By the time children move into Year 1, the majority have achieved the Early Learning Goals in personal, social and emotional development, mathematical development, knowledge and understanding of the world, creative development and physical development. In communication, language and literacy, attainment remains below the expected levels despite making good progress because pupils are still in the early stages of learning English.
3. Over time, there is a rising trend of improvement in English, mathematics and science that has been secured as a result of the school's determined focus on raising standards and improving the quality of education. The increasing use of assessment information to match closely the work in lessons to the needs of the pupils is successful in ensuring that all pupils make good progress. The good level of support for pupils with special educational needs and those who are in the early stages of learning English is crucial to this good progress. An increasing number of pupils achieve levels above expectations as a result of teachers' increasing awareness of pupils' individual needs and the skilful way that teachers offer challenging tasks for potentially able pupils.
4. Standards seen during inspection show a further improvement on the standards reached last year and significant improvement on those reported at the inspection of 1999. The school predicts that its targets will be exceeded and the work seen during inspection confirms this view. Standards have continued to improve since the inspection of 1999.
5. At the end of Key Stage 1, pupils' attainment in writing is above the national average and is an indication of the very good progress made from a low base on entry into school. Grammar and punctuation skills are practised regularly and transferred well to their own writing. Spellings are improving through regular practice and pupils' handwriting is legible, though sometimes untidy. Although standards in reading are below the national average, pupils work hard and make good progress. Pupils develop a good knowledge of phonics and often read words accurately but many pupils have

difficulty in understanding the meaning of what they read. At the end of Key Stage 2, a small minority of higher attaining pupils attains the standards expected in writing. All pupils are aware of how to draft and edit their writing. Standards of spelling and punctuation are satisfactory but much of the work is unimaginative. Good progress in reading continues and pupils are developing an increasing knowledge and understanding of authors, illustrators and characters in books. Reading aloud is often accurate and fluent, but lacks expression. Higher and average attaining pupils have satisfactory skills when searching for factual information, but skills of drawing inferences and conclusions from texts are weak. However, there are positive signs of improvement in these skills among pupils in Key Stage 1 and Years 3 and 4. The reading partner initiative established with staff from the local headquarters of a national bank is an impressive part of the school's focus on raising standards in reading.

6. Pupils' listening skills are better than their speaking skills at both key stages. Most pupils listen carefully to their teachers and to each other and this makes a significant contribution to the good quality of learning in many lessons. Pupils' speaking skills are not well developed. Although pupils make good progress in learning to speak English, their ability to speak in complete sentences or at length takes a long time to develop. By the age of eleven, higher attaining pupils talk at length as they respond to their teachers' questions but most other pupils say no more than is necessary unless specifically encouraged to do so. This is because there are not enough planned activities to promote speaking skills and also because teachers miss opportunities to encourage pupils to make extended responses.
7. Standards in mathematics are above average at the end of Year 2 with a good proportion of pupils achieving higher than expected levels. Standards in Year 6 are average and pupils are achieving well. By the age of seven, most pupils have a good knowledge and understanding of number and their recall of simpler multiplication facts helps them to work out calculations quickly and accurately. They are developing a good range of mental strategies for calculations which is developed further in Key Stage 2. By the age of eleven, most pupils quickly work out answers to number problems in their heads and have good knowledge, understanding and skills of number and algebra. However, pupils' overall skills in data handling and using and applying their number knowledge to mathematical problems are less well developed.
8. In science, pupils achieve standards that are above those expected nationally for their age by the end of Key Stage 1. They have good knowledge and understanding of the topics covered in their lessons and make a good start to carrying out investigative work. By the age of eleven, standards are broadly in line with national expectations as pupils deepen their scientific understanding of physical processes. They are developing sound factual knowledge, have satisfactory investigative skills and make increasing use of correct scientific vocabulary. Higher attaining pupils do not have enough experience in devising, planning and implementing their own experiments.
9. All pupils in the school speak English as an additional language and start school with little or no knowledge of English. They receive a good level of support from teachers and from bi-lingual support staff and this helps them to make good progress. Pupils with special educational needs make good progress as a result of the very good support from the special needs co-ordinators, class teachers and classroom assistants; they make good strides in their learning, particularly in improving literacy and numeracy skills. The school has identified a small number of gifted and talented pupils and is successfully developing ways of challenging these pupils in lessons and in extra-curricular activities. Levels of challenge for pupils of all abilities are often good as a result of a close match of activities to pupils' needs.

10. Standards in information and communication technology (ICT) and religious education are broadly in line with those expected and this represents an improvement since the inspection of 1997. Standards seen in other subjects are broadly as expected, with the exception of design and technology and geography. In these subjects, standards are below expectations overall mainly because pupils have not been taught a full range of skills and knowledge in a systematic way over time. Since September 2000 the school has adopted units of work from a national scheme but this selection does not include sufficient breadth. Pupils are achieving soundly in the units of work that are taught. Standards in physical education are above average by the end of Key Stage 2.

Pupils' attitudes, values and personal development

11. Pupils' good attitudes to learning, their good behaviour and very positive relationships help to create an ethos in which all are valued and in which learning can take place in a calm, orderly atmosphere.
12. Pupils' attitudes to school are good. They are enthusiastic about their work and eagerly take part in all aspects. For example, in a Year 6 science class, pupils were observed answering questions, engaging constructively in discussions and actively participating in scientific experiments. Similar enthusiasm was observed in a significant number of literacy, numeracy, and physical education lessons, where pupils were excited and thoroughly enjoyed the activities. Parents report through the questionnaire and at the parents' meeting that their children have very positive views about school and that they like coming to school. Pupils supported these views in discussion with inspectors. The reasons for this essentially relate to the good quality of education and the very good care offered to them. Pupils' attitudes are apparent wherever they are to be found in school and whatever activities they engage upon. They work hard in lessons, listen to instructions and take full advantage of what the school has to offer. During the inspection, a number of pupils were observed enjoying reading, mathematics and ICT with their 'business partners' and engaging actively in Bengali classes. These activities enable pupils to learn, sustain a positive attitude towards their culture and identify with their cultural heritage.
13. Pupils' behaviour is good. Most pupils are mature and sensible. There were very few examples of unsatisfactory behaviour observed. Parents confirm that in their view pupils are well behaved. An example of their good behaviour was noted at the swimming pool when they listened carefully to instructions and observed the school's code of behaviour while waiting patiently for their lesson to begin. Their behaviour and maturity enabled pupils to understand and observe health and safety rules. There have been no exclusions, but pupils nonetheless understand what is expected of them and that such sanctions exist.
14. Many older pupils, particularly girls, have well defined social awareness and understand that they can have an impact on the life of others. They value the school experience and make serious attempts to acknowledge and value the culture of the school alongside the values of their home. Most pupils know they can express feelings or demonstrate something without fear of ridicule. They respect the values, feelings and beliefs of others, especially in the classroom. In an almost totally ethnic minority school there was no explicit evidence of racism, or of bullying or sexism. Most pupils demonstrate obvious care and concern for people and this was evident when pupils spoke sensitively, politely and respectfully about their teachers and school. Pupils demonstrate the same care and concern for school property.
15. Pupils willingly undertake the usual school tasks, which most do in a quiet unassuming and effective way. They readily accept responsibility and exercise a mature attitude when assisting the staff with chores inside and outside of the

classroom. Most pupils show great maturity in the way they talk with visitors and are quick to offer help if they feel it is necessary. They are confident and polite, because of the very good relationships they enjoy with staff and each other. Many of these pupils are good ambassadors for the school and community.

16. Attendance is below the national level and therefore unsatisfactory. However, the levels of unauthorised absence are broadly in line with schools nationally and attendance has improved significantly. The recent increases are the result of the very hard work of the staff that is beginning to regain the support of the majority of parents, particularly those families who tend to take extended family holidays during term time. Several pupils are persistently late and this is also a cause of concern for the school.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall with some examples of very good and inspiring teaching. No lessons were seen where teaching fell below a satisfactory standard. In 72 per cent of lessons, teaching was good or better; in 33 per cent it was very good, including a small number of lessons in which teaching was excellent. Teaching is particularly good in English, mathematics and science and it is not surprising that pupils make consistently good progress in these important subjects. This reflects the focus of the school's work over the last two years. There are several strengths in the teaching that are shared by many teachers and help pupils to make consistently good progress. Of note are the quality of relationships, the management of pupils and the consistent use of assessment information to plan work that closely matches pupils' learning needs. Weaknesses are few and often relate to individual teachers and lessons. However, more opportunities could be taken to develop pupils' speaking skills.
18. Teaching in the foundation stage (nursery and reception) is mostly good and in the reception classes is frequently very good. All teachers have a good understanding of the foundation stage curriculum and activities are generally well planned to promote skills in all six areas of learning. However, lesson planning does not always identify the specific skills that will be developed during each activity, particularly when children are engaged in independent activities. In practice, this occasionally leads to lack of purposeful learning for some children, especially in the nursery in the session after lunchtime. Improvements in planning between the nursery and reception classes are helping to assure pupils' progress from one year to the next. Teachers make ongoing assessments of children's progress so that, in the main, activities are very well suited to individual needs. Resources are well organised and easily accessible to help children to make choices. All staff promote children's personal development well by providing useful opportunities to develop their independence. Teachers and support staff work together very effectively as a team to create a stimulating and secure environment in which children feel safe and secure. The teaching of communication, language and literacy skills is good overall as teachers talk constantly with the children but staff sometimes miss opportunities to encourage children to extend their answers. Knowledge and understanding of initial sounds and words are reinforced effectively in the reception classes. Teachers make good use of incidental opportunities to develop children's mathematical understanding as well as planned activities. For example, during registration in reception counting skills are reinforced. Teaching of areas of learning are good as adults give children a wide range of activities and stimulating resources to encourage independent choice, enthusiasm and perseverance.
19. In Key Stages 1 and 2, the quality of teaching and learning is good. Teaching is often lively and dynamic, conveying a high level of enthusiasm that is infectious and which motivates pupils to sustain good concentration and effort in their learning. Teachers have high expectations of pupils' behaviour and work rate and most teachers manage

pupils very effectively. Very good relationships underpin the ethos in which pupils feel valued and teachers use praise effectively to boost pupils' confidence and self-esteem. Pupils work in a stimulating environment that emphasises achievement and celebrates success. Teachers mark pupils' work well and this is used effectively as a means of giving constructive feedback to pupils. Comments are clearly directed to those areas of their work that need improvement while acknowledging and praising pupils' efforts.

