

INSPECTION REPORT

DE BEAUVOIR PRIMARY SCHOOL

Tottenham Road, Hackney

LEA area: Hackney

Unique reference number: 100224

Head teacher: Fiona Collins

Reporting inspector: David Marshall
27681

Dates of inspection: 12th – 15th March 2001

Inspection number: 196162

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Tottenham Road
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Appropriate authority: Governing Body

Name of chair of governors: Jonathan Norton

Date of previous inspection: 7th – 10th July 1997

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9769	Margaret Morrissey	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance.
11122	David Collard	Team inspector	History Religious Education Geography	How well does the school care for its pupils?
20369	Ian Lloyd	Team inspector	English English as an Additional Language	How good are the curricular and other opportunities offered to pupils?
20948	John Linstead	Team inspector	Mathematics Music Physical Education Equal Opportunities	
18505	David Matthews	Team inspector	Science Design and Technology Foundation Stage	Support on how good are the curricular and other opportunities offered to pupils.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

De Beauvoir is a larger than average, two-form entry, primary school with a self-contained nursery with 333 full-time pupils on roll. Although there is some owner-occupied terraced housing close to the school, it is an area of some deprivation. The intake is largely from council accommodation, including asylum seekers and refugee hostels and hotels. Attainment on entry to the school is very low. Pupil mobility is very high: 122 pupils joined the school other than at the usual time of entry in the last year and 135 left, well above the national average. There is a high take up of free school meals, 56 per cent of pupils on roll, and there are 121 pupils on the special needs register, 35 per cent of the school roll; both figures are well above the national average. Three pupils have statements of educational need. The number pupils with English as an additional language is very high at 37 per cent and most are at early stage of English acquisition. The number of pupils supported through Ethnic Minority Achievement Grant funding is very high and well above the national average. The school also receives support from the Excellence in Cities initiative.

HOW GOOD THE SCHOOL IS

De Beauvoir is now an effective school that makes good provision for its ethnically diverse community. Pupils achieve good standards in relation to their abilities, and when given appropriate support they make good progress because the teaching is good and the work they are expected to do is relevant and demanding. The school is particularly successful in teaching pupils who have behavioural problems or who have experienced difficulties elsewhere. The head teacher and key staff share a clear set of aims and values to move the school forwards that underpin their decision making. They are well supported by the school administrators who make a very positive contribution to the life of the school. Governors and all staff work together very well to improve the school that now provides sound value for money.

What the school does well

- Throughout the school the overall quality of education is good and the school provides a suitably broad and appropriate curriculum for its pupils.
- The head teacher and key staff give a very clear educational direction to the school.
- Those pupils given support make good progress regardless of their ability.
- Pupils have good attitudes to school.
- All relationships are very good – between pupils and between all adults and pupils.
- Both the National Literacy and Numeracy Strategies are being implemented well.
- Procedures for promoting good behaviour and the arrangements for pupils' personal, social, moral and health education are very effective.
- The school achieves an impressive degree of racial harmony and integration.

What could be improved

- The overall provision for pupils with English as an additional language in order to guarantee equal access to the curriculum and opportunity for progress for all.
- The provision for some pupils with special educational needs.
- The provision for the pupils in the reception classes of the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the last inspection in July 1997 the school was judged to have serious weaknesses in many areas. The main areas of concern were pupils' under-achievement, the high proportion of unsatisfactory teaching and ineffective leadership. Since then standards have risen considerably through the hard work of the head teacher and all staff. The leadership and management of the school have shown very great improvement. The direction the school is taking is now clear and the long-term financial planning is good. The school now has a shared commitment to improvement and a high capacity to succeed. All permanent staff now have clear responsibilities and, therefore, the monitoring and evaluation of teaching is now effective. As a result almost all teaching is now at least sound, and much of it is good. Assessment of pupils' performance is rigorous and long term. This has led to greater progress as all lessons now offer all pupils appropriate challenges. All subjects have policies and schemes of work that fulfil the curriculum framework established after the last inspection.

Involvement of parents in school life and the quality of information that they receive from school has also improved. Overall, the school's improvement since the last inspection has been good.

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*	E	well above average A above average B average C below average D well below average E
Mathematics	E	D	E*	E	
Science	E*	E	E	D	

The standards in English, mathematics and science are well below average by the time the pupils leave school when compared with the national test results, and those in English and mathematics were in the lowest five per cent nationally. However, many pupils come into the school with English as an additional language and, therefore, with low skills in reading and speaking and listening. This affects their ability to focus on the tasks that are expected of them. Also many pupils join after difficulties in other schools or as refugees from other countries. In the last four years the school's improvements in all core subjects of the curriculum have fluctuated, but overall have followed the upward national trend. In the most recent national tests and assessments for pupils aged seven, standards were well below average in all subjects when compared nationally, and well below average in reading and mathematics and average in writing when compared with results from similar schools. Again these results are largely due to the high number of pupils in all year groups with special educational needs or with English as an additional language. Taking into account the very low attainment of pupils when starting school, the very large number of pupils with special educational needs, and the high number of pupils coming and going from the school, these results show the school is successful in meeting its agreed targets for improvement. Standards seen during the inspection were generally below average in English, mathematics and science but improving as pupils make good progress. This greater progress stems in part from the school's successful response to the National Literacy and Numeracy Strategies and also because systematic assessment procedures are used effectively and teachers match tasks more closely to pupils' needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to work and to the whole life of school; most are keen to attend. Pupils' personal development is very good.
Behaviour, in and out of classrooms	In lessons behaviour was consistently satisfactory and often good throughout the inspection, both in the playground and around the school. No bullying or oppressive behaviour was observed and pupils are confident to ask for help when they need it.
Personal development and relationships	Relationships are very good throughout the school. The relationships that develop between staff and pupils and between pupils provide a stable and caring environment in which they are enabled to develop independence for learning and for life.
Attendance	Attendance is unsatisfactory. Attendance levels in the last school year were low compared to the national average. Both the teachers and the governors are working hard with parents to improve this. There has been a significant improvement in punctuality recently.

The school is successful in meeting the needs of pupils regardless of their ability and previous school background. Pupils are made to feel welcome and their efforts are valued and rewarded. As a result the pupils' attitudes, values and relationships are the significant strengths of the school and have a considerable impact on the quality of their learning and the progress they make.

TEACHING AND LEARNING

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

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

Teaching was satisfactory or better in 97 per cent of the 87 lessons seen on the inspection and was judged to be good or better in 55 per cent. Fourteen per cent of all lessons were very good or excellent. Only three per cent of the lessons were judged to be unsatisfactory. English, mathematics and science teaching was sound for younger pupils and good for pupils over seven. Teachers' knowledge and understanding of the curriculum and of the individual needs of their pupils are sound throughout the school – but particularly good for seven to eleven year olds. This enables them to teach the essential basic skills in English and mathematics effectively to pupils and enables pupils to learn well. The teaching of pupils up to the age of seven is satisfactory, and pupils achieve their potential in national tests at the end of Year 2. Most teachers have high expectations of pupils, which results in the overall good behaviour and good learning. In most lessons the class discussions are lively and challenging and lessons are consistently of a good pace. Questions are well focused and designed to bring all pupils into the discussions. This means all pupils have appropriate learning opportunities. A wide variety of teaching methods are employed to make lessons interesting, and pupils enjoy their learning. Teachers relate very well to their pupils and they manage classes well. Pupils, therefore, learn to listen carefully and sustain their concentration for longer periods of time as they get older. The teaching, and support, of pupils with special educational needs and English as an additional language, when available, is good and they achieve sound standards in their work. Literacy and numeracy are now being taught effectively across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad. All subjects of the National Curriculum, religious education and personal, social and health education are taught. A wide range of ethnic and cultural backgrounds are present in the school and the curriculum enables pupils to find common ground and discuss shared values well.
Provision for pupils with special educational needs	Overall unsatisfactory. Where the school is able to support pupils they learn well due to good teaching. However, the overall level of support does not guarantee that all pupils make the progress of which they are capable.
Provision for pupils with English as an additional language	The overall quality of the provision is unsatisfactory. The lack of available support for all pupils fails to ensure that all have access to the full curriculum and achieve appropriate standards in their work.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for those pupils with behaviour problems is very good. Provision for pupils' personal, social and health education and for their spiritual and cultural development is good. The provision for their moral and social education is very good.
How well the school cares for its pupils	Procedures for child protection and for improving pupils' behaviour and attendance are good. All staff work very hard to maintain a caring, supportive environment. Procedures for assessing pupils' attainment and progress are good.