20. Strengths in the teaching of literacy, mathematics and science reflect the school's focus on these subjects over the last two years. Teachers' subject knowledge is good and this helps to ensure that information is explained correctly and clearly to pupils. In science, there is a strong emphasis on learning through practical work and teachers' practical demonstrations are effective. Teachers implement both national strategies very effectively and consistently. Lessons are planned in great detail and very well prepared with a good range of stimulating resources and interesting activities. Tasks are suitably adapted to closely match the learning needs of different groups of pupils. This is possible because teachers assess pupils' attainment and progress accurately on a daily basis. It is not uncommon for teachers to adapt lesson plans if pupils do not achieve what they expect them to. In this way teachers are constantly re-appraising their teaching and the way in which the pupils are learning. This enables a good level of precision in the adaptation of the tasks.
21. Teachers insist that pupils follow their model of using scientific vocabulary and this has a good impact on helping pupils to understand scientific processes. A similar emphasis is placed on learning key mathematical vocabulary. This ensures that pupils have the tools for explaining what they know and understand. However, there are times when not enough encouragement is given for pupils to expand on their answers or to report back what they have learned from discussion in pairs and small groups.
22. Where seen, other subjects of the curriculum were taught soundly. Teaching was good in physical education, in information and communication technology in Key Stage 2, and in the lessons seen in geography in Key Stage 1. Many of the good features of the teaching in the core subjects were present in other lessons. Most lessons begin with a brief review of previous work to remind pupils of what they already know and to reinforce important vocabulary. However, just occasionally, this introductory part of the lesson is too long and a few pupils begin to get restless. Clear explanations of what they are going to learn prepares pupils well for the tasks ahead. In the best examples, teachers return to these objectives at the end of the lesson and help pupils to evaluate whether or not they have achieved what they set out to learn. This gives pupils a very clear understanding of their own learning as well as pride in their sense of achievement. It also sets the context for what they will learn next. However, occasionally, insufficient time is allowed for this vital reinforcement of new learning.
23. The quality of teaching and learning for pupils with special educational needs is good overall. Pupils benefit from a close match of work to their needs in teachers' planning, with activities linked well to targets in pupils' individual education plans. Teachers make very good use of classroom assistants to support pupils' learning. There is good liaison between teaching and non-teaching staff so that all adults involved in lessons have a good understanding of the purpose of their tasks in helping pupils with their learning. Good support for pupils who are in the early stages of learning English both in lessons and in small support groups is effective in ensuring that pupils can participate in a full range of activities. Where adult support is not available, staff pair pupils with more confident speakers of English and this too is effective.

24. Homework is used well throughout the school to reinforce and extend the work done in lessons, and is especially effective with older pupils. The programme builds appropriately through the school and enables pupils to apply the skills they learn in lessons. The quality of the work produced is frequently of a high standard and reflects the commitment of pupils, teachers and parents to the value of homework. Opportunities for individual learning and the use of a range of sources of information are well used by pupils in this work.

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

25. Curriculum provision has improved since the previous inspection and is now good overall. The school provides a broad and balanced curriculum in both key stages that covers all subjects of the curriculum and offers a wide range of experiences to all pupils. Since the previous inspection the school has implemented a whole-school curriculum framework, which is regularly reviewed to ensure full coverage of all areas of the curriculum. The teaching time given to all subjects is carefully considered and extra time is appropriately given to English to take account of the low literacy skills on entry to the school. However, this does place a restriction on the time available for some other subjects. A full programme for pupils' personal, social and health education, including appropriate attention to drugs and sex education, is delivered as part of the curriculum framework.
26. The provision and planning for children in the foundation stage is good. Planning is detailed and identifies precise learning objectives in all the appropriate areas of learning for children of this age. There is good continuity of planning between the nursery and reception classes and this leads well into the National Curriculum and religious education. Children in the reception classes are effectively introduced to the organisation and structure of the literacy and numeracy hours in readiness for starting Key Stage 1.
27. All subjects have policies that guide teachers' planning. Current schemes of work, mostly based on national schemes, are regularly reviewed and effectively adapted to meet the specific needs of the school. Much of the curriculum planning for the foundation subjects is based on a two-year cycle of topics and planning generally demonstrates secure opportunities for pupils to develop skills knowledge and understanding in a consistent way over time. However, the school is aware that there are currently shortcomings in some subjects. Units of work in history, geography and design and technology are blocked on a termly basis. The current selection of units of work in geography and design and technology do not allow for skills and knowledge to be developed in sufficient breadth.
28. Provision for pupils with special educational needs, including those with statements, is good. Pupils have detailed and specific individual education plans to focus their learning and all staff support pupils effectively in achieving their targets. Targets are regularly discussed by teaching and non-teaching staff and shared with parents. The co-ordinators liaise well with visiting specialists, whose expertise is used well to extend provision. Pupils with special needs, and especially those with emotional and behavioural difficulties, take a full part in the life of the school. Provision for gifted and talented pupils is developing well. A small number of pupils have been identified. Gifted pupils receive challenging work in literacy and numeracy lessons but provision is not so well established in other subjects. Pupils with sporting talents sometimes receive additional support in lessons or from outside specialists, although pupils with a talent for music are not so well supported.
29. Provision for pupils who speak English as an additional language is good. Good account is taken of pupils' language needs in teachers' planning and good emphasis

is placed on the vocabulary for learning. Pupils' language needs are assessed regularly so that support can be targeted to the greatest need. For example, pupils new to English and those who return from extended holidays are targeted for specific support to help them integrate into school life.

30. The school organises a very good range of educational visits to enrich its curriculum. For example it endeavours to ensure that many units of work include at least one educational outing, including visits to the British museum, science museum and local places of worship. In addition, pupils are offered a wide range of extra-curricular activities that significantly add to their experiences. A strength of the school is in the excellent links that are maintained with the local community. Pupils' learning is considerably enriched as a result. For example, the school participates in a local initiative, the Education Business Partnership. As a result, over 120 pupils have 'business partners' from Merrill Lynch Bank and the Bank of England, who come into school each week to offer valuable support to the pupils in reading, mathematics and information and communication technology. The school has well-established links with its nearby schools and colleges. Transfer arrangements to the local secondary schools ensure that the pupils are well prepared for the change and include visits for pupils and visits by secondary staff.
31. The school's provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection and is now good. Pupils' social and moral development are promoted very strongly and the provision for cultural development is good. Sound opportunities for spiritual development are incidental rather than planned through the curriculum.
32. The school gives high priority to pupils' moral and social development and makes very good provision to cultivate these. The teachers serve as very good role models for pupils to emulate. The provision of an active school council provides a voice for the pupils, and representatives enjoy this role and discharge their responsibility with pride and commitment. Improvements to the quality of life at the school are discussed and practical changes such as providing bins in the junior playground are made. The implicit and explicit messages of care and consideration for others are promoted very well. Messages of the importance of co-operation, conflict control and politeness feature prominently in posters displayed around the school. Frequent opportunities are provided in the classroom for observing these, for example, through working in pairs or in small groups. Pupils are involved in discussions about the school rules, which place an obligation on pupils to observe and respect these at all times. The message for understanding the difference between right and wrong is promoted well through assemblies and other routines of school life. Incentives for bronze, silver and gold merit awards are well promoted and celebrated. These become progressively more demanding, and pupils work hard to earn them. High ideals of life are promoted through reflecting on the lives of people such as Martin Luther King and Mahatma Gandhi. Pupils are encouraged to understand values such as honesty, fairness and justice.
33. The school promotes pupils' spiritual development satisfactorily. Assemblies offer good opportunities to reflect on themes that often have a moral or social basis and emphasise the community's shared values. Music is played at the start and end of assemblies to promote a calm and thoughtful atmosphere. Worship does not strictly adhere to statutory requirements. However, the school's sympathetic approach to worship in a community that is almost entirely Muslim means that no child is withdrawn. Opportunities for reflection occur though the curriculum as, occasionally, stories transport pupils to the world of magic and mystery and provide immense enjoyment and pleasure. Learning about plants and animals and the earth's place in

the solar system provide awe and wonder. However, much of the spiritual development through the curriculum is incidental rather than planned.

34. The provision for pupils' cultural development is good. There is a good range of visits, for example, to museums and art galleries, to concerts and performances such as that given by the London Symphony Orchestra, to local events such as the Chelsea Flower Show, and to the local mosque and church. Pupils are encouraged to maintain their own cultural traditions through using their home language and many attend the Bengali classes after school. Visitors to the school such as the local artist and the drama group, provide clubs and workshops and pupils are enthused to participate. British cultural traditions are taught soundly through, for example, learning traditional playground games as well as through the history curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Since the last report, the school has made significant progress and consistent improvement to the level of care, support, guidance and welfare for pupils, which is now very good. Governors and staff give a high priority to health and safety enabling the school community to learn in a safe, secure, friendly and happy environment that is appreciated by parents and pupils alike. Procedures for assessing pupils' attainment and progress and monitoring and supporting academic progress are very good. Teachers make very good use of assessment information to identify what individuals and groups of pupils need to do to improve and the action to be taken. As a result, standards in the core subjects have made a significant improvement over the last four years. Teachers' ability to make decisions about the next stages of pupils' teaching and learning is a major strength of the school.
36. The health and safety policy ensures very good practice. The governors' health and safety committee works closely with the headteacher and site supervisor and regularly monitor all aspects of health and safety. The personal, social and health education programme provides pupils with information that enables them to make informed choices and to understand the harmful effects of drugs. Teachers and support staff provide effective supervision, particularly during lunchtime, and listen attentively to pupils' concerns, providing good quality educational advice and guidance. This ensures that pupils feel secure, confident and self-assured, which in turn leads to good standards of achievement.
37. Good procedures are in place for monitoring and raising existing levels of attendance. An effective system ensures all absences are thoroughly investigated and monitored systematically. This information is used effectively to discourage further absences, particularly extended family holidays to Bangladesh, which drastically affect the attendance figures and pupils' learning. The school has effective systems for re-introducing pupils to school and supporting them after extended absences. Most pupils and parents work alongside the school and support their efforts to sustain existing levels of attendance. A system of rewards for pupils' individual and collective efforts is used well to further improve attendance and time keeping. These pro-active measures have enabled the school to significantly increase attendance rates in the last two years though figures remain below the national average. Similarly, the school has good procedures for monitoring and combating lateness.
38. The procedures for monitoring and promoting positive behaviour and eliminating oppressive behaviour are good. The behaviour policy clearly illustrates that bullying is unacceptable and outlines a code of conduct, which ensures the safety and well being of the school community. Pupils are encouraged consistently to follow the school's code of conduct, to behave in an orderly and mature manner and to report all types of anti-social behaviour. All incidents of inappropriate behaviour, which are rare, are thoroughly investigated and dealt with firmly. Appropriate systems are in place to

record, monitor and report incidents, including racist behaviour to parents and the local authority. Racism is rarely an issue in the school although pupils do witness, and experience, incidents in the wider community. Pupils appreciate and value the reward system that is used consistently and fairly by all teachers to reward their attitudes and behaviour, which are often constructive and purposeful as a result. Pupils' work is well displayed and this creates a stimulating environment for learning and helps pupils to take pride in their work. It also raises their confidence and self-esteem and reinforces the values of good effort. Significant achievements, both inside and outside of the classroom, are celebrated daily in assemblies and through informal contact with teachers and parents.

39. Arrangements for monitoring and supporting pupils' academic and personal development are very good. The school also supports the learning and individual development of disaffected pupils, through funding from the 'Excellence in Cities' initiative. Pupils have regular opportunities to work closely with a member of staff with responsibilities for listening and offering anger management support. During the inspection, this member of staff was observed making very effective use of group discussion and meditation techniques, complemented by music. This provision enables pupils to manage their anger and frustration more effectively and helps to create a warm, friendly, calm and enjoyable learning environment. It also raises pupils' confidence and self-esteem, as well as promoting equality of treatment for both boys and girls.
40. Assessment procedures are now in place for all subjects, with the exception of physical education. They are firmly in place for English and mathematics and are developing well in science. They are very effective in the overall planning for English and mathematics and are used to modify groupings, for example, in placing Years 5 and 6 pupils in ability sets for literacy and numeracy lessons, and to establish groupings for independent group work in those subjects in all classes. Work is assessed and collated along with test results from school and national tests. Each class has pupil profiles in which assessment data is converted into levels of attainment for each pupil. Predictions are made in September as to the level each pupil is likely to achieve by the end of the school year. Pupils' progress towards these predicted outcomes is checked on a regular basis and teachers' planning is adjusted accordingly. This very good practice in English and mathematics is not so consistently carried out in science, but there are plans to develop assessment practice in science along these lines. Procedures are being trialled in other subjects; pupils are assessed against the key learning objectives of units of work.
41. Very good practice in the Nursery and Reception classes results in well documented assessment and recording which follows on from initial assessments made soon after children start school. As a result, activities are linked closely to individual targets for each child; observational notes on achievements are used well to guide this work. Procedures are equally as effective in all classes to Year 6 and this close analysis of pupils' attainment and progress, with the subsequent identification of targets for improvement, is a significant reason for the good and very good progress made by pupils throughout the school. Targets are shared with pupils in Key Stage 1 and Key Stage 2. Teachers discuss targets with each pupil on a regular basis and the level of pupils' awareness of what they need to do to improve is high. Targets are a key factor in influencing teachers' planning as they prepare whole-class and group activities in literacy and numeracy lessons. The quality of teachers' marking is particularly good and the helpful, evaluative comments in pupils' exercise books make it clear to pupils how well they have done and how their work could be improved.
42. Targets in special needs pupils' individual education plans are carefully planned by the special needs co-ordinator in conjunction with class teachers and enable pupils to

achieve success through manageable steps. Pupils receive very good support from the co-ordinator in lessons or lessons away from the classroom. Classroom assistants liaise closely with class teachers in focusing on pupils' targets when supporting them in the classroom and effectively promote pupils' personal, as well as their academic, development through their sensitive approach.