The school has a good partnership with its parents and this enables them to be regularly involved in school life and activities. The quality of information provided to parents is satisfactory. Parents receive very regular and informative newsletters about school and community events. The curriculum provided by the school is sound overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher and the senior management team provide very strong leadership in all aspects of the school's work. They are very effective managers of the school with clearly defined roles and responsibilities.
How well the governors fulfil their responsibilities	The governors have developed their strategic management role well and fulfil all their statutory requirements effectively.
The school's evaluation of its performance	Good. The head teacher, senior staff and governors have a shared understanding of the school's corporate needs and reflect upon their aims critically and well.
The strategic use of resources	Good overall. Financial planning is carefully linked to the need to raise standards and the school evaluates the effectiveness of all decisions made. Best value principles are applied well.

The experience, dedication and expertise of teachers and support staff provide very well for all pupils regardless of ability or background. The shared vision, aims and values of the head teacher, key staff and governors have created a very good partnership, enabling them to manage the many recent changes very effectively. The school is aware of best value principles and applies them effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • The teaching is good. • The school is well led and managed. • The school expects their children to work hard and achieve their best. 	<ul style="list-style-type: none"> • The overall behaviour of children in the school. • The amount and type of homework set. • The information they receive about their children's progress. • The range of activities provided outside lesson times.

Inspection evidence supports the positive views of the parents who believe their children make good progress. The view of the inspectors is that the majority of pupils are well behaved and the quality of information provided to parents is satisfactory overall. Additional activities and homework are not a weakness as they are generally well organised and make a good contribution to the pupils' progress. Inspection evidence also supports the parents' feelings that the school is now well managed and this makes a significant contribution to the pupils' overall development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The overall standards in English and mathematics throughout the school are well below average at the end of both key stages when compared with the national test results of other schools. However, pupils come into the school with very low skills in speaking and listening and many have difficulty in relating to each other and adults. This affects their ability to focus on the tasks that are expected of them. The teaching is effective throughout the school and enables all pupils to make significant improvement, but is not able to compensate fully for the very low starting point of many by the time they leave the school.
2. In the last three years the school has made significant improvements in all core subjects of the curriculum despite the fact that during this time the number of pupils with English as an additional language (EAL) and pupils with special educational needs has risen sharply. For instance, in 1998 only 31 per cent of pupils at the end of Key Stage 2 reached the nationally expected levels in English. By 2000 this figure had reached 44 per cent. In mathematics the results have risen from 27 per cent to 31 per cent. In science the rise is from 33 per cent to 47 per cent. The targets for 2001 are higher still and inspection evidence shows that the school is well on track to meeting these. The school admits very large numbers of pupils with special educational needs, there is high pupil mobility and there have been many recent staff changes. When these factors, which are beyond the control of the school, are taken into account, these results are testament to the school's success in meeting its own agreed targets for improvement.
3. Children enter school with very low levels of attainment in their language, social and mathematical development. During their time in the nursery and reception, they make at least sound progress across all areas of learning. However, most children are still well below the goals for early learning identified for the Foundation Stage. Nevertheless, most children have begun to listen with increasing attention during whole-class reading sessions. Many are enthusiastic about books and stories and some are learning the sounds and formation of letters. All have regular opportunities to 'count' and to compare size and shape, and enjoy outdoor activities and explore colour and textures with enthusiasm.
4. The results of the National Curriculum tests in reading, writing and mathematics at the end of Key Stage 1 show that pupils' attainment is well below the national average when compared with all schools. However, when the large number of pupils with special educational needs and EAL and the very high pupil mobility factor are considered, these scores show significant improvement.
5. Pupils make good progress in all subjects throughout the school. The head teacher and senior staff have set high targets for their overall achievement and are beginning to see a more rapid overall improvement. All teachers work very hard to analyse pupils' performances in order to see where there are particular strengths or weaknesses in pupils' performance, and to adjust the curriculum appropriately. They then set appropriate, but challenging, targets for all pupils, often also related to their behaviour and social skills.
6. In Years 5 and 6 the percentage of pupils on the schools register of special educational need is much higher than lower down the school at over 50 per cent of each class. This is due to several factors. First the school is seen as successful in meeting the needs of pupils with special educational needs by the parents and community, and as a result, pupils are moved in from other schools. Secondly the high level of movement in and out of the area and the number of people placed in the area in temporary accommodation results in the school

- gaining pupils at Key Stage 2 who have fallen well behind with their education due to disruption. These factors have a profound effect upon attainment at the end of the key stage.
7. Most of the pupils for whom English is an additional language enter the school with little or no English. In addition many have experienced traumatic events before their arrival. Despite the successful efforts to integrate them into the daily life of the school, the overall lack of provision means the progress they make is unsatisfactory and their levels of attainment remain well below those expected nationally.
 8. Levels of attainment in information and communication technology are average in Key Stage 1 and above average in Key Stage 2. Key Stage 1 pupils use a computer mouse competently to load and to draw, using a number of functions from different art programs. They are also able to use different word-processing packages. Key Stage 2 pupils build on their previous knowledge well. They can access the Internet and store data in word-processing programs and databases.
 9. Pupils in both key stages do not meet the expected levels of attainment in religious education in the local agreed syllabus, although Key Stage 1 pupils have a sound knowledge of Christianity and can make comparisons with aspects of other religions. By the end of Key Stage 2, pupils have developed their understanding of world religions further but do not have the language skills to be able to make relevant comparisons. Attainment is also below average in design and technology, history and geography at the end of both key stages.
 10. Pupils make good progress in art and design and achieve levels above those expected for their age by the time they leave school. They also have good skills in some aspects of physical education.

Pupils' attitudes, values and personal development

11. Pupils have good attitudes to work and to the whole life of school; this is a significant improvement since the last inspection. Many children have very little knowledge of English when they arrive in school, but, with the support and great care they are receiving, are positive in their work and are becoming confident speakers. Pupils have very good relationships with adults and with other children; most are keen to be in school and there is a positive learning atmosphere that encourages them to contribute well in lessons and to school routine. An example of this was seen in literacy in Year 1 when in the last part of the lesson pupils tested each other in word skills using a timer.
12. Pupils' personal development is good overall. All play a small part in the daily running of the school. From reception onwards they are register monitors and have a range of classroom responsibilities. Targets are set for behaviour and for learning. By Year 6 pupils are able to discuss these targets and feel they have real responsibility for their own learning and behaviour. The range of additional activities within the curriculum is good; pupils benefit from the opportunity to learn from outside the school environment and to respect others' religions and cultures. After-school activities are good and are well attended. Parents at the pre-inspection meeting were rightly happy with the attitudes and values the school promotes.
13. In lessons behaviour was consistently satisfactory and often good throughout the inspection. In the playground, the dining hall and around the school behaviour is good. Pupils know and understand the school, classroom and playground rules and are proud to have their names entered as a brick in the wall of achievement in assembly for their behaviour. No issues of bullying or oppressive behaviour were observed and pupils are sure they will be well supported if they need help.
14. The school is helping pupils to understand the impact of their actions on others through lessons where they can share their feelings and concerns and through its programme for personal, social and health education. Assemblies are also used to allow pupils to reflect on issues related to personal development. In lessons teachers refer to the work done in personal

and social education and ask pupils to consider how they can apply what they have discussed as a whole class to the current situation. In an assembly, pupils, when asked to comment on the changes that had taken place in the school, the responses from them were, "We are changing the way we talk to each other", "We are making the school a bright shiny place", "We smile more".

15. Relationships are very good throughout the school. Many pupils have difficult personal circumstances and arrive at the school needing special care and attention. The school has a nurturing group where pupils with challenging behaviour or emotional difficulties come together in a class of their own for part of their day. This has a real impact on the development of their ability to conform and form relationships. The level of care and support and affection given to those pupils who attend this nurture group is very good. This allows pupils who may otherwise be excluded from education to eventually regain a permanent role within the mainstream class and to build relationships with other children and with adults.
16. Throughout the school, the relationships, which develop between staff and pupils and between pupils, provide a stable and caring environment in which all pupils are valued and cherished whilst still retaining their own personal identity and ability to develop independence for learning and for life. Year 6 pupils are keen to reflect on their time in the school, and they say, "The school is hard work but fun, teachers are like our friends".
17. Attendance is unsatisfactory. Attendance levels in the last school year were low compared to the national average. Some of the absence is due to pupil illness but some is due to the poor attitudes to attendance of some families. Both the teachers and the governors are working hard to inform parents of the need to have pupils in school for the whole of the year and to explain the effects that the interruption in learning has on their children's education. There has been a significant improvement in punctuality since the Learning Mentor available through the Excellence in Cities initiative took up post.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching was at least satisfactory throughout the school, and often good in the nursery and at Key Stage 2. The teaching observed during the inspection was judged to be good or better in 55 per cent of the 87 lessons seen. All of the 14 per cent of very good or excellent lessons were at Key Stage 2. Only three per cent of lessons were judged to be unsatisfactory, which shows substantial improvement on the 31 per cent of unsatisfactory lessons at the time of the last inspection.
19. The good quality of teaching enables pupils to make at least sound progress in the Foundation Stage and Key Stage 1 and good progress in Key Stage 2. Most teachers are aware of the very differing needs of pupils. The deployment of classroom assistants and parents to support pupils is good. Most teachers are experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a number of literacy sessions when the teachers took great care with their language work with the whole class and how it was developed in the subsequent group work.
20. The teaching in the nursery was good overall. The adults are very aware of the differing needs of the children on entry and provide a rich and rewarding curriculum. They rightly emphasise language and social skills and the children make good progress in these aspects. The nursery is rather isolated and the necessary integration of provision with the reception classes is an urgent requirement planned for when the new block and refurbishment is completed later this year.
21. The teaching in the reception classes was satisfactory in the lessons observed, and reflects the hard work of the teachers since many children exhibit challenging behaviour. However, planning does not clearly identify what pupils are to learn. The lack of specific planning for this age group means that not all activities selected are a good preparation for the pupils' start to

the National Curriculum. The teachers do not yet identify what is needed to build on what children already know. Children of all abilities are not given adequate support and so their progress is limited. Classroom organisation is good and the teachers do their best with the limited resources to achieve the early learning goals for pupils of this age.

22. The sound teaching at Key Stage 1 reflects the mainly sound subject knowledge across the curriculum. Teachers have implemented the literacy and numeracy initiatives well. Planning is generally sound and identifies clearly how groups of pupils of differing abilities are to be taught. For example, in mathematics, the Years 1 and 2 teachers plan a variety of practical work that pupils can undertake independently. Classroom organisation is generally good and the activities selected are appropriate to the identified aims in teachers' plans.
23. The teaching in Key Stage 2 is good, with some strengths in the provision for English and mathematics. This effective teaching is characterised by good subject knowledge and understanding, and very clear planning. The links between different subjects that the teachers make at this stage produce activities that are particularly valuable. A strong emphasis on self-evaluation leads to pupils acquiring independent learning skills and to their good personal development. Pupils generally learn well. The very effective teaching in Years 4 and 6 is an example of where the considerable individual teaching strengths of these teachers has been utilised to the very best effect through their careful assessment and planning of the three core subjects.
24. The aim and philosophy of the teaching and learning policy of the school is best illustrated in the teaching of pupils in the nurture groups. In the mornings these pupils are taken from classes in Key Stage 1, in the afternoons from Key Stage 2. All pupils have considerable learning and behaviour problems. The care, patience, understanding and firm discipline exhibited by the teacher is exemplary. The teaching observed was consistently good and was often very good or excellent. As a result pupils who might otherwise fail in school are make considerable progress and are supported sufficiently to take their place in their usual classes at other times.
25. The deputy head teachers and senior teacher are very good models of best teaching practice, particularly in their attention to detail, enthusiasm and class management. The lessons taught by them during the inspection were of a very good quality overall.
26. Throughout the school, class discussions are lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions well introducing new ideas with care and clarity. All teachers are good role models, and the most effective teaching ensures that other pupils share their skills and show their examples to others.
27. Teachers have very good relationships with their pupils. They use praise well to modify behaviour and reward good work. They give every clear instructions to pupils and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively, which results in increasingly good behaviour. In Years 4, 5 and 6 lessons, the teachers were careful to use the completed work of pupils as good examples. This meant the best responses and work were constantly reinforced and all examples of challenging behaviour kept in check. This kept all pupils' attention focused and resulted in good progress.
28. Teachers use informal assessments to gauge pupils' understanding in many lessons. Groups of pupils are also targeted suitably for assessment, and a range of checklists based on the lesson plans are used. These assessments are generally used accurately and lessons are appropriately challenging, especially in Key Stage 2. Marking is generally effective. The teachers of the younger pupils discuss their results, rather than just write comments in their

- books, and this is particularly effective since pupils then know how to improve their work. Homework is used appropriately and well to support pupils' progress throughout the school.
29. There is a good level of awareness of the needs of the full range of pupils with special educational needs amongst all teaching and support staff, and in-service training has enhanced this. Teachers and assistants work closely together to plan support in the classroom as well as to plan work for pupils when they are withdrawn. Assistants in some classes are given prompt sheets that effectively direct pupils' observations in withdrawal groups and so no time is wasted. A particular strength in provision is the work done by assistants with pupils who have behaviour problems and with those who have statements of special educational need. They provide discreet support that enables these pupils to play an active role in class and make notes on their pupils' achievements to feed back to teachers.
30. The teaching of pupils with EAL, particularly those at the early stages of learning English, does not enable them to make satisfactory progress due to the number who receive inadequate support. There are some notable exceptions. Where additional staff are able to support pupils in small groups, in or out of the mainstream classroom, the teaching is always good. Despite the fact that these staff have no appropriate qualifications and little experience of teaching English as an additional language they employ some effective techniques. Younger Turkish-speaking pupils derive great benefit from sessions where a nursery nurse works bilingually with the class. Also, some class teachers are becoming more aware of the specific needs of pupils who are learning English. Their interaction with pupils and the work they prepare reflects this awareness.
31. Given the large number of EAL pupils and the likelihood that new arrivals may be admitted to the school at any time, and also many teachers are on supply cover and have insufficient skills and understanding to effectively address pupils' language needs, their overall progress is unsatisfactory in both key stages. On the other hand, where EAL pupils have come from troubled areas of the world or their learning is hindered by difficult social circumstances, teachers demonstrate a high level of expertise in helping them to settle to their work. This is achieved through establishing very positive relationships and a calm, controlled and reassuring atmosphere.

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

32. The curriculum is satisfactory in relation to the range of subjects offered. All the subjects of the National Curriculum are taught as well as religious education. There are also lessons in personal, social and health education, which are a valuable element in promoting the school's aims and values. A wide range of ethnic and cultural backgrounds are represented in the school and the programme enables pupils to find common ground and discuss shared values. This aspect of the school's curriculum provision is a distinct strength. There is evidence in the pupils' work and in displays around the school that pupils have encountered a range of activities in the different curriculum subjects. The National Literacy and Numeracy Strategies have been implemented well in both key stages. In addition to the 'literacy hour', English lessons provide opportunities for pupils to develop speaking and listening skills through drama and to practise extended writing in planned sessions.
33. There is a satisfactory balance within the curriculum in relation to the amount of time that is allocated to each subject. The core subjects receive a generous allocation, almost two thirds of the available lesson time. Within this, English has been prioritised and takes up almost a third. In view of the very specific needs of the pupils, particularly those with EAL, this is a sound strategy.
34. The school provides a good range of extra-curricular activities. Most of these are aimed at raising levels of attainment. For example after-school clubs provide facilities for Years 5 and 6 pupils to do homework in a positive environment, or for Year 6 pupils to prepare for their National Curriculum tests. For younger pupils there is a lunchtime 'phonics club'. There are

some opportunities for sport, such as football in Key Stage 2, and each year group receives additional music teaching co-ordinated by the assistant deputy head teacher. Visitors to the school, such as West Indian music tutors, and educational visits outside the school, to museums, galleries, parks and farms, enrich the curriculum further. A small number of children each year have the opportunity to spend a week at a study centre maintained by the local education authority, which effectively enhances their social development.