43. Arrangements for assessing pupils' language development are good and this ensures that the school can target its support for pupils in the early stages of learning English.
44. The assessment co-ordinator has worked very hard to establish improved, effective procedures for assessment and monitoring and supporting pupils' academic progress. Good support and training for staff has improved the accuracy of their assessments of pupils' levels. Analysis of assessment data is very good and the co-ordinator extracts relevant information for all classes on what pupils do well and where they need to improve. Clear guidance for all staff results in an unusually high level of consistency in assessment practice across the school and makes a significant contribution to pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents' views of the school are very positive. The majority enjoy a constructive and purposeful relationship with the school and speak well of its work. Parents value the very positive ethos of the school, the work of the headteacher and staff, and the good standards of behaviour which are encouraged. Parents' suggestions and concerns are fully addressed and this creates a mutual caring and trusting environment. The inspection team is in full agreement with the parents' very positive views of the school and its work. Since the last report, the school has continued to develop close working links with its parents and to improve its channels of communication.
46. Parents are pleased with the good quality information they receive through the school prospectus, the home-school agreement and the annual report from governors. Some important school letters and the annual report from governors are translated into Bengali, which makes it accessible to most parents. Bilingual staff, governors and parents are used as interpreters at important events and, if required, during the school day. This provision is valued by parents and further enhances the levels of communication between school and home. The pupils' end of year report also provides good quality information about pupils' achievement, attainment, attitudes to their learning and their personal development. Individual targets are included and form an integral part of the pupils' learning in the classroom. All parents are provided with regular newsletters, which keep them informed about what is learnt in the classroom as well as celebrate the achievements of pupils and the community. Parents particularly appreciate the information they receive at parents' evenings. This is complemented by events organised by governors, parents and the community inside and outside the school. The school parents' room is often a focus of community activity. Parents perceive parents' evenings and social events as helpful, constructive, and particularly informative. This is due to the headteacher and teachers' positive attitudes to parents. During the inspection, a significant number of parents were observed interacting constructively with nursery staff and class teachers exchanging information and building positive relationships, which contribute to the work of the school.
47. Parents of children with special educational needs are kept fully informed about their children's progress. They are involved as soon as difficulties are identified and this is helpful in establishing with parents what they can do at home to help their children. Individual education plans are discussed with them and they are invited to attend review meetings. However, not all parents respond to the school's efforts to involve

them. Long absences from school often mean that, for special needs pupils in particular, progress is severely disrupted.

48. Parents make a generally good contribution to supporting pupils' learning in the home by ensuring that pupils complete homework and arrive with a good attitude to learning. However, governors are aware that there is scope for more involvement of parents and the community in the life of the school as a means of raising pupils' standards and this forms a key part of the current school development plan. Despite consistent encouragement from the governors and staff to support learning in the classroom and around school, few parents do. During the inspection, a small number of parents and governors came to the school to support activities in lessons.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school is led and managed very well. The headteacher provides an outstanding model of leadership that has secured a very good level of improvement in the quality of education provided during the last two years. As a result, pupils' achievement is good and standards are continuing to rise. Governors have a clear understanding of their roles and responsibilities as well as a good knowledge of the school's strengths and weaknesses. This enables them to give the school a very good level of support. Very good procedures for monitoring and analysing the school's performance have been established. In this way the school evaluates its effectiveness and constantly seeks ways to improve. Financial planning and management are very good, enabling governors to target the school's spending towards identified priorities. The school is involved in a number of initiatives that provide additional funds to raise the standards of particular groups of pupils.
50. The headteacher provides excellent leadership. Her personal model of hard work and commitment to the school, and that of her very able deputy, is an example for staff and pupils alike and is much appreciated by the parents. Having successfully led the school out of Special Measures the headteacher has managed to recruit a strong staff upon whom she places high demands. The huge turnover of staff in the last two years has not been allowed to divert the school from its central purpose of raising standards. On the contrary, through high expectations, tempered with a good level of support and professional development, the head and deputy have been able to create a sense of stability and strong teamwork among staff. The school is fully staffed with one temporary teacher and three who are new to the teaching profession. Several teachers who trained overseas have been supported well by the school to achieve qualified status in this country. Support staff are well deployed and work effectively in partnership with teachers. The successful award of 'Investor in People' status exemplifies the school's commitment to the professional development of all staff.
51. The school is in a very strong position to continue making improvements to the quality of education. Its very clear aims are summarised by the three-word slogan 'achievement, attainment, attitude' to which all members of the school community subscribe. There is a genuine commitment to equality of opportunity for all and staff support all pupils according to their needs. Very good relationships, based on mutual respect, reinforce to pupils a good example of the importance of working together for the good of the school community.
52. Subject co-ordinators have a clear purpose to their roles and responsibilities, though several are new to these roles and are yet to exert a significant level of influence on the development of their subject. The monitoring roles of the co-ordinators for English, mathematics and science are well established and each has a clear view of the subjects' strengths and weaknesses. All co-ordinators have subject action plans to address issues over the coming year. The long-term absence of the special

educational needs co-ordinator is being managed very effectively on a temporary basis by the deputy headteacher and a member of staff.

53. The key issues from the inspection of 1999 continue to be tackled rigorously and the school has made a very good level of improvement in a short space of time. The school is unrecognisable as the institution that was failing to provide an acceptable standard of education four years ago. Standards are rising steadily after a dramatic improvement in test results in 1999; pupils are achieving well and making consistently good progress in the key skills of literacy and numeracy. The curriculum structure has been reviewed following changes to the National Curriculum in September 2000 and further review is planned. The curriculum has been broadened successfully with increased opportunities for extra-curricular activities and visits to places of interest but further work is needed to ensure that units of work in design and technology and geography enable pupils to develop a broad enough range of skills and knowledge. The school is more aware of the need to challenge its potentially high achievers and its success can be seen in the growing number of pupils who exceed expectations in the end-of-key-stage tests.
54. Very good procedures for monitoring and evaluating the school's work are in place and well established in practice. Senior staff monitor the quality of teaching through direct observation and give clear feedback on areas for improvement which are followed up subsequently. Pupils' achievements are evaluated through the regular analysis of test data, which identifies the strengths and weaknesses of each year group in mathematics and English. The focus of the curriculum is adapted to address the weaknesses and targets are set for improvement. The school reviews its progress towards meeting the targets each term and subsequent action is adapted as required. Governors have a high level of involvement in monitoring the impact of the action that the school takes and in setting priorities for school development. Under the very good leadership of the chair, governors work effectively through a well defined structure of committees and groups who have delegated powers. Several governors visit classes regularly to see the quality of education for themselves. They receive a good level of information from the headteacher and from other governors' groups. As a result, governors have a very good view of the standards achieved and of the school's strengths and areas for development. Recent appointments from the local community and from parents' representatives have strengthened governors' resolve to forge stronger links with parents as a means of raising standards. This has been identified as a key area for development in the school development plan.
55. Governors work closely with the headteacher and staff in establishing priorities in the school development plan. Careful consideration is given to the likely cost of initiatives and the standards these are intended to improve. This close link between school improvement and the finances available to the school is based on a good knowledge and understanding by governors of the principles of best value, particularly in their awareness of how the school's standards compare with schools in similar circumstances. They allocate additional funding received for a wide range of specific purposes, such as support for pupils with English as an additional language, pupils with special educational needs and government funding for the 'Excellence in Cities' initiative, responsibly and carefully. In this way they make sure that the funds are targeted appropriately to benefit those pupils it is intended to help.
56. The school has a thorough and efficient approach to financial management. The day-to-day administration of purchasing goods and the monitoring of expenditure against budget figures are very good. The headteacher, in conjunction with the school administrative officer, maintains a regular check on expenditure. Figures are produced each month for analysis by members of the finance committee and they make adjustments to the budget where appropriate. The headteacher and governors

rigorously pursue value for money in placing contracts and purchasing equipment and resources. As a result, the school has a good quality and range of learning resources. This approach is extended to more costly expenditure, such as the appointment of teaching and non-teaching staff. The accommodation is spacious and every part of the building is used to the full. However, it is old and constantly in need of maintenance and improvements; a contingency sum is maintained for this purpose and for emergencies. The caretaker and cleaners ensure everywhere is kept clean and tidy. Pupils and staff are also proud of their school. The impressive displays reflect the hard work of the staff and their commitment to providing a welcoming and pleasant learning environment for all.

57. In total, the finances available to the school mean that the income per pupil is high when compared with similar sized schools nationally. However, the efficient and effective way in which it is spent and managed, the effective use of staffing, accommodation and learning resources, the outcomes in terms of pupils' standards and the quality of education they receive, mean that the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The school is good at monitoring what it achieves and identifying areas for improvement. The current school development plan contains appropriate priorities relating to raising standards and it is important that the school continues to pursue these. However, particular emphasis should be given to:

- a) Extending the range of planned opportunities to promote pupils' speaking skills in English.
(*Para refs: 6, 17, 21, 62, 73, 90, 98*)
- b) Improving provision for design and technology and geography in order to raise standards in these subjects by ensuring that there is a broad range of opportunities to:
 - i. use a variety of skills, tools and materials in design and technology; and
 - ii. extend pupils' knowledge and understanding of places.(*Para refs: 10, 27, 113, 115, 116, 118, 120*)

- c) Continue with efforts to improve pupils' attendance and punctuality.
(Para refs: 16, 37, 47)

59. In addition, the school should consider ways of strengthening opportunities for pupils' spiritual development through the curriculum and through acts of worship.
(Para refs: 31, 33)

ENGLISH AS AN ADDITIONAL LANGUAGE

60. Nearly all pupils in the school are learning English as an additional language. The school has developed a good integrated system for supporting these pupils and, as a result, they make good progress.
61. The support staff, which consist of 2.7 full-time equivalent teachers, one full-time instructor and one 0.5 full-time equivalent nursery nurse are funded through the ethnic minority achievement grant. There is a good balance between those who share the pupils' first language and others. In addition, the school's mainstream staff consist of some teachers and many non-teaching staff who share a common language with the pupils. The support staff provide effective support in the mainstream classrooms and in small withdrawal groups, for example, for new arrivals and for those who return after extended holidays abroad. In general, the support is focused on pupils whose performance is below their expected National Curriculum levels in English, mathematics and science.
62. In the nursery and reception classes, the overall support that pupils receive is good. Very good provision of games and resources and very good relationships provide a secure environment that promotes confidence and social interaction. The quality of teaching and learning is good overall. Staff provide sound models of language and combine the use of English with pupils' first language. However, the use of repeated modelling of spoken language during speaking and listening sessions can be made more effective. Not enough emphasis is placed on reinforcing language when pupils are engaged in activities such as handling pieces of jigsaw puzzles or playing games.
63. The quality of teaching and learning in Key Stages 1 and 2 are good. Teachers have a good understanding of how pupils acquire language and apply appropriate strategies, for example, shared reading of objectives, modelling spoken language, requiring pupils to write key words which underpin learning in specific lessons across the curriculum. In most lessons, the teachers explain concepts and ideas clearly and there is a good emphasis on teaching specific subject vocabulary. For example, in a Years 3 and 4 mathematics lesson, the pupils were made amply aware of the meaning of vertical, horizontal, partition and solution. In another lesson, the language support teacher working with a target group of pupils helped them to use number line method to correctly subtract numbers such as 129 – 70 and achieve average standards in mathematics despite their early stage of competency in English. Pupils' language was developed effectively by shared reading of stories such as the 'Birth of Stars' a myth from Ancient Incas. In a Years 5 and 6 class the teacher helped developing bilingual pupils to tackle a complex word problem by clear explanations and illustrations. A group of five pupils from Years 5 and 6, who had recently arrived at the school, received effective support as the teacher deployed strategies such as repetition and language modelling to develop conversational English and blending of letter sounds, such as 'ow', 'ou' to improve reading and spelling. The pupils enjoyed handling soft toys and saying, for example, 'my dog is behind my chair'. Information and communication technology is also used effectively for developing pupils' language, for example, using multimedia presentations about their Year 6 memories.