35. The strategies for teaching both literacy and numeracy are good and there are some strengths, for example the focus on spelling and punctuation in English and basic number work in mathematics. However the measures taken to ensure equality of opportunity within the curriculum are unsatisfactory because some EAL pupils are unable to participate fully, for example during whole-class sessions within the 'literacy hour'. Whilst they may gain some benefit from observing and listening to their classmates, opportunities to extend their language are limited in this situation. In other lessons tasks are not always modified appropriately to meet the needs of pupils in the early stages of learning English.
36. The school tries to ensure that all pupils have an equal access to the curriculum. However, EAL pupils do not make satisfactory progress nor reach levels of attainment they are capable of due to the lack of sufficient teachers with the necessary skills to address the needs of pupils with a poor command of English. All policies make reference to the need to ensure no pupil is disadvantaged through their special need, ethnicity or belief. The many faiths, countries and beliefs present in the school are well reflected in the work of the school. Many notices around the school are written in different languages and all pupils are encouraged to play a full part in the life of the school. The school keeps careful track of the progress and attainment of different groups of pupils, and those with special educational needs make satisfactory progress.
37. Provision for pupils' spiritual, moral, social and cultural development is very good overall. This is principally because the scope of the moral and social provision is very good and the atmosphere created in the school is one of sharing and making things better for all concerned. The school's policy expresses clearly the values, beliefs and attitudes it wishes to promote and its wish to provide a climate in which all staff and pupils are valued.
38. Written guidance promotes a shared understanding of the spiritual aspect and how it can be planned in the curriculum. As yet this is not fully developed as it was only introduced recently. There are opportunities to develop the spiritual side of life in acts of collective worship. A good example of this was in the assembly led by the head teacher based on "What is special?" as a theme. This was then extended throughout the week and was reinforced on all possible occasions in the day-to-day running of the school. All pupils were fully involved and answered thoughtfully and with understanding when asked to give reasons why they had made their choices of what was special.
39. Provision for moral development is very good and is underpinned by a positive discipline policy that rewards good behaviour. In practical terms this plays a powerful part in the pupils' moral development. These awards, given for good behaviour, are highly valued by all. Pupils who have gained an award are rewarded by the placing of a 'brick' in the wall of success in the hall. The head teacher and staff provide the pupils with good role models, and actively foster the values of honesty, fairness and justice. Staff training provides the teachers with time to develop their class management and 'circle time' skills. Teachers encourage pupils to take responsibility for their actions and deal sensitively with incidents of misbehaviour. Shared knowledge of expectations and sanctions allows the process to be carried out calmly and in a non-judgmental way. Good attitudes, such as effort, manners, caring, and helpful actions are encouraged. Bullying is frowned upon and systematic and supportive systems have been developed to prevent it. These are consistently applied and the procedures are known to all. The procedures in place are enabling pupils to feel more secure within the school and developing a more responsible, caring environment.

40. Provision for pupils' social development is very good. They are taught to take responsibility for their actions and work together with respect and tolerance for each other. Older pupils have responsible attitudes and are considerate and thoughtful, for example, generating ideas for changes in the school and giving their time to play with younger children. Assemblies are used well as opportunities to celebrate achievement and to contribute effectively to the pupils' social development. They are a source of enjoyment and promote a sense of community and partnership. A good example was the reward assembly. Pupils emphasised the virtues of working together by achieving another 'brick' for the wall of success. After-school clubs such as those for homework and sport provide ideal situations for social development and are successfully helping pupils to become more mature and understanding. Teachers have lovely relationships with the pupils and the occasions are enjoyed by all.
41. Cultural development is good. The school provides a range of opportunities for pupils to appreciate and respect other cultures through its links with other countries, and the rules in different languages displayed throughout the school. The school encourages visitors and parents to talk about their cultures and traditions, and regular events are held, such as a multicultural evening when everyone enjoys and appreciates the range of food and costumes. The curriculum is supported by links with the community. Pupils will be singing in the Hackney Festival of Voice and taking part in the Hackney Festival of Dance; they will also be part of a local Caribbean Folk Festival.
42. A range of visitors come into school and support learning in several areas of the curriculum. For example, pupils have learnt about 'Stranger Danger' from the local police officer. Good links are developing with the local vicar, who comes into school to take part in assemblies, and pupils visit the parish church.
43. Links with receiving schools are good and there is a clear system to inform children and parents of the choices available to them in secondary education. There is good liaison between the special educational needs co-ordinators and the Year 6 in De Beauvoir with the Year 7 teachers in their receiver schools. Pupils are given good support when joining the school from nursery. There are home visits and short school visits for children and parents to make them feel welcome and settle down easily.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Since the last inspection there has been improvement in the standard of health and safety and care for pupils' welfare, safety and personal development; this is now good. Child protection arrangements are very good and comply with statutory requirements.
45. Procedures for monitoring behaviour are very good and well known to pupils and parents. As a result there has been an improvement in behaviour and an improved ethos for learning. Procedures for ensuring that oppressive behaviour is eliminated are very good. Teachers give much praise for good work and behaviour, following consistently the school policy. Pupils respond well to the rewards system and show real pride when they are praised and given merits. Information on the school policy is provided in the school prospectus and through a small booklet detailing the policy and emphasising the role parents can take to support the school's work to maintain a good standard of behaviour. The school's open door policy encourages parents to play a full part in pupils' welfare both at home and in the school.
46. Health and safety provision is good; staff know and use procedures well. The vice-chairman of the governors' premises committee works with the head teacher and designated staff representative for health and safety. Risk assessment is up to date and all equipment is well maintained with recorded checks. During the inspection no health and safety concerns were noted to be a danger to other pupils. There are clear notices to support procedures for fire evacuation and fire drills are taken regularly and recorded. The procedures for fire evacuation are good; this is very important given the difficult nature of the building.

47. A number of adults have a current first aid certificate and first aid provision is good. All serious accidents and head injuries are reported and recorded. The school promotes healthy and safe living through a programme for personal, social and health education, circle time and within the curriculum. There are good relationships with a range of outside agencies that work successfully with the school to secure pupils' welfare.
48. Procedures for monitoring and improving attendance and punctuality are very good and are closely adhered to. Registers are correctly completed both morning and afternoon. The school has worked hard to reinforce the procedures and continues to give reminders to parents in school newsletters. There has been a fall in the number of fixed term exclusions, and no permanent exclusions, in the last year.
49. The school has significantly improved its systems for assessing and monitoring pupils' academic performance and personal development. The monitoring of academic performance and personal development is good and is beginning to make a positive contribution to pupils' learning. There are good arrangements for keeping track of pupils' overall academic progress. Pupils' work is formally assessed and recorded at regular intervals during the year and so teachers plan lessons that are appropriately challenging and ensure good progress.
50. All pupils are assessed formally through standardised tests and through baseline assessment six weeks after entry to the reception class. Almost one third of the pupils fail to score at all in speaking and listening and numeracy. All assessment is well used to inform planning across the curriculum and the systems are good. The last inspection reported the systems for assessment and reporting were not used consistently within the school; this problem has been resolved with great success.
51. The school sets targets for literacy and numeracy. Progress is evaluated termly through standardised tests and checks related to what is taught in lessons. Pupils are set personal targets and by Years 5 and 6 are working well to extend these. The school keeps careful records of pupils' achievements and their National Curriculum levels. Teachers make assessments on a day-to-day basis and good records are now being kept.
52. Marking is good and gives pupils the information they need to improve. Self-evaluation and target setting are developing throughout the school. Pupils in Years 5 and 6 are keen to discuss their personal targets and feel the targets encourage them to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents' views of the school at the pre-inspection meeting were positive. The majority of them were pleased with the standards of attainment achieved, felt they are well informed and that since the last inspection, communications have improved considerably. They felt communications are good and teachers are more accessible. The consensus was that parents are pleased with the school. Those returning the questionnaires were not so positive; however, none of the concerns raised by the questionnaire were upheld during the inspection.
54. There is good communication between home and school. This includes three parents' evenings each year, with a translator if needed, and regular, informal meetings with teachers. The prospectus is informative and has been translated into Turkish. Curriculum information is given at the beginning of each term. Home School Agreements have been well received by parents and are being used well to strengthen the partnership between home and school. Parents say the school is welcoming and is now more willing to listen to them.
55. Parents are supportive of the school and parental involvement is improving. Parents now come into school before and after school and talk freely to the staff. They help on school visits and trips but few help in the classroom; those who do make a positive contribution. Ninety-six per cent of homework is returned complete and the school appreciates the support parents

give to their children to achieve this. Parent governors play an active part in the school and provide a positive link with parents. A good example is the recent ongoing work with a parent governor who is translating school documents for parents and has already completed a translation of the prospectus.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The weaknesses identified at the time of the last inspection in leadership and management have been tackled, and marked improvements have been achieved in many areas. The leadership and management of the school are now good. The leadership by the head teacher, staff and governors, is now successful in enabling pupils to attain higher standards in most subjects of the curriculum. They have also created a very positive environment, in which pupils' good attitudes and behaviour make a significant contribution to their learning and good progress.
57. The head teacher provides very good leadership, and has been instrumental in helping to raise standards in all aspects of the school since the last inspection. A clear vision for the school, shared with governors and staff, which is well expressed in the mission statement and aims, is being fulfilled. The head teacher monitors the work of the school successfully, has a clear picture of strengths and weaknesses, and works closely with colleagues on developing all improvement initiatives. Since last September, on the appointment of the members of the senior management team, a very strong team ethos has been developed among the staff, who feel well supported in gaining confidence to develop their own practice. The focus on wanting pupils to achieve high standards is balanced by the desire to include all pupils regardless of background or ability, the value put on a wide range of learning opportunities, and the development of all children as individuals.
58. The head teacher is very well supported by the deputy head teachers, who carry significant responsibilities for the management of the school. Their role, and that of the senior teacher, in achieving such an improvement in the provision since the last inspection, and in such a relatively short time, is testament to their ability and zeal. They are now an impressive team. Good delegation ensures an effective contribution from staff with management responsibilities. The senior management team work closely together to ensure very good communication exists between all staff, and procedures are followed consistently within the teaching teams. They provide extremely good role models for less experienced teachers. Effective monitoring programmes have helped to raise standards in English, mathematics and science. The role of subject co-ordinator in the foundation subjects is being developed fully, as it has been identified as a priority target by the school. The professional development of teachers is well supported by annual appraisal interviews, with agreed targets informing future priorities. There are very good systems in place for the induction of new staff. Since the last inspection the school has appointed a number of newly qualified teachers, who have quickly become confident and very capable teachers, and are now taking on further responsibilities to develop their careers within the school. The whole teaching team shows a great commitment to their work and to raising standards further.
59. The governing body fulfils its statutory responsibilities well, and is highly involved in discussing all aspects of the school's work. Governors have a strong committee structure in place, which deals effectively with issues relating to curriculum, finance, staffing and premises. They bring a wide variety of expertise to their role, and have generally established good relationships with the school management and staff. The school has developed well over the last three years and the governors' valuable contribution is acknowledged by all.
60. The governors' role in the school has changed and their ability to ask friendly but critical questions has developed well. The governors understand the strengths and areas for development within the school well. They support the head teacher and senior management team, and enable them to raise standards further within the school successfully. Some governors have been able to visit lessons, hold discussions with co-ordinators, and gain some

overview of standards in subjects. Strategies for sharing this information with the full governing body are good. The special educational needs governor attaches a high priority to his role. He has begun to monitor provision through regular visits. He is well informed on special educational needs issues and the school's arrangements. The governors' annual report to parents gives details of support in the classroom, funding arrangements, information and communication technology support, disabled access and restrictions and measures to support learning for gifted and talented pupils.

61. One of the deputy headteacher's is the special educational needs co-ordinator and she has played an important part in improving special needs provision since the last inspection. Along with the other deputy headteacher and senior teacher she is making an important contribution to the continued improvement in assessment procedures and practice. Subject co-ordinators for all subjects now monitor assessment and planning. There is a good action plan that focuses on ways they can continue to improve assessment and recording procedures.
62. Whole-school development planning is good. Appropriate priorities are identified, and relevant success criteria chosen to judge progress. Subject development plans are drawn up each year, and a good degree of consultation helps to determine key priority targets for the next school year. The progress towards targets is reviewed regularly by the senior management team, with information from the school's monitoring programme also used effectively, and progress reports are given to the governing body at meetings. However, some parts of the plan are undermined by the short-term perspectives of lack of available teachers and provision that are beyond the control of the school.
63. The school's educational priorities are well supported through its financial planning. A high priority has been given to implementing national initiatives to raise attainment, and very good use has been made of the associated funding. Very good use has also been made of booster funding to support all pupils preparing for national tests. The school has used new technology well to help analyse the results of pupils' achievements in tests, and makes use of it in curriculum improvements and target setting. The match of teachers and support staff to the demands of the curriculum is very good apart from the overall provision for EAL.
64. The school building and grounds provide poor quality accommodation, but its size does support the teaching of a broad curriculum. The plan, soon to be implemented, for some parts of the school to be replaced with new and outstanding facilities will make a real difference to pupils' and teachers' morale. However, at present throughout the school many of the windows are fragile and dangerous and cannot be opened, which is unhygienic. The playground surface is also very uneven, with pillars of redundant outbuildings making it hazardous, particularly in poor weather. The learning resources are at least sound in most subjects, with good provision in English, science, information and communication technology and music.
65. Since the last inspection, the school has successfully addressed key issues relating to improving the quality of teaching and learning, including developing pupils as independent learners. The professional leadership and management of the school have shown great improvement. The strategic direction of the school is now clear and the school's long-term financial planning is good. All staff now have clear responsibilities and, therefore, planning is effective for all subjects. The monitoring and evaluation of teaching required by the last report has been very effective as almost all teaching is now at least good. Assessment of pupils' performance in the core subjects of English, mathematics and science is now rigorous. This has led to greater progress in these subjects as the vast majority of lessons now offer all pupils appropriate challenges. All subjects now have policies and schemes of work that fulfil the requirements of the curriculum framework established after the last inspection. There is now a good range of curriculum activities and pupils are encouraged to be independent learners. Overall, the school's improvement since the last inspection has been good.
66. The school has a strong commitment to raising standards of achievement for all pupils and providing them with a good education in a lively and stimulating environment. Taking into

account the school's income, its social and educational context, pupils' standards of attainment and the good quality of education provided, the school gives sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. De Beauvoir provides a caring community that is now a good place in which to learn. The weaknesses identified by the inspection, and listed below, are far outweighed by what the school does well, but they will form the basis of the governors' action plan and build on the improvements already achieved. In order to raise the overall standards of pupils' attainment and ensure equal access to the National Curriculum, the governors, head teacher and staff should jointly:
1.
 - a) Improve the provision for pupils with English as an additional language in order to guarantee their access to the whole curriculum and an equal opportunity for progress.
 - b) Carefully consider the use of funds available from the Ethnic Minority Achievement Grant to make sure they are utilised to best effect.
 2. Improve the overall provision for pupils with special educational needs to make sure that the good support and teaching, received by some pupils, is available to all pupils who need it.
 3. Improve the provision for children in the Foundation Stage of learning by –
 - a) Planning the curriculum in the reception classes to meet the current national requirements for children of this age.
 - b) Devising suitable assessment procedures so that there are detailed records of children's achievements in all the goals identified for their learning, and these are passed from reception class to teachers in Key Stage 1.
 - c) Improving the current accommodation for the reception classes in terms of the furniture, equipment and space available.

THE PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

68. The provision for pupils with English as an additional language (EAL) is unsatisfactory overall. The school admits a significant number of refugees. The arrangements for meeting the needs of these pupils are managed with good care and attention to detail. However, the arrangements for supporting pupils who are learning English as an additional language are unsatisfactory. This is recognised by the school and an action plan has been drawn up to improve the provision. As a result of changes in national policy, special funding for raising the achievement of ethnic minority pupils began to be devolved to the school last year. This is currently used to employ three additional support staff. Their commitment to meeting the pupils' needs is evident, but while their contribution is extremely valuable it is insufficient to address the wide range of language needs in the school.
69. There are procedures in place to assess the competence in English of EAL pupils. The assessment is based on an agreed set of 'stages', each of which is described in relation to a range of identified language skills. The assignment of stages by this means is often subjective but the system is workable and every EAL pupil in the school is assessed. Deployment of additional support staff is based on analysis of the assessment data but as a result of the high levels of need within the school and the limited resources, some pupils do not receive adequate support.
70. The advice of a consultant on ethnic minority achievement has already been sought and the action plan reveals that the senior management team has gained some insight into what needs to be done. Although several important initiatives are planned, they were not in place at the time of inspection. One of the support staff has attended courses provided by the local education authority and training for a new member of staff has been earmarked for April.
71. A co-ordinator for EAL has been appointed and will join the school in September 2001 when a programme of training for the whole staff will begin. Existing staff are in the process of refining assessment and record-keeping systems before the arrival of the new co-ordinator.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	13	41.5	41.5	2	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	308
Number of full-time pupils known to be eligible for free school meals	0	186

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	7	97

English as an additional language	No of pupils
Number of pupils with English as an additional language	124

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	122
Pupils who left the school other than at the usual time of leaving	135

Attendance

Authorised absence	%
School data	7.7
National comparative data	5.2

Unauthorised absence	%
School data	1.5
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	26	25	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	14
	Girls	10	18	11
	Total	18	27	25
Percentage of pupils at NC level 2 or above	School	35 (77)	53(82)	49(68)
	National	84 (82)	85 (83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	14	8
	Girls	11	13	10
	Total	19	27	18
Percentage of pupils at NC level 2 or above	School	37 (80)	53 (86)	35 (89)
	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	23	29	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	6	12
	Girls	14	10	14
	Total	23	16	26
Percentage of pupils at NC level 4 or above	School	44 (41)	31 (66)	62 (54)
	National	75 (70)	72(69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	12
	Girls	9	10	14
	Total	14	16	26
Percentage of pupils at NC level 4 or above	School	27 (29)	24 (36)	17 (34)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	53
Black – African heritage	98
Black – other	39
Indian	9
Pakistani	0
Bangladeshi	10
Chinese	0
White	81
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	4	0
Black – African heritage	4	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.2
Number of pupils per qualified teacher	18
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	282.4