64. Class teachers provide good opportunities for pupils to develop communicating skills in different subjects, for example, when asking and encouraging pupils to explain to their partners how they could tackle specific work in mathematics. However, more opportunities to report back their discussions to the whole class would strengthen further the focus on language. The teachers have created language rich displays which provide good stimulus and clues for language acquisition. All staff respect pupils' cultural background and this is very helpful in developing confidence.
65. The school's management of the provision is good. It has set challenging and realistic English fluency targets for both key stages. The school's arrangement for assessing pupils' language development and maintenance of records are good. The school is gradually moving towards using the 'Language in common' criteria for language assessment in line with the local authority's timescale for this purpose. Most of the support is provided in the classroom, but the needs of new arrivals and those who return from extended holidays abroad are very well met through effective short periods of focussed work in small groups withdrawn from class. Bilingual staff are deployed effectively to provide translations of documents and other information in order to maintain good communications with parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|----------------------------------------------------------------------|----|
| Number of lessons observed | 72 |
| Number of discussions with staff, governors, other adults and pupils | 35 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 4 | 28 | 39 | 28 | - | - | - |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. Due to rounding figures do not total 100%

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) | 56 | 268 |
| Number of full-time pupils known to be eligible for free school meals | - | 217 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---------------------------------------------------------------------|---------|---------|
| Number of pupils with statements of special educational needs | - | 3 |
| Number of pupils on the school's special educational needs register | 3 | 75 |

| English as an additional language | No of pupils |
|---------------------------------------------------------|--------------|
| Number of pupils with English as an additional language | 333 |

| Pupil mobility in the last school year | No of pupils |
|------------------------------------------------------------------------------|--------------|
| Pupils who joined the school other than at the usual time of first admission | 32 |
| Pupils who left the school other than at the usual time of leaving | 28 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.9 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.6 |
| 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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
| | | 2000 | 19 | 23 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---------------------------------------------|----------|---------|---------|-------------|
| Numbers of pupils at NC Level 2 and above | Boys | 17 | 18 | 19 |
| | Girls | 18 | 22 | 22 |
| | Total | 35 | 40 | 41 |
| Percentage of pupils at NC Level 2 or above | School | 83 (58) | 95 (73) | 98 (90) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 2 and above | Boys | 17 | 17 | 18 |
| | Girls | 19 | 18 | 21 |
| | Total | 36 | 35 | 39 |
| Percentage of pupils at NC Level 2 or above | School | 86 (65) | 83 (93) | 93 (60) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
| | | 2000 | 20 | 16 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 4 and above | Boys | 10 | 14 | 13 |
| | Girls | 13 | 15 | 14 |
| | Total | 23 | 29 | 27 |
| Percentage of pupils at NC Level 4 or above | School | 64 (57) | 81 (63) | 75 (80) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 4 and above | Boys | 7 | 10 | 12 |
| | Girls | 11 | 12 | 13 |
| | Total | 18 | 22 | 25 |
| Percentage of pupils at NC Level 4 or above | School | 50 (63) | 61 (74) | 69 (85) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | - |
| Black – African heritage | 6 |
| Black – other | - |
| Indian | 1 |
| Pakistani | 8 |
| Bangladeshi | 233 |
| Chinese | - |
| White | 1 |
| Any other minority ethnic group | 1 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

No exclusions in the last school year

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|------------------------------------------|----|
| Total number of qualified teachers (FTE) | 19 |
| Number of pupils per qualified teacher | 14 |
| Average class size | 24 |

Education support staff: YR – Y6

| | |
|-----------------------------------------|-----|
| Total number of education support staff | 32 |
| Total aggregate hours worked per week | 468 |

Qualified teachers and support staff: nursery

| | |
|------------------------------------------|----|
| Total number of qualified teachers (FTE) | 2 |
| Number of pupils per qualified teacher | 28 |

| | |
|-----------------------------------------|-----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 105 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 11 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|---------|
| Financial year | 2000/01 |
|----------------|---------|

| | £ |
|--------------------------------------------|-----------|
| Total income | 1,129,854 |
| Total expenditure | 1,143,212 |
| Expenditure per pupil | 3,276 |
| Balance brought forward from previous year | 84,747 |
| Balance carried forward to next year | 71,389 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 324 |
| Number of questionnaires returned | 191 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 77 | 20 | 2 | 0 | 0 |
| My child is making good progress in school. | 59 | 36 | 4 | 0 | 2 |
| Behaviour in the school is good. | 65 | 25 | 3 | 1 | 6 |
| My child gets the right amount of work to do at home. | 46 | 36 | 10 | 2 | 6 |
| The teaching is good. | 64 | 31 | 3 | 1 | 2 |
| I am kept well informed about how my child is getting on. | 59 | 32 | 4 | 2 | 3 |
| I would feel comfortable about approaching the school with questions or a problem. | 58 | 31 | 1 | 3 | 8 |
| The school expects my child to work hard and achieve his or her best. | 84 | 20 | 1 | 0 | 4 |
| The school works closely with parents. | 52 | 40 | 4 | 1 | 3 |
| The school is well led and managed. | 58 | 33 | 2 | 1 | 7 |
| The school is helping my child become mature and responsible. | 53 | 36 | 4 | 1 | 6 |
| The school provides an interesting range of activities outside lessons. | 51 | 26 | 7 | 1 | 15 |

Figures do not total 100% because of rounding

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

66. Provision for children in the foundation stage is good and children achieve well. Most children begin nursery with very limited knowledge of English language and poorly developed social skills. In 2000, baseline assessments for children in the reception classes indicated that attainment in English language, social development and mathematics was well below those expected for children of this age. Children make good progress in the foundation stage. By the time they are ready to start in Year 1, the majority of children have achieved the Early Learning Goals in personal, social and emotional development, mathematical development, knowledge and understanding of the world, creative development and physical development. In communication, language and literacy, in spite of the good progress that is made from the very low levels of attainment in English on entry to the nursery, children's attainment remains below the expected levels by the end of the foundation stage.
67. The curriculum is well planned and firmly based on the Early Learning Goals recommended for children of this age. Teaching is mostly good and in the reception classes is frequently very good, with some examples of outstanding teaching. All teachers have a good understanding of the foundation curriculum. Activities are generally well planned to include learning objectives that promote all six areas of learning. However, short-term planning does not always detail the specific skills to be developed during each activity, particularly when children are engaged in independent activities. In practice, this occasionally leads to lack of purposeful learning for some children. In addition, in the nursery, during the first session of the afternoons when teachers are taking their lunch breaks, the lack of focused teaching at this time is having a detrimental effect on children's progress. Planning for progression from nursery to reception has been significantly improved since the previous inspection and is now having a positive impact on children's learning.
68. Admission to the nursery and reception classes is twice yearly. Almost all children currently in the reception classes have previously attended the nursery.

Personal, social and emotional development

69. Many children enter the nursery with poorly developed social skills. However progress is good and within a short time children have become used to the class routines and are establishing relationships with each other and with adults, although a significant minority play in isolation rather than relating to each other. Children begin to make their own choice of activity and to tidy up after themselves. In the reception classes most children are keen to explore new activities and persevere with a given task until it is completed. Most children are fully at ease with the daily life of the school. This was evident when the reception children confidently presented an assembly to the rest of the school.
70. The staff promote children's personal development well by providing useful opportunities to develop their independence. For example, in the nursery children register themselves when they enter school in the morning by placing their names on the board. In all classes children's opinions are listened to and valued. Effective measures have been established to support children on entry to the nursery and reception classes. Teachers and support staff work together very effectively as a team to create a stimulating and secure environment and children are happy to come to school.

Communication, language and literacy

71. In spite of the good progress that is made from the very poor English language skills on entry, at the end of the foundation stage communication, language and literacy remains below national expectations while children are in the early stages of learning English as an additional language. In both the nursery and reception classes, children enjoy listening to stories and readily share books with adults. In the reception classes, children are aware that print conveys meaning and is read from left to right. By the end of the reception year the majority of children can identify their own names and higher attainers can read a few familiar words. Children interact with others, as when they become involved in role-play in the class shop. In the nursery children are beginning to listen and make the appropriate response, although many are unable to make themselves clearly understood and do not converse readily. By the time they leave the reception class, while most children can express their needs, a significant minority communicate in single words. In lessons, reception children listen carefully and respond appropriately. For example, most are able to suggest words that begin with 'sk' or 'sh'. In writing, reception children enjoy mark making. By the end of the year, although sound progress has been made, standards remain below expectations. While most children can write individual letters, few are able to convey the intended meaning of their writing or to write familiar words independently.
72. The quality of teaching is good overall, and often very good in the reception classes. In all classes, teachers talk constantly with the children, effectively enlarging their vocabulary. However, on occasions, there are missed opportunities to encourage children to develop their powers of expression. This happens when adults accept single word answers from children rather than encouraging them to talk in complete sentences by good modelling. Relevant elements of the literacy hour are used well in the reception classes. Understanding of initial sounds and familiar words is effectively reinforced through rhymes and stories. Teachers encourage children to think of themselves as readers and writers whatever their stage of development and this has a positive impact on learning. For example, in the reception, children in role-play in the shop write down their shopping lists before they go shopping. Teachers make ongoing assessments of children's progress so that for the most part activities are very well suited to individual needs.

Mathematical development

73. Children make good progress in mathematics and by the end of the foundation stage, attainment is in line with that expected nationally. Children in the nursery show an interest in counting as they join in simple number rhymes and games. They are beginning to recognise numbers to ten and match the correct number of items to a given number. In the reception classes, higher attaining children recognise and count numbers to one hundred. They make realistic estimations when guessing how many cubes are in a container and are beginning simple addition and subtraction by counting on and counting back. Lower attaining children are able to make a tower of cubes to ten. They are beginning to use the correct vocabulary to describe the position of the cubes, such as first, second, and last. As a class, children count confidently in twos, fives and tens and correctly sequence numbers to twenty.
74. The teaching of mathematics is mostly good and sometimes outstanding. Where teaching is outstanding the dynamic presentation and excellent relationships motivates children very well so they work enthusiastically and are not afraid to make mistakes, confidently admitting when they are unsure of answers. Teachers make the most of opportunities to improve mathematical understanding. For example, registration and counting games are used effectively to reinforce counting skills. Generally, very good use is made of resources and teaching techniques so that children respond with enthusiasm and perseverance. In the reception classes, the plenary session at the end of the lesson is used very well to extend learning. As with

language, ongoing assessments are used well to ensure that each child makes good progress.