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	2
Total aggregate hours worked per week	50.6

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	989,829
Total expenditure	960,538
Expenditure per pupil	2469
Balance brought forward from previous year	63909
Balance carried forward to next year	93200

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	330
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	2	0	2
My child is making good progress in school.	39	54	5	0	2
Behaviour in the school is good.	46	33	16	0	5
My child gets the right amount of work to do at home.	23	34	18	11	13
The teaching is good.	34	48	6	2	10
I am kept well informed about how my child is getting on.	36	39	20	3	2
I would feel comfortable about approaching the school with questions or a problem.	48	33	6	1	11
The school expects my child to work hard and achieve his or her best.	41	43	5	0	11
The school works closely with parents.	28	48	13	3	8
The school is well led and managed.	33	52	5	3	6
The school is helping my child become mature and responsible.	43	43	8	1	5
The school provides an interesting range of activities outside lessons.	26	41	11	8	13

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

72. The quality of the provision for children in the Foundation Stage is similar to that at the time of the previous inspection. The nursery provides a rich range of opportunities for children in all areas of their learning, and the teaching in the nursery is good. While the teaching in the two reception classes is satisfactory, the range of learning opportunities for children in the six areas of learning is much narrower than that in the nursery. As a result, the children do not make as much progress as they could. Although groups of children from the reception classes visit the nursery from time to time, this still does not give them the full range of stimulating opportunities that they need. No member of staff ensures that the learning and assessment arrangements for children in the nursery and reception classes are cohesive. The school has taken steps to appoint a teacher to co-ordinate this stage of the children's learning and development.
73. Many children begin nursery with English as an additional language and many children have special educational or behavioural needs. Most children, as a result, join the nursery with poorly developed skills in speaking and listening, and they have low levels of mathematical knowledge and understanding. A significant number of children joining the reception classes without having attended the school's nursery have similar poor skills. This is confirmed by the initial assessments conducted with these young children. By the time they are ready to start Year 1 the majority of the children have not attained the early learning goals in mathematical development and in communication, language and literacy. This is mainly because of the children's low level of skills when they start the school. However, planning for the children in the reception classes does not always take full account of their individual needs in these areas of learning, and they do not always make as much progress as they could. By the end of the reception year, most children reach the early learning goals in personal, social and emotional development, knowledge and understanding of the world, and creative and physical development.

Personal, social and emotional development

74. By the time the children end reception year, they nearly all achieve the early learning goals. In both year groups children play and work together well thanks to the effective teaching. Both boys and girls from the school's wide range of cultural backgrounds mix well together in their play and in the activities that the adults provide for them. They are helped to know how their actions affect others, and they are given strong encouragement to be considerate and to take turns. The adults in the nursery are very effective in encouraging the children to share equipment with others and to become socially responsible in real situations such as when eating their lunch. Nursery staff have very effective links with the children's parents and carers; for example they discuss progress towards behaviour targets for children with emotional difficulties. The staff in the reception classes create a secure, happy atmosphere where the children are valued as individuals. As a result, most reception children are confident to show any work that they produce and they strive to explain to the class how they achieved it. The reception staff successfully enable the children to show consideration for others, for example when they allow them to choose particular friends to receive rewards from the teacher. They suitably emphasise the importance of listening to others and they involve the children in decision making, such as who will take home the teddy. All adults provide good role models for the children, treating each other with courtesy and respect. They promote children's personal development effectively, by ensuring that the equipment and the resources that the children use are easily accessible. This is particularly effective in the nursery, where the adults promote very good levels of independence in the children by enabling them to choose from a diverse range of activities and by relying on them to carry out responsibilities for themselves.

such as washing their hands before eating. Reception children find their own resources and they tidy away responsibly.

Communication, language and literacy

75. In both the nursery and the reception classes the children enjoy books. In the nursery they are keen to talk about the books that they have taken home to share with adults and they like to select new books. In the reception classes they enjoy listening to stories and they confidently offer comments about them. All the adults use talk to good effect, although a significant number of children begin nursery unable to understand simple words such as 'pencil'. In the nursery in particular the adults are good active listeners and they show the children that they value their efforts at communicating. In both year groups staff encourage children to become writers. For example the outside tables at the nursery provide the children with opportunities to make marks with writing tools, and in one reception class the children write and sell transport tickets in the role-play area. Elements of the National Literacy Framework are not selected carefully enough by teachers in the reception classes to match the limited speaking and listening abilities of the children, many of whom have short concentration spans and are at the early stages of acquiring English as an additional language. There is also some inequality in the amount of support given to the children who are learning English as a second language. In one reception class, the children from homes where Turkish is spoken, are supported very well by a Turkish-speaking assistant. The stories that she reads in both English and Turkish very effectively foster the learning of all children who hold up the names of key objects in the stories, responding very attentively to the support assistant. This degree of support is not, however, reflected in the other reception class.
76. By the time the children end the reception year the majority still lack competence in a number of key skills and they do not achieve the early learning goals. Most children cannot read a range of simple texts and few have a developing knowledge of the sequence of the letters of the alphabet or the sounds that letters make. In particular the children with English as an additional language cannot speak in a range of situations such as talking about the things they pick out of the 'feely bag' or recreating, in talk, what they did at the weekend. Their skills in forming upper and lower case letters of regular size in their writing are weak. Only higher attaining children sustain attentive listening to others and pose questions for their friends. Most children do not speak audibly. Although reception teachers work hard and teaching is effective, they sometimes miss opportunities to use support assistants to create smaller groups which would enable all children to be more involved in speaking and listening, and so make better progress and increase enjoyment.

Mathematical development

77. Most children in nursery and reception classes have limited use of mathematical language and they are unlikely to meet the early learning goals in mathematics by the end of the reception year. Although the majority of children in the reception year recognise written numbers up to ten, a significant number do not securely associate a number with its value. For example, when they count their jumps, they do not accurately match their counting with the number of jumps that they make. Some children do not respond correctly when the teacher asks them to show a particular number of fingers. The adults in reception make good use of number songs to help the children to understand patterns such as numbers becoming smaller, and they use praise effectively to encourage good behaviour. They show that they know the children well by posing questions to suit the children's differing levels of achievement and by pacing teaching appropriately. Teachers challenge children well through carefully chosen activities and through using effective support from a classroom assistant for lower attaining children, for example when teaching the meaning of 'in front' and 'behind'. This results in children being interested and in their good progress in these lessons. However, the school has taken insufficient account of the children's short concentration spans, and the needs of those who are at the early stages of learning English, when selecting aspects of the National Numeracy

Framework. The children's attitudes and their learning are better when they are involved in activities that more accurately match their levels of achievement, such as the range of opportunities for exploring left and right in one reception class. Teachers effectively promote the progress of children for whom English is an additional language with tasks such as counting aloud the number of times they press the keys on a floor robot to make it move the required number of spaces. They are careful to include these children in their conclusions to lessons, so that they can share their achievements with their classmates.

Knowledge and understanding of the world

78. The teaching in the nursery is good because the activities that the adults offer to the children are based on first-hand experiences that are imaginative and enjoyable, and enable them to solve problems and explore. The children in the nursery use the computer with confidence, and some can already manipulate the mouse to control what happens on the screen. The more confident nursery children create a picture and they know what to do to print their work independently. Reception children can start up the computer and with support they load a program and explore what can happen on screen. In both year groups children can use construction equipment safely and effectively to build, and even in the nursery they have a clear sense of how things join together.

Physical development

79. The imaginative use of the outdoor play area for the nursery class is a major factor in enabling the children to make good progress in the development of their physical skills. The provision of climbing frames, wheeled toys and a broad range of table-top activities enable the children to develop their balancing, climbing, mark-making and their growing awareness of the needs of others in the space around them. Staff use their time well to challenge and support the children and this ensures that most move with increasing confidence. The wealth of opportunities that the adults provide for the children makes a significant contribution to their growing independence, to their abilities to make decisions and to their social development. The children in the reception classes have access to a secure play area with a slide that is shared with Year 1. They do not have regular access, however, to the wide range of equipment and resources experienced by the nursery children. They develop appropriate accuracy in throwing and catching skills, as in the lesson seen when the children were sensibly divided into two groups so that the two adults present could give them more direct help.

Creative development

80. Children start from a fairly low level of skill when they enter the nursery where they make good progress through the opportunities that the adults provide. These include valuable opportunities for the children to explore a range of media. For example they made 'pizzas' by adding colour to play dough and then using different objects and pasta to imprint shapes. They produce sketches of bicycles that show careful attention to detail. In nursery the children independently choose musical instruments to explore sounds. In both the nursery and the reception years the staff give the children opportunities for role-play that feature specific themes such as selling tickets for the local theatre company. In the reception classes the children sing number songs such as 'Ten Green Bottles' with gusto. They used tools such as a glue brush to stick paper accurately onto the fire engine that they were making, and they communicated their ideas successfully, talking about what a fire engine does. The children making lollipops in their role-play explained what their lollipops were like and what some of the colours were, but they did not talk about their taste, or whether they liked them. The teachers ensure that all the children are fully involved in their activities, and classroom assistants effectively encourage individual children to use a range of vocabulary as they talk about their work. Although they have very limited speaking skills, the children who are at the early stages

of learning English wish to be involved in discussions and they are able to make themselves understood.

ENGLISH

81. Standards in English are well below national expectations at the end of Key Stage 1 and below at the end of Key Stage 2. Although it would appear that there has been no improvement since the last inspection, there have been some important gains. There has been an improvement in the quality of teaching, particularly in Key Stage 2, and the effective implementation of the National Literacy Strategy is beginning to have an impact on standards in reading and writing.
82. The year 2000 national test results at the end of Key Stage 1 showed that the number of pupils attaining the expected levels in both reading and writing was well below the national average. The number of pupils reaching the higher levels was also well below the national average. This represented a significant dip after a period when results were improving. Teacher assessments for that year also predicted a fall in levels of attainment. Many pupils enter the school with little or no English and even first language speakers of English have poorly developed skills. While standards of teaching are now good and learning in key stage is sound, pupils have not been able to catch up before the end of Year 2 and standards remain well below national levels.
83. By the end of Key Stage 2 standards in all three aspects of English, speaking and listening, reading and writing, are below the level that is expected nationally. Last year's tests showed a fall in the number of pupils reaching the expected standard. Even so, teacher assessments for that year significantly underestimated the number of pupils who would reach that benchmark. Observation of the current Year 6 classes, discussion with pupils and scrutiny of their work indicates that, although standards remain below national levels, there has been some improvement.
84. Speaking and listening skills are poor, although there is a gradual improvement in pupils if they stay on until Key Stage 2. Pupils lack both confidence and ability to explain their ideas, even when they have understood the concept. In Key Stage 1 for example, pupils often answer a question with one or two words rather than trying to compose a complete sentence. Where pupils are able to form longer phrases, non-standard English is common. A pupil in Key Stage 2 was quickly able to analyse the meter of a poem but unable to explain except with the words 'two times table'. This difficulty is particularly evident in pupils who have English as an additional language. Whilst their cognitive ability may be well developed, they do not have the English language skills to match. From Key Stage 1 pupils are encouraged to talk to one another or to the whole class in structured situations and this is helping to develop more skill and confidence. This strategy is employed in lessons in a range of different subjects and not just in English. In Key Stage 2, drama lessons are used well in the development of oracy.
85. Pupils listen well when teachers have gained their full attention, such as in the whole-class sessions of the literacy hour. Discussion of stories is a useful exercise in promoting active listening. Pupils concentrate hard and are eager to answer questions. In these sessions they also pay attention to what their classmates say. However, the teachers' questions are often misinterpreted and pupils will sometimes answer the question they thought had been asked. Again it is commonly pupils with English as an additional language who make this kind of mistakes. Where pupils are able to work in small groups with the class teacher or an additional language support teacher, listening skills are promoted well. Teachers may ask the pupil to repeat something that has been said or formulate an answer as a complete sentence and in this situation the pupils are more confident.
86. There are able readers at both key stages but they are in the minority and the general standard of reading is well below the national average at Key Stage 1 and below in Key Stage 2. Most pupils, except those who are newly arrived or who have special educational needs, gain a

good grasp of letter sounds by the end of Key Stage 1. Average and higher attainers read fluently at their own level and can summarise the main ideas in a story. When they come to a difficult word they tend to be reliant on phonic clues and 'sound' out the word. If it is not a word they know, they will guess its meaning or simply gloss over it. Pupils enjoy their reading, most have books at home but few are regular visitors to local libraries.

87. Key Stage 2 pupils show increasing confidence in reading and many are able to use appropriate phrasing and intonation. Higher attaining pupils in Year 6 can tackle such words as 'imminent' and 'apologetically' though they often do not fully comprehend why particular words are chosen. Almost all pupils lack skills in 'reading between the lines' to look for meanings that are not literally stated. Pupils for whom English is an additional language also have difficulty interpreting dialect, slang and figurative language and these can cause misunderstandings.
88. Writing at both key stages is below national averages. In Key Stage 1, sentences are short, spelling is haphazard and letter formation is uneven. Grammatical errors are common. However, examination of pupils' books shows an improvement in standards of presentation over time. Pupils mainly write stories or recount events, but they are often required to do descriptive writing in other subjects. In Key Stage 2, pupils are encouraged to expand their simple sentences into more complex ones. In literacy lessons they learn how to use different adjectives and adverbs to make their writing more interesting and to employ a range of expressive verbs instead of just the simpler ones.
89. The range of non-fiction writing is limited. Pupils do not practise, for example, persuasive writing, reviews or play-scripts. However they have learned how to analyse the structure of poems and compose their own in the same style. Pupils were observed using computers to draft short pieces of writing and demonstrated that they could use a simple word processor independently. Weaknesses in spelling and grammar persist, even in the work of higher attaining pupils at Key Stage 2, although a good deal of effort is going in to improving spelling. Pupils have spelling books and cards and are taught techniques for remembering spelling patterns.
90. The quality of teaching in English is good overall. Only one unsatisfactory lesson was seen in English and in the class lessons observed, half of them were good. In addition, teachers were also observed supporting pupils learning English as an additional language in small groups. These sessions were consistently good or very good. Literacy lessons in particular are well planned and the key aims for the lesson are clear. Pupils are well managed as a result of teachers' insight into the social problems of some of their pupils and the challenging behaviour that might occur. They use firm and effective strategies to keep pupils focused on their work and maintain a harmonious and positive atmosphere in their classrooms. Teachers make good use of assessment information. On a day-to-day basis they check what pupils know, understand and can do. In the light of this information they may regroup pupils or change the format of the lesson. Records are kept of children's reading habits and their reading competence is regularly assessed. Homework tasks are a useful extension to the ongoing work in the classroom.
91. Nevertheless, teaching is less than satisfactory in respect of overall support for pupils with special educational needs or with English as an additional language. There are examples of good quality support, as described above, and some class teachers are aware of the particular needs of each group. However, these groups represent a large proportion of the school population. There is not enough of this high quality input to meet the needs of all pupils and not all teachers have experience of language learning strategies. While other pupils are making satisfactory progress, these groups are not. Pupils who start from a relatively early stage of English language acquisition need several years to catch up with their English-speaking peers. Unless the school is able to devise ways of providing more support, they will be unable to do so.
92. The stock of books in classrooms is satisfactory and further purchases are planned. A room has been earmarked for a new library. The new co-ordinator has been very active since her

appointment last September. The development plan shows a clear picture of the areas of strength and weakness and clearly identifies what needs to be done.