Knowledge and understanding of the world

75. Children make good progress in their knowledge and understanding of the world and at the end of the foundation stage most have achieved the expected standard for this area of learning. Suitable activities are linked effectively to themes and children are well motivated towards effective learning. In the nursery, children go for a walk around the local area and make drawings of things they saw on their walk. They study the life cycle of a butterfly, using hand lenses to observe the changes as the pupa changes to a butterfly. As they investigate growing seeds, recording their progress in drawings, reception children become aware that plants are living things that need water and light to survive. They are developing an understanding of the wider environment as they draw simple maps of their journey to school. The majority of reception children cut and join materials very effectively, as for example when they use a variety of materials to design and make bags. They use the computer confidently, directing the mouse in order to change size or colour.
76. Teaching is good. Children are provided with a wide range of materials and experiences. Lessons are well planned and efficiently organised. As with other areas of learning, support staff make a valuable contribution to the good progress that is made.

Physical development

77. By the time they reach the end of the foundation stage most children have achieved the expected level of physical development. The secure play areas afford children good opportunity to develop their physical skills. In the nursery, most children can run, balance, jump and climb on a range of equipment, although they demonstrate little awareness of others and the space around them. During the inspection it was not possible to observe a physical education lesson for reception children, but at playtimes they use the climbing frame effectively, demonstrating good co-ordination and balance and a growing awareness of space. Fine motor skills such as handling scissors and pencils are good, as when nursery children manipulated scissors very effectively to cut out different shapes.
78. In reception, the children are provided with a good range of resources and opportunities to develop their skills. However, in the nursery, when children are engaged in outdoor play, adults miss opportunities to improve skills through the direct teaching of techniques.

Creative development

79. By the end of the foundation stage, children's attainments in creative activities are in line with expectations for their age group. They use materials and tools with increasing confidence. In the nursery, children work in a variety of media, including clay. They confidently mix their own paints by adding water to paint palettes and make their own selections of paints and crayons. Children make good progress in art and by the time they reach the end of the foundation stage standards are above expectations. For example, children produce extremely detailed observations of flowers and mix paints most effectively to produce the right shade of green to match objects they are painting. Children enjoy singing and use a range of percussion instruments. In their role-play, children act out imaginary scenes.
80. Teaching of the creative arts is good. There are many relevant tasks provided for these young children and the provision of stimulating resources is raising the standards of the children's skills and widening their knowledge of art, craft and music.

ENGLISH

81. The results of end-of-key-stage tests in 2000 were an improvement on those of previous years. At the end of Key Stage 1, standards in reading were below those achieved nationally, but standards in writing were above the national figures. At the end of Key Stage 2, results were well below the national average in English, although in contrast to the national picture, writing results were better than those in reading. Results in writing were similar to the national figures but well below in reading. When compared with the results of similar schools, standards were above average in reading, and very high in writing in Key Stage 1, and above average in English in Key Stage 2. Pupils achieve well to gain these results considering that many begin school with no knowledge of English.
82. Standards in the current Year 2 are above those expected nationally of pupils of their age in writing but below expectations in reading. At the end of Key Stage 2, standards in English are below those expected of pupils of their age. At both key stages, listening skills are about average but speaking skills are below.
83. Standards in writing at the end of Key Stage 1 are a significant improvement on those reported at the time of the previous inspection in June 1999, and on the results of the 2000 end of Key Stage 1 national tests. Reading standards also show an improvement, although not to the same extent as in writing. Standards in English at the end of Key Stage 2 are better than they were in June 1999 and in the 2000 national tests because, although still below average overall, there are more pupils achieving the higher Level 5 than previously.
84. The school has taken effective action to improve results at both key stages. Teachers, led by a knowledgeable and enthusiastic co-ordinator, have increased their subject knowledge and their ability to adapt the National Literacy Strategy guidelines to suit the specific needs of their pupils. Procedures for assessing pupils' attainment and progress are used very well to plan activities that are matched closely to pupils' level of attainment, so that tasks have just the right amount of challenge to move pupils on in their learning at a good pace. Teachers share with pupils, class and individual targets for improvement, so pupils know what they must focus on to raise the standard of their work. Teamwork amongst teaching and non-teaching staff is very effective, and this means that pupils of all abilities receive plenty of help and guidance in small groups during literacy lessons. Resources have been extended so that there is a wide range of fiction and non-fiction books of good quality, including challenging reading texts for higher attaining pupils, available in all classes and the school library.
85. Pupils with special educational needs make good progress in their learning towards the targets in their individual education plans. They gain significant benefit from well-planned activities in class lessons, often supported very well by classroom assistants and the teaching of specific skills by the special needs co-ordinators in sessions away from the classroom. The school has identified a small number of gifted and talented pupils who make good progress. All pupils in the school have English as an additional language and begin school speaking little or no English. As a result of skilful use of the National Literacy Strategy guidelines by teachers and bilingual support staff at both key stages, pupils make good progress and achieve well.
86. At the end of Key Stage 1, pupils' attainment in writing is above the national average and very high in comparison with similar schools. This represents very good progress from a low starting point. Pupils benefit from a wide range of opportunities to write in different ways, such as book reviews, stories, poetry and accounts of special events. Grammatical knowledge, spelling rules and handwriting skills are practised regularly and most pupils transfer these skills well to their own writing. Higher attaining pupils

write continuous sentences with interesting ideas and vocabulary. For example, Year 2 pupils wrote extended accounts of good quality about a visit to a local bank, with accurate spellings and punctuation. Pupils of average and lower attainment make satisfactory attempts at phonetic spelling but for these pupils the correct spelling of familiar words is inconsistent. However, the learning of spellings on a regular basis for homework and the close attention given by teachers to drawing pupils' attention to spelling rules at every opportunity in lessons, is proving effective in steadily reducing the amount of inaccurate spelling in pupils' writing. Most pupils know and understand how to use correctly capital letters and full stops in a simple sentence. Some pupils write in a legible script, but the presentation of some pupils' work is untidy. No pupils use a joined script.

87. At the end of Key Stage 2, a small minority of higher attaining pupils writes at length, with imagination and good use of adjectives, paragraphs and punctuation. However, standards for the majority of pupils are below average because they have not had the benefit of the improved teaching methods and structure that younger pupils currently receive as a result of the national literacy initiative. Writing often contains satisfactory use of grammar and punctuation but lacks imaginative content and interesting phrases. All pupils are aware of how to draft a first attempt, re-write it as an improved second draft and then use this as a basis for a final version. This is a good feature of much of the written work in Years 5 and 6. Pupils write in many different ways, such as note taking, poetry, letters and science fiction stories and benefit from good use by teachers of examples on which to model their work. Handwriting is mostly neat and tidy, but for many pupils it has not yet developed into a mature script. Standards of spelling are satisfactory and pupils make good use of dictionaries to make sure that words are correctly spelt, particularly in final drafts.
88. By the age of seven, although standards in reading are below the national average overall, pupils make good progress. Pupils develop a good knowledge of phonics and often read words in their reading books accurately. However, standards are no higher because many pupils have difficulty in understanding the meaning of what they read. Skills of predicting what might happen next in a story or using information from a story to talk about what characters might be thinking or feeling are below average. This is because many pupils are still at an early stage of learning the English language and so pronouncing words correctly often takes precedence over establishing their meaning. Pupils work hard at their reading and their positive attitudes, coupled with the wide range of methods teachers use to help pupils learn, result in standards being above those found in similar schools. Pupils continue to make good progress at Key Stage 2 and are developing an increasing knowledge and understanding of authors, illustrators and characters in books. By the age of eleven, pupils read accurately and often fluently but, for most pupils, reading lacks expression; standards are below average overall. Higher and average attaining pupils have satisfactory skills to find relevant information from books and CD-ROMs when searching for information in science, geography and history, but skills of drawing inferences and conclusions from stories, newspaper articles or passages from non-fiction books are weak. There are positive signs of improvement in these skills, however, amongst pupils in Key Stage 1 and Years 3 and 4 as they gain from intensive work in literacy lessons that the older pupils did not experience. The reading partner initiative established with staff from the local headquarters of a national bank is an impressive part of the school's focus on raising standards in reading.
89. Pupils' listening skills are better than their speaking skills at both key stages. Most pupils become satisfactory listeners from an early age. They listen carefully to their teachers during whole-class sessions, for instance at the start of the literacy hour or during story times. They listen carefully in assemblies and invariably pay close attention to what other pupils are saying in class discussions. This makes a

significant contribution to the good quality of learning in many lessons. A small minority of pupils at both key stages do not listen well, mainly because their ability to concentrate is limited. These are often pupils who have been identified as having learning difficulties and are on the register of pupils with special educational needs. Speaking skills are not well developed at both key stages. Pupils make good progress in learning to speak English, but their ability to speak in complete sentences or at length takes a long time to develop. By the age of eleven, higher attaining pupils talk at length as they join in discussions or respond to their teachers' questions but most other pupils say no more than is necessary unless specifically encouraged to do so. This is partly because there are not enough activities planned in the curriculum to promote speaking skills and partly because teachers miss opportunities in lessons to encourage extended responses from pupils.

90. The quality of teaching and learning is good overall. Of the lessons seen, about 90 per cent were good, including over half of which were very good or better. The remaining lessons were satisfactory. The good quality of teaching is the result of several important factors. One is the very effective implementation of the National Literacy Strategy guidelines by all staff. Teachers plan literacy lessons very well and are particularly successful in planning activities that are closely matched to pupils' needs. They do this by accurately assessing pupils' attainment and progress day-by-day and over time and then using what they have learned about each pupil to devise tasks which take them on to the next stage of their learning in manageable steps. For example, in the group work session of a Year 1 literacy lesson, the teacher had prepared five activities with different levels of challenge. For instance, pupils with special educational needs worked with the special needs co-ordinator on a task which promoted correct vocabulary for objects related with a seaside holiday, such as bucket and towel. Higher attaining pupils role-played a character from a story, asked him questions and wrote down his responses in complete sentences. Pupils enjoyed the tasks and participated with enthusiasm because they were motivating and challenging. Pupils of all abilities made good progress as a result. The very good management and organisation of pupils in this lesson is another common characteristic of literacy lessons at both key stages. Teachers work very well with other adults to support pupils' learning. Additional adults in classrooms give support in different ways and teachers organise this very effectively. As many as three other adults may be present in a lesson at any one time, giving learning, language and emotional support to individuals or groups of pupils, who gain significant benefit from the attention they receive. Lessons are very well prepared. Teachers work very hard to produce suitable worksheets, good examples of different styles of writing and word games and are successful at contributing to the good quality of learning in this way. This was seen to good effect in a Year 2 literacy lesson, where the good quality of resources, linked to pupils' knowledge of their individual targets for improvement, helped them to make good progress in understanding rules associated with changing words from the present to the past tense. Where teaching is less effective, but is nevertheless satisfactory, teachers at both key stages do not encourage pupils to expand on their spoken answers or include in their lessons activities which require pupils to answer with more than one word or a short sentence.
91. Computers are used well to support pupils' reading and writing at both key stages and pupils often word process stories and poems. Literacy skills are promoted in several other areas of the curriculum. For example, Key Stage 1 pupils designed posters about a visit to a local church in religious education and about the theme of light in science, providing good opportunities for them to use persuasive language. Years 3 and 4 pupils used illustrations of a character from a book to show emotions and feelings through facial expressions in art.

92. The subject is led by a very well organised and knowledgeable co-ordinator who has a significant impact on standards. She has very good subject knowledge and effectively supports her colleagues in planning their lessons. She monitors and evaluates the quality of teaching and planning very well and her work provides a good role model for other co-ordinators in her identification of specific skills or groups of pupils where improvement is required and the action needed to carry this out. Procedures for assessing pupils' attainment and progress are very good and she leads staff well in using the information gathered to adjust forthcoming lesson plans to best suit the needs of pupils. Overall, the quality of resources is good. There is a wide range of books and materials of good quality and condition to support the literacy hour, particularly large texts and sets of books for group reading. The newly established school library is a useful addition to the resources available to pupils to support their learning.

MATHEMATICS

93. Standards in Year 2 are above average and mark a significant improvement from the last inspection. The proportion of pupils attaining higher standards has also risen since last year. Standards in Year 6 are average and better than those found in the last inspection. The proportion of higher attaining pupils is rising steadily. Although the teachers now provide consistently challenging work for the pupils, past gaps in the skills, knowledge and understanding of the oldest pupils remain. Pupils are achieving well in response to good teaching. In Key Stage 1 teaching is very good and pupils achieve very well.
94. Test results at the end of Key Stage 1 show a steep rise in standards since 1998. In 2000, these rose to above the national average. In comparison with similar schools, these were well above the average. Test results of Key Stage 2 also show a steep rise since 1998. In 2000, these rose to above average at Level 4. However, few pupils attained the higher Level 5. This depressed the overall attainment in 2000 to below the national average. However, these pupils attained well above the average for similar schools. They also attained well above the average for pupils who had attained similar results in their Key Stage 1 tests. At age eleven, there is no significant difference between the performance of girls and boys. The school provides good support for pupils with special educational needs and to those who are learning English is an additional language. This helps these pupils to make good progress.
95. By the age of seven, most pupils have a good knowledge and understanding of place value to 100. Many pupils solve problems involving numbers up to 1,000 and quickly recall multiplication tables of 2, 3, 4, 5 and 10 for mental mathematics. Most pupils confidently apply their knowledge that subtraction is the inverse of addition and they have been taught a good range of strategies for calculations. Most pupils are familiar with the basic properties of common two-dimensional and three-dimensional shapes and use standard units to measure length.
96. By the age of eleven, most pupils quickly work out answers to number problems in their heads. For example, they work out the difference between 5000 and 2800. They have good knowledge, understanding and skills of number and algebra. They recognise proportions, fractions, percentages, decimals and ratios and use their knowledge of ratios to work out proportions of quantities. Higher attainers use and interpret co-ordinates in all four quadrants and use their knowledge of angles to calculate the third angle of a triangle. Many pupils use the computers to create a spreadsheet to work out the area of a rectangle. Most can recognise median and mode and work out mean of a simple range of data but are not yet able to use such information to compare simple distributions. Pupils' overall skills in data handling and using and applying mathematics are less well developed.

97. The quality of teaching and learning in the school overall is good. It is very good in Key Stage 1 and good in Key Stage 2. In general, teaching and learning in most lessons are good or better and there is no unsatisfactory teaching and learning. The lessons are planned well with clear objectives for learning that are shared with pupils so that they know what is expected. The teachers are aware of the pupils' need for learning mathematical language, especially so because all are learning English as an additional language. They focus well on this and require pupils to record the key words in their books so that they can remind themselves as and when the need arises. The teachers are well versed in the National Numeracy Strategy. The lessons are well structured and organised and reflect a clear sense of purpose which results in efficient learning. Most lessons begin with a brisk session of mental mathematics that challenges pupils according to their prior attainment, stimulates their intellectual involvement, and encourages and motivates them to learn at a good pace. Teachers' secure subject knowledge is evident from their clear explanations and illustrations that help pupils to acquire skills, knowledge and understanding effectively. Questioning is often skilful and used effectively to grab pupils' attention and engage them intellectually. The management of pupils is very effective and this helps to maintain a good atmosphere for learning. Support staff give good support for pupils with special educational needs and those who are learning English as an additional language who make good progress in lessons. Most lessons provide brief moments of discussions between pupils to promote learning of specific skills and strategies. These help pupils to enjoy learning and build their confidence but do not make use of opportunities for pupils to report on what they have learnt from each other so as to clarify and share ideas and strategies. Most lessons end with good consolidation of learning but, occasionally, insufficient time is allowed for this vital reinforcement of new learning. In the most inspired teaching, the pupils' intellectual involvement is kept very high throughout the lesson. For example, they are asked to read aloud the learning objectives, brisk mental activities are gradually made more demanding, pupils are stimulated to tackle more challenging sums and the excellent relationships are used very effectively to challenge pupils to 'beat the teacher'. There is an atmosphere of uninhibited excitement, enjoyment and learning.
98. Both information and communication technology and literacy skills make a good contribution to learning mathematics and pupils use their knowledge of measures soundly when carrying out science experiments.
99. The curriculum is enriched by the school's business partnership links. This provides some 26 visitors to work with targeted pupils for half an hour per week, for example, to raise their knowledge and skills, especially of multiplication facts. Assessment procedures are good and the information is used effectively to modify the curriculum. For example, greater emphasis has been placed on mental arithmetic. The assessment information is also used for very effective target setting, monitoring of performance and resetting of targets. Pupils are required to maintain a target card and this helps them and the teacher to monitor how they are progressing and to take appropriate action as and when needed. Setting in Years 5 and 6 helps to target teaching and learning more effectively. Catch-up classes are helpful for pupils who have been away on extended holidays and the booster classes promote learning of potential higher attainers. Effective monitoring of teaching and learning by the headteacher and the deputy headteacher has improved the quality of teaching. The impact is clear and convincing. Pupils enjoy learning mathematics and standards have risen.

SCIENCE

100. At age seven, pupils achieve standards that are above those expected nationally for their age. At age eleven, standards are broadly in line with national expectations. Standards have risen steadily since the previous inspection of two years ago.

Improvement has been brought about by the consistently good quality of teaching, good management of the subject and effective assessment that ensures all pupils are being suitably challenged. Pupils make good progress throughout the school.

101. Assessment by teachers at age seven, in 2000, showed the proportion of pupils reaching the expected level of attainment was close to the national average and the proportion reaching Level 3 was well above average. In the national tests for pupils at age eleven, in 2000, the percentage of pupils reaching the expected level was well below the national average and the percentage reaching the higher level was close to the national average. The results were above average in comparison with similar schools.
102. At age seven, pupils have good knowledge and understanding of the topics covered in their lessons. For example, almost all pupils correctly identify the parts of the human body and can identify the major parts of a plant. They classify living creatures according to whether they are covered with fur or feathers. Pupils handle different materials, recognise their properties and understand how these are linked to their usage, such as in the design of vehicles. They recognise forces as pushes or pulls and that some materials are magnetic whilst others are not. Pupils make a good start in carrying out investigative work, such as measuring the distance a car travels over different surfaces. The majority of pupils are developing a good understanding of the principles of a fair test. They make appropriate predictions as to the outcomes of their tests, accurately measure the results and represent the findings in tables and well-labelled diagrams.
103. At age eleven, pupils have a deeper scientific understanding. They recognise and name the organs of the human body and are aware of their functions. For example, they produce detailed diagrams of the eye and know that the heart's function is to pump blood around the circulatory system. Pupils investigate the solubility of materials and separate solids and liquids by various methods. They understand well that some changes are reversible and some are irreversible. As they continue to study forces the majority of pupils know that weight is a force that is measured in Newtons. They have good understanding of electrical circuits, using conventional symbols for the components as they draw series and parallel circuits. Investigative skills are satisfactory and pupils correctly use equipment and materials. In their investigations they form hypotheses, perform fair tests by keeping variables constant, and record their outcomes on charts and graphs. Pupils make good use of scientific vocabulary, but higher attaining pupils have insufficient experience of devising, planning and implementing their own experiments.
104. The school makes good provision for pupils of all abilities. Lower attaining pupils and those with special educational needs are given suitably modified tasks and worksheets to enable them to take a full part in lessons. They have good support and encouragement from teachers and support staff. Since the previous inspection, more attention has been given to challenging higher attaining pupils. They are now consistently challenged through appropriately extended tasks and by extra support such as booster groups. As a result, the majority of pupils make good progress in their learning through the school and achieve well.
105. The quality of teaching is good and all teachers have secure knowledge of the subject. Lively introductions build well on pupils' previous learning so pupils are well motivated from the start. Lessons are well planned, with activities that are suitably challenging for pupils of different abilities. Learning targets are made clear, so pupils know what is expected of them and can judge for themselves whether they have achieved the objective by the end of the lesson. Teachers have successfully built on support from the co-ordinator to ensure that lessons incorporate practical activities wherever possible, which results in good rates of learning by most pupils. A strength

of the teaching throughout the school is the very good pupil management and the positive relationships between adults and pupils. Pupils are treated with great respect and their opinions are valued. Teachers constantly offer praise and encouragement. As a result, pupils' self-esteem is high and they mostly strive to give of their best, concentrating well and using equipment sensibly. Pupils' good attitudes to science are positively reflected in the high quality of the presentation of their work.

106. The frequent use of scientific vocabulary by teachers and their insistence that pupils use this has a good impact on pupils' knowledge and understanding. Written work is used effectively for the development of literacy skills, as pupils learn about the form of writing and the type of vocabulary that should be used when communicating in a scientific context. However, many pupils, particularly at the end of Key Stage 2, have difficulty explaining their knowledge and understanding in a written form, although they are provided with frequent opportunities to communicate verbally. Teachers use marking well as a constructive feedback to pupils about their work and frequently write questions in their books to encourage further consideration about what they have learned. In lessons, teachers use resources very well, ensuring they are well prepared and have good potential to assist learning. Very good use is made of ongoing assessment to plan the next steps in pupils' learning.
107. The subject is well managed. Planning and teaching are effectively monitored to improve standards. The subject co-ordinator is well qualified and enthusiastic. Although only in role for a short time she has already correctly identified areas for development and initiated improvements. For example, through effective monitoring, she identified the need for more investigative work in Key Stage 1 and this has now been put into practice. The school is aware of the need to further improve assessment procedures in line with the very good practice in English and mathematics. Resources, although good and used effectively in the classroom, are in need of re-organisation to make them more accessible.

ART AND DESIGN

108. Pupils achieve standards similar to those expected for their age at seven and eleven. They make satisfactory progress in developing artistic and creative skills through sound opportunities to use a range of materials and media, and to work in two and three dimensions. This represents a good level of improvement since the full inspection of 1997 when standards were judged unsatisfactory and pupils lacked confidence. At that time, co-ordination of art was limited, there was little teaching of specific skills, and pupils' response to art was unsatisfactory. Currently, the curriculum is based on a national scheme that develops pupils' skills, knowledge, and understanding of techniques in a systematic way.
109. Well-observed self-portraits of pupils in Year 1 show that they are developing a good awareness of shape and space. They are learning to explore different materials when, for example, making a sculpture of natural materials based on the ideas of the artist Andy Goldsworthy. They competently use an art package on the computer to explore different ways of combining shapes and colours, in a similar vein to Kandinsky's work. By Years 3 and 4, pupils have developed their drawing skills so that they are able to capture facial expressions in their portraits of each other. Many pupils in a Year 4 class demonstrate good drawing skills, showing that in the past they have been taught to observe closely and to use shading to create texture and depth in their work. Some drawings are very carefully observed, creating realistic images of the object with a good level of detail. In designing headgear for a performance, pupils in Year 6 use quite bold ideas with some intricate drawing and begin to take account of the purpose of their design when considering the materials they will use, how they will create the texture and the visual impact they intend. They are encouraged by their teacher to anticipate the practical task of making the headgear and the materials they

intend to use, and they use their previous experience and knowledge of materials to make slight adjustments and adaptations to their designs.

110. Teaching is at least satisfactory and the lessons seen during inspection often contained good features. In particular, teachers present the content of activities in a lively and engaging manner that inspires pupils and capitalises on their enthusiasm. Some tasks are quite challenging, such as in a lesson in Year 4, where pupils had a five-minute time limit on sketching an object from a particular viewpoint. This meant that they had to focus on the key skill of representing the overall shape and form of the object rather than including the detail of their observation. Question and answer sessions at the start of lessons establish pupils' understanding of key ideas in art and reinforce the vocabulary associated with ideas for designing. However, where this introduction extends for too long, the time available for practical tasks is reduced. Other good features include an emphasis on praising pupils' efforts and boosting their self-esteem with well-focused feedback to individuals on how to improve their work. This helps pupils to maintain a good level of concentration and focus to the task, and to apply previous knowledge and skills creatively to the new task. Opportunities for pupils to evaluate their own work and to be constructively critical of each other in order to improve are not as well established in practice. Lessons are well planned and teachers are clear what it is they want the pupils to learn. Teachers make useful links with other subjects, for example in using portraits of Tudors as a source of historical evidence.
111. The subject is led soundly by an enthusiastic co-ordinator who is new to her role. She monitors the standards achieved through collecting samples of work from across the school and has led training for colleagues in techniques such as printing. Her subject action plan identifies clearly areas for improvement, based on her sound knowledge of the subject's strengths and weaknesses. The school is taking part in several projects to enhance pupils' opportunities in art and to raise the profile of art in the school. For example: a joint drama and art project in Years 5 and 6 will culminate in an end of year performance; an art unit is to be planned for pupils who are talented as part of the initiative to extend the skills of gifted and talented pupils; and a local artist works with groups of pupils in an after-school club to design and paint murals for the school playground.

DESIGN AND TECHNOLOGY

112. At the time of the last inspection, the standards in design and technology at the end of both key stages were below average. Present judgements are made mainly on the basis of an analysis of pupils' work and discussions with teachers. The standards in both key stages continue to be below average. While the school's efforts to raise standards in English and mathematics have taken priority, design and technology has received lesser attention. The subject has begun to be re-established since September 2000 but provision for working with a wide range of tools, equipment, materials and components to design and make quality products, developing knowledge of materials and components and evaluating various processes and products is insufficient. However, standards in what pupils design and make, for example, puppets in Year 2 and bread and sandwiches in Years 3 and 4 are better than average.
113. In Years 1 and 2, pupils learn design and technology by designing and making structures such as a climbing frame and other products such as a hand puppet. The standard of the finished puppets is good. Pupils' work begins with labelled sketch designs, practising sewing and stitching skills, and is followed by evaluation and suggestions for improvement. In Years 3 and 4, pupils learn how to make pictures move and use their understanding for designing and making simple products such as pop-up cards. They investigate sandwiches and snacks by first gathering information

from a website and studying samples of a good range of bread. They learn how to make basic bread and then design and make sandwiches using different kinds of bread and fillings, and finally evaluate what they make. The standard is often good. In Years 5 and 6, pupils design and make a roundabout but the range of skills is limited by the use of very basic materials, tools and techniques.

114. Little teaching was observed and the limited range of pupils' work available for analysis does not allow a firm judgement on the quality of teaching and learning. The subject co-ordinator is new and also holds responsibility for science. Consequently, there has been insufficient time to have an impact on the quality of all aspects of the provision for the subject. Presently, the curriculum does not provide the variety of projects to develop the full range of skills, knowledge and understanding.

GEOGRAPHY

115. Standards seen in written work and in lessons in Key Stage 1 were sound, being broadly typical for pupils' ages in Year 2. The knowledge and understanding of a sample of pupils spoken to in Years 5 and 6 was patchy and the quantity of recorded work in Key Stage 2 from the previous year was slight. This patchiness reflects some lack of consistency in developing pupils' skills, knowledge and understanding during the past two years when statutory requirements for geography were relaxed and a reduced curriculum was offered. There has been little improvement since the inspection of 1997 when standards were similarly below expectations.
116. Pupils in Year 2 are developing a sound knowledge of the vocabulary associated with the physical features of a place, which they use when describing the seaside. They are learning that the seaside is very different from their home and staff are looking forward to reinforcing this through the planned day visit to Southend. Although higher attainers are confident to talk about their own experiences of visiting a beach some pupils who are at the early stages of learning English have difficulty finding the right words in English to answer questions, even when they know what they want to say. For others, their lack of experience of going on holiday to a beach is a factor that limits their understanding.
117. By the end of Key Stage 2, pupils' general knowledge of the physical and human features of the British Isles is quite variable and their knowledge of significant places in Europe and the world is not well developed. They are not confident in using atlases to locate places. Their awareness of environmental issues is satisfactory in relation to their own lives and the locality in which they live but their awareness of wider environmental issues is more limited. Pupils in Years 3 and 4 have studied the local area, identifying and classifying local services, and have made some useful history links by looking at maps from different times which showed the changes in the development of the area.
118. The quality of teaching seen in lessons in Key Stage 1 was good and the pupils are clearly gaining much from the focus of the current unit of work, which is well planned to develop pupils' skills and knowledge over the term. Good links are made with subjects such as mathematics when pupils use their data handling skills to draw a pictogram based on why teachers go on holiday and what activities they do. In one lesson the teacher used objects from a suitcase to stimulate pupils' ideas about what they might take on holiday. Questions were used very effectively to extend pupils' vocabulary and to encourage them to develop their answers. Worksheets are well designed and adapted by teachers to use different levels of language so that pupils in the early stages of learning English can participate in the lesson.
119. The co-ordinator is beginning to re-establish leadership in the subject following a period of maternity leave. She is well aware from sampling pupils' work that there are

weaknesses in standards and provision that, to some extent, reflect teachers' confidence and expertise in teaching geography. The school has adopted selected units of work from a national scheme and this does not presently ensure that a balance of skills, knowledge and understanding will be taught over time. In particular, the weaknesses in pupils' knowledge of places need to be addressed. The time allocation is low and the subject is taught in blocks of time, alternating with design and technology and history. The subject has not been the focus of development during the last two years while the school's priorities have been firmly based on improving provision in literacy and numeracy and raising standards in the core subjects. The curriculum framework is due for review towards the end of this term when adjustments to the planned coverage of unit can be made. Resources are well organised and used soundly to promote pupils' interest; a satisfactory range of planned visits to places of interest enhances the curriculum.

HISTORY

120. Pupils' achievement is satisfactory and they attain standards that are broadly similar to those expected by the age of seven and eleven. Scrutiny of pupils' past and current work shows that there has been a more consistent approach to teaching history since September 2000 when the full curriculum was re-established. Planning is based on a national scheme and covers all the essential elements to develop pupils' skills, knowledge and understanding in a systematic way. This is a good improvement since the last full inspection in 1997 when standards were unsatisfactory because pupils were not being given consistent opportunities to develop their skills and understanding.
121. No lessons were seen in Key Stage 1 but pupils' written work is of a satisfactory standard. Pupils are developing an awareness that life was different in the past by using objects, such as old toys, to ask and answer questions. They find out about characters from history such as Florence Nightingale and about important historical events such as the fire of London. Higher attaining pupils retell these events in their own words using well-developed writing skills and lower attainers convey their understanding through phrases and pictures. The oldest pupils in Years 5 and 6 have a sound understanding and recollection of their most recent studies but in recalling work from previous years their knowledge is patchy. In particular, their understanding of the relationship between periods of history is uncertain. This reflects previous weaknesses in teaching and the lack of focus on the subject when the school took advantage of opportunities to relax National Curriculum requirements. Pupils are aware that there are a variety of sources of evidence and recall some key features and events of the periods of history they have studied. For example they talk about the difference between Athens and Sparta, the Battle of Marathon, and the influence of the Ancient Greeks on aspects of our lives. In Year 3, pupils are beginning to link actions and events when, for example, recalling why Henry VIII had so many wives and why people leave their homes to settle in another country. They make comparisons between the lives of Tudor people who were rich or poor and use time lines to establish the sequence of events of the period.
122. Of the two lessons seen in Key Stage 2, teaching was satisfactory in one and good in the other. In both lessons pupils had positive attitudes to learning. Teachers ensure that pupils are able to communicate their historical knowledge and understanding by adapting tasks for pupils and giving them opportunities to present information in different ways. Pupils are given writing frames and structures for their written work. Teachers make good use of literacy skills and techniques to help pupils skim and scan for information, to take notes, and to use bullet points to convey the essential information. By organising pupils in mixed ability pairs, pupils can learn from each other and receive support especially in their understanding of the language of the subject. Teachers emphasise and reinforce the key vocabulary for each lesson and

this helps pupils to develop their understanding and use of key factual information. Teachers make satisfactory use of artefacts to promote historical enquiry and these are supplemented well with visits to museums, such as the Geffrye Museum, and places of interest. Good links with other subjects such as using the Internet to find information about the Romans enables pupils to reinforce a number of skills through well-planned activities.

123. The subject leader has only recently returned to school following maternity leave and during her absence the subject was not a priority for school development. She is aware that gaps in pupils' knowledge reflect past weaknesses in teaching and provision. Although the time allocation is low, the selection of units from a national scheme will ensure that pupils have opportunities to learn the required knowledge, skills and understanding in future.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Standards of attainment by the ages of seven and eleven in information and communication technology (ICT) are in line with those expected for pupils of these ages. These indicate an improvement since the last inspection when standards were judged as below average in both key stages. Boys and girls attain similar standards. Pupils who are learning English as an additional language and those with special educational needs receive good support. Consequently, they make good progress. The overall quality of teaching and learning is good and yields good achievement in both key stages.
125. By the age of seven, pupils have sound keyboard and mouse control skills that they use to write, save, and retrieve information. They produce good quality cards and use the computer to draw bar graphs, for example in a geography lesson, of facilities that people look for on a holiday. They combine text and clipart for their presentations. By the age of eleven, pupils have good standards in producing computer-generated presentations, for example, of what they enjoyed most during the year. They write, amend and combine different forms of information from a variety of sources including taking, processing and combining digital photographs. Pupils' skills, knowledge and understanding in other areas of the ICT are sound. They use the Internet effectively to obtain information from various websites for their work on, for example, their design and technology project on bread and savouries and for their 'Bollywood' project in which they find out about their favourite film star in the Indian film industry. They interrogate information on CD-ROM to learn about the human skeleton, birds and about the planets. They are well versed in the use of spreadsheet techniques when, for example, they enter and use the formula for calculating the area of rectangles. They use sensors for their investigations in science, for example, to monitor changes in the temperature. The use of information and communication systems to control events in a predetermined manner is developing satisfactorily.
126. The quality of teaching and learning is good overall. It is good in Key Stage 2 and satisfactory in Key Stage 1. Teachers' knowledge and understanding of the subject is good. They apply this effectively to provide good learning experiences for the pupils. Lesson preparation is good. Most lessons begin with a brief reminder of past work and what they are going to do in the lesson. This grips the interest of very well motivated, well-behaved and enthusiastic pupils. Clear explanations and demonstrations are effective in developing pupils' skills, knowledge and understanding of the subject. The lessons have good structure, and include good monitoring of how pupils are getting on in lessons. Timely interventions ensure a good pace and productive learning for all pupils. The lessons end with a good round up of what pupils have learnt and sometimes what they are going to do next. Very occasionally, the introductory part of the lesson is too long and this results in some restlessness among pupils; this was a feature of lessons in Key Stage 1.

127. The overall quality of leadership and management of the subject is good. The direction is clear and enthusiastic. Monitoring of the quality of teaching and provision of appropriate training is effective for providing good learning experience for pupils. There are good business partnership links and links with the 'City Learning Centre' which is funded as part of the 'Excellence in Cities' project. These enrich learning of, for example, control technology systems. The resources are good and ICT makes a good contribution to other subjects of the curriculum.

MUSIC

128. Standards at seven and eleven are in line with those expected of pupils of their age. Pupils, including those with special educational needs and talented pupils, make satisfactory progress. Standards have made a satisfactory improvement since the previous full inspection in 1997, when standards at Key Stage 2 were reported to be unsatisfactory. Teachers' subject knowledge is more secure and there is more structure to the step-by-step development of pupils' skills, but expectations of what pupils can achieve are not high enough. Attention given to the required aspects of listening, appraising, composing and performing is uneven with not enough planned opportunities for pupils to compose their own music. This is mainly because teachers have only begun since September 2000, with the introduction of the new National Curriculum, to allocate specific time in their timetables for music lessons in all classes. Some pupils' attitudes to music and related dance activities, particularly those of older boys, are not very positive, but the school is working hard to overcome these views. For instance, there is a good range of visits and visitors to school each year to extend pupils' musical experiences.
129. Pupils in Years 1 and 2 accurately beat the pulse in music. They are beginning to identify the names of a variety of instruments, such as tambour, woodblock and Indian bells. Singing is often enthusiastic rather than tuneful, but pupils show evident enjoyment of singing together in class lessons and assemblies. By the end of the key stage, pupils are showing satisfactory skills of reading symbols as representing sounds to play an instrument. Awareness of performing as part of a group is developing satisfactorily. Musical activities are used well by teachers to promote co-operation and independence in this respect. Key Stage 2 pupils continue to make satisfactory progress in Key Stage 2 as a result of regular music lessons. The quality of lessons varies depending on the extent of teachers' subject knowledge. Although all teachers follow the requirements of the national guidelines, some have higher expectations than others as to what pupils can achieve. This lack of consistency is one of the main reasons why standards are no better than satisfactory overall. Where expectations are high, for example in Years 5 and 6, pupils make good progress. For example, Year 6 pupils were observed practising for their end-of-term leavers' concert. They sang and danced to European and Maori music with evident enjoyment, mainly because of their teacher's enthusiastic and challenging teaching. Standards of singing were, however, no better than satisfactory because boys paid less attention to diction and pitch than girls, although they participated well. Concentration and perseverance were generally good, as pupils focused on the demanding routines involved in using Maori rakau sticks and co-ordinating arm and leg movements in a Maori song and dance.
130. The quality of teaching and learning is satisfactory overall. Relationships between teachers, classroom assistants and pupils are good and, as a result, pupils know that adults and other pupils will appreciate their contributions. This makes a significant contribution to overcoming the less positive attitudes of some pupils. The confidence that this generates was observed when pupils from Years 5 and 6 came together after separate lessons and performed some of their work to each other. A large group of Year 5 recorder players played simple tunes confidently and competently and were warmly applauded by their audience. Teachers often plan satisfactory opportunities

for pupils to listen to music in class lessons and assemblies and over time this is helping pupils to extend their awareness of different types of music from around the world. There are fewer opportunities planned for pupils to compose their own music or to record compositions on paper using symbols to represent sounds. However, a more even balance to the teaching of all aspects of music is developing now that there is more structure to the timetabling of music lessons in each year group. Teachers recognise the value of musical experiences in developing pupils' confidence and self-esteem, as well as its contribution to helping pupils learn the English language. Teachers are, though, too ready to accept satisfactory standards, for example when pupils sing in assembly, and this limits the overall impact of music on pupils' personal and social development.

131. The subject is well led by an enthusiastic and keen co-ordinator. She provides good support for teachers as they plan their lessons and has a reasonable knowledge and understanding of the strengths and areas for improvement throughout the school. She is not, however, able to observe her colleagues teach and this limits the impact she can have on the quality of teaching and learning. Recent subject national guidance is being evaluated and integrated into the school's existing scheme of work. Associated assessment systems are being tried which are beginning to provide the co-ordinator with more detailed information about standards. Only a handful of pupils attend the recorder club after school due to lack of interest from pupils, there is no choir and no take up of opportunities for pupils to have instrumental tuition. However, the co-ordinator is successful in organising a good range of quality musical experiences and from September, instrumental tuition will be provided as part of lessons. All classes make a visit to a concert or are involved in working with professional musicians at school each year. In this way, the status of music in the curriculum is steadily being raised.

PHYSICAL EDUCATION

132. Standards of attainment for seven-year-old pupils are in line with those expected of pupils of their age and they make satisfactory progress. Standards are above expectations by the age of eleven and progress is good. Pupils with special educational needs and talented pupils make similar progress to that of their peers at both key stages. Standards have made a satisfactory improvement on those reported at the time of the previous full inspection in 1997, largely due to teachers' higher expectations of what pupils can achieve, improved resources and good leadership from the subject co-ordinator. The school is successfully supplementing its own scheme of work with some aspects of national guidelines. There are no formal assessment procedures in place.
133. During the inspection, Key Stage 1 pupils were not observed in gymnastic or dance lessons, but in other activities, such as games, pupils show satisfactory control of their bodies and a developing awareness of others when moving quickly. Pupils make satisfactory progress in developing games skills. For example, in a Year 2 lesson, pupils used large balls to develop throwing, catching, bouncing and rolling skills. A significant minority of higher attaining pupils practised these skills confidently and competently and showed good co-ordination of hand and eye. Average and lower attaining pupils were less secure but tried very hard to improve their skills. The obvious enjoyment that the pupils gained from these activities was a key factor in promoting the steady progress they made throughout the lesson. By the age of seven, pupils run and jump confidently. They make good progress in their awareness of being part of team and co-operate well and enthusiastically in group activities.
134. By the age of eleven, pupils attain above average standards in gymnastics, games, athletics and swimming as a result of consistently good teaching and positive attitudes to physical education. They make good progress in swimming, developing good water skills and confidence when swimming on their fronts and backs. Many pupils achieve the required 25 metres, with a significant proportion of pupils achieving greater distances. A small number of pupils in Year 5 who were non-swimmers at the beginning of this school year have made very good progress and swim very competently. In gymnastics, games and athletics lessons, pupils benefit from a wide range of opportunities to practice and refine their skills. Teachers provide good demonstrations of skills and techniques, often using pupils to show examples of good practice. As a result, pupils have a good understanding of what is expected as they participate in the activities planned for them. Pupils are well motivated and are keen to succeed. For example, in an athletics lesson for Years 5 and 6 pupils on baton changing, pupils became progressively more involved in mastering the techniques as the lesson developed. They listened very carefully to their teachers' instructions and levels of concentration and effort were high. As a result of their sustained interest, the quality of learning was very good and pupils made good progress. By the end of the key stage, pupils show well developed catching, throwing, jumping and running skills. They are competitive and try hard to improve on their performance, but at the same time recognising the achievements of others. Standards of dance are satisfactory. Attitudes to this aspect of physical education are less positive, particularly amongst older boys, and members of staff are not so confident in teaching dance as they are in other aspects of the subject.
135. The quality of teaching and learning is good overall. Teachers are very successful at motivating pupils and encouraging them to participate by taking part themselves with enthusiasm and demonstrating skills and techniques. For example, Year 3 pupils made good progress in a gymnastics lesson because the teacher demonstrated every new stretching, rolling and jumping skill that she expected pupils to practice. Lessons in Years 5 and 6 are characterised by skilful demonstrations by teachers

that set high standards for pupils to try and achieve. For instance, at the start of a lesson, pupils were expected to take part in a long distance run around a course set out in the school playgrounds. The teacher ran with the pupils and her good example made a significant contribution to pupils' own efforts and endeavours. Teachers miss opportunities to help pupils extend their speaking skills because they do not ask pupils often enough how they think they could improve their own or others' performance. A key factor in the success of teaching is the good use teachers make of the amount of time given to the subject in the timetable. Hour long lessons are common at both key stages. Lessons move along at a good pace and pupils are rarely inactive for long. Pupils in Years 5 and 6 in particular show good levels of stamina and endurance because of extended periods of physical activity. As a result, the school is often successful in local soccer, athletics and cross-country tournaments when competing against other schools.

136. The subject is very well led by the co-ordinator. Teachers receive good advice and support when planning their lessons, as well as helpful training sessions, for example in dance and gymnastics. The co-ordinator has a good knowledge and understanding of pupils' strengths and weaknesses at both key stages and is able to focus teachers' attention on groups of pupils or particular skills where improvement is required. A very successful element of his work is the establishment of beneficial links with local community sports clubs and pupils benefit from displays and tuition from professional soccer players, gymnasts and dancers. He also has plans to implement formal assessment procedures in September 2001 following trials of end of unit assessments. Resources are of good quality and quantity and are well maintained, contributing significantly to the good quality of learning in lessons.

RELIGIOUS EDUCATION

137. Pupils' standards of attainment are in line with the expectations of the locally agreed syllabus at the end of both key stages. During their time at the school pupils, including those with special educational needs, make sound progress. Standards have improved since the inspection of 1997, when they were unsatisfactory. The improvement in standards is as a result of improved curriculum planning so pupils receive regular teaching of religious education and make consistent progress. Pupils acquire a satisfactory knowledge of major world religions in addition to the prevailing Muslim faith. The subject makes a satisfactory contribution to pupils' personal development.
138. At age seven, pupils are aware of different faiths through studying the reasons for different celebrations. In discussions, pupils are able to talk about things that are important to them and begin to understand that others have feelings and values as intense as their own. For example, as they examine the Torah, they begin to understand that it is as important to the Jewish people as the Qur'an is to Muslims. They are beginning to be aware of the major events in the religions they study. For example, in their study of Judaism, Year 2 pupils produce imaginative creative writing on 'My journey to the promised land'.
139. At age eleven, pupils have sound knowledge of the beliefs and customs associated with a range of faiths, such as Islam, Christianity and Judaism. They handle artefacts from these religions with respect and learn about the symbols associated with each of the faiths they study. Much emphasis is given to encouraging pupils to develop their own ideas about beliefs and to express their feelings and this promotes a good understanding of the underlying principles of faiths, in that faiths and beliefs can be expressed in a variety of ways. For example, Year 3 pupils understand well that the metaphor of God as a light is common to Islam, Hinduism, and Christianity. Pupils' learning is well supported through other areas of the curriculum. For example, as part of a local study, pupils visited the local church and the mosque. Using information

technology, they produced very informative posters and leaflets giving information on each of these places of worship.

140. Too few lessons were observed to make an overall judgement on the quality of teaching but in the two that were seen the lessons were well planned, relevant and interesting and promoted good attitudes to learning. In these lessons, pupils responded well in discussions, and explained what they had learned. Generally, pupils are tolerant of the beliefs of others and receptive to learning about the differences in religious practices and beliefs.
141. The subject co-ordinator is very new to the role, but has already had an impact on improving the curriculum, with the introduction of a revised policy for religious education. She regularly checks the standards achieved through monitoring teachers' planning and pupils' work. A national scheme of work has recently been introduced in addition to the local syllabus, which is providing useful additional guidance to teachers. Assessment procedures are in the process of being established. Resources are good and are used well to enhance learning.