MATHEMATICS

93. The results of the national tests in 2000 show that by the age of seven pupils' overall attainment was very low compared to the national average. The school's results were well below those of similar schools and very few pupils reached the higher levels of attainment. The situation is very similar for pupils leaving the school at the age of eleven. The results of national tests in 2000 showed attainment to be very low compared to schools nationally and well below that of similar schools. Very few pupils reached the higher levels of attainment. Over the past four years there has been little significant difference in the attainment of boys and girls, and standards have remained consistently very low when compared to the national average.
94. During the inspection standards in both key stages were a little higher than this although still well below those expected of pupils of seven and eleven years of age. By the end of Key Stage 1 the majority of pupils are able to use simple calculations, know by heart the multiplication facts of two, five and ten, and have a grasp of fractions. They are able to use some mental strategies, for example halving and doubling, when carrying out mental calculations. However, only the more able pupils are working at the levels expected of pupils of this age and only these pupils are able to apply their knowledge securely in order to solve problems.
95. At the end of Key Stage 2 pupils have made satisfactory progress in developing their mental strategies, increasing their knowledge of multiplication facts and extending their ability to operate numbers. Again, though, only the more able pupils are working at the levels expected of all pupils of this age. For example, pupils in Year 5 working on 'number chains' needed to spend some time beforehand being reminded of the 'rules' of odd and even numbers, something covered in the Key Stage 1 programmes of study. Other pupils require a lot of help and reassurance before they are able to use what they know to solve more involved operations. For example pupils in Year 4 attempted to divide large numbers by eight or five, two numbers whose multiplication facts they were familiar with. More able pupils successfully used their knowledge to simplify the problems but most others needed the help of their teacher before making any attempt, preferring instead to continuously deduct the number until there was nothing left. There are high numbers of pupils with special educational needs or for whom English is an additional language. These pupils especially find it difficult to successfully apply numbers in 'real' or problem-solving situations. This reflects the findings of the previous inspection that also found skills to be weaker in collecting data and in drawing and using graphs. Better planning now offers pupils in all year groups more opportunities to develop these skills. Nevertheless pupils' abilities to measure and to collect, collate and interrogate data, are underdeveloped.
96. The standard of teaching in both key stages is satisfactory overall. This is an improvement since the previous inspection when nearly half of the teaching in Key Stage 2 was unsatisfactory.
97. Teachers make good use of resources to keep the interest of their pupils high and to help the practice and learning of new ideas and skills. For example, in Year 6, pupils' mental strategies, concentration and speaking and listening skills were all very well exercised by the provision of 'follow me' cards made by their teacher. Pupils had to concentrate hard, listening for the sum they had the answer to, make a quick calculation and then pass on a new one. The cards sharpened up the speed at which pupils calculated by making them practise the strategies they were learning and enabled every pupil in the class to take part. In another Year 6 class pupils received a personalised and humorous letter written by their teachers telling them of a mathematical problem the sender needed their help with. These captured pupils' imagination and interest and related to real things in their lives. Pupils in Year 4 used a variety of objects and cards helping them to visualise abstract numbers and so help their understanding of

division. Pupils' learning was helped considerably by those teachers who made good use of questions. By carefully phrasing their responses to pupils and making them think things through, teachers helped them supply their own answers. In one Year 2 class, for example, pupils were asked to use two pieces of information in order to calculate a more difficult computation. They were then able to add two doubles to solve a multiplying sum with large numbers.

98. Teachers and learning support assistants work well together, often planning lessons jointly and producing the necessary resources. In oral sessions, support assistants give good, unobtrusive, support, enabling and encouraging pupils to volunteer an answer. Teachers, aware of the language difficulties many pupils have, take care to involve these pupils in discussions as much as possible. The knowledge and understanding of teachers have improved since the last inspection. This has, for example, enabled them to explain and give more strategies to pupils to help them make mental calculations. In Year 5 pupils were led to an understanding of how to calculate the areas of different shapes using different formulae. The class teacher was able to give clear explanations and demonstrations that enabled the pupils in that lesson to successfully carry out their investigations. Although the planning of lessons has improved since the last inspection, work arranged for higher attaining pupils is often not appropriate and lacks sufficient challenge to extend their understanding. For example, older pupils in Key Stage 2 laboriously copied out a series of instructions to help solve word problems, despite being verbally able to say what these were and being able to solve the problems quickly anyway. Pupils with special educational needs and for whom English is an additional language rightly receive much of the direct assistance from teachers in their practical tasks. Higher attainers are often left to work on their own, although during the inspection it was apparent they too needed help. Some mathematical skills are reinforced in other subjects. For example, pupils count their heartbeats in physical education, consider results in science experiments, continue repeating patterns in art and design, and count beats and keep time in music lessons.
99. Pupils have good attitudes to mathematics and take part in the activities well. They co-operate well and share ideas and problems in their group tasks. As in the previous inspection there are too few opportunities for pupils to take responsibility for managing their own time or presenting their findings in their own way.
100. There have been several improvements since the last inspection and the school has put in place a number of ways designed to further improve the standard of teaching and learning. These include a comprehensive programme of staff training involving every teacher and class. There is a new assessment procedure which, when it has had time to bed in, will enable teachers to plan work more accurately for the different abilities. The school has made a heavy investment in the purchase of new resources for mathematics which have provided every class with a good supply of essential equipment. These are all recent innovations and the full impact has yet to be seen but the co-ordinator has a clear view of how things will be improved. For example the school has recently introduced a good system of monitoring lessons and plans. This has enabled the co-ordinator to discuss with teachers ways in which improvements can be made.

SCIENCE

101. Most children have very low levels of knowledge, understanding and skills when they first join the school in nursery or reception classes. Many are at the early stages of learning English and a number are soon identified as having special educational needs. From this low starting point, most pupils make satisfactory progress through Years 1 and 2. In 2000 teachers assessed standards at the end of Year 2 as very low compared to those of other schools nationally, and few seven year olds achieve the higher levels.
102. Standards in the current Year 2 are below average. Although the pupils have appropriate knowledge and understanding of science, their skills of investigation, as at the time of the last

inspection, are weak. This is largely because of pupils' limited ability to communicate accurately when talking and writing, but also due in part to a lack of teachers' focus on this aspect of the subject. Pupils have a secure understanding of how materials such as plasticine and elastic can be changed by bending or twisting. Higher attaining pupils know that some stretched materials can return to their original shape. Pupils who are learning English have limited skills in describing these changes.

103. When pupils leave the school at the end of Year 6 their attainment is below national averages. This reflects the findings of the previous inspection. While their knowledge and understanding of science is broadly in line with that found nationally, they have weak skills in investigative science. This is largely because of the high number of pupils with English as an additional language whose skills in discussing their practical work are limited. Because of pupils' poor English skills, the results of the science tests at the end of Key Stage 2 were well below national averages in recent years. Average attaining Year 6 pupils identify organs such as stigma and anther in a flower, though lower attaining pupils are less confident at this. They build up a useful range of suitable terms for their work in science, including 'habitat', 'absorbent' and 'incisors'. They are aware of the need for healthy eating and clean teeth, and they know about the dangers of drugs, solvents, smoking and alcohol. Sometimes average attaining pupils record misconceptions in their work. For example, one pupil wrote, "Materials that do not let heat pass through are called thermal conductors". Teachers do not always correct these misconceptions. Higher attaining pupils extend their learning to an understanding of the main functions of the major organs of the human body and those of a flower. They use keys based on observable features, such as the number of legs, to group living things. Most pupils have poor abilities to decide on suitable methods for answering their own questions because of the limited opportunities provided by teachers to develop this skill.
104. The quality of teaching is satisfactory overall. It develops pupils' knowledge securely, but as at the time of the previous inspection, some teachers do not place sufficient emphasis on pupils undertaking their own experiments and investigations. This is restricting the development of their enquiry skills and the initiative that they can use, for example to select efficient ways to record their findings. In one Year 6 lesson the teacher did not give pupils enough opportunities to plan and carry out investigations on liquids, solids and gases. In another Year 6 lesson the teacher missed opportunities for pupils to devise their own ways of representing their findings. In a Year 4 lesson, the teacher explained to pupils that they were going to plan an investigation into how to slow the rate of cooling, but she told them what the result would be before they began to find out. As a result a number of pupils did not know why the experiment was being conducted. Teachers do not always set tasks that meet the needs of pupils with differing levels of attainment. For example in one Year 5 lesson higher attaining pupils were not challenged enough in their work about different materials and their properties. They could have made more progress. The teaching in the Year 2 lesson seen was good because the lesson was well planned to use all adults effectively to foster good learning. Tasks engaged the pupils because they were interesting, they matched their different abilities well, and the classroom assistant supported pupils from various ethnic backgrounds well. One teacher welcomed Year 6 pupils' ideas, whether correct or not, and this motivated them well and extended their thinking. She used time well by giving pupils time limits to focus their attention effectively.
105. Teachers are effective at questioning pupils to develop their learning, and they strongly encourage them to use correct scientific terms. All pupils enjoy investigative work, and this is especially beneficial to pupils with special educational needs and those who are learning English, because it enables them to develop their scientific understanding effectively. Pupils throughout the school have good attitudes towards science. They behave well, especially in the investigative work, which interests and motivates them, and when supported by an adult.
106. The newly introduced system of assessing pupils' progress has not had time to affect what teachers do next, and teachers do not systematically record the development of pupils' investigative skills. As a result, lessons are not yet planned carefully enough to extend work in this area and the progress of higher attaining pupils is reduced. Co-ordination of the subject

lacks the systematic observation of teaching to find out and share what works well and to remedy weaknesses.

ART AND DESIGN

107. Attainment in art at the end of Key Stage 1 is as would be expected for pupils of this age. However, due to the emphasis placed on developing the subject recently, pupils make good progress in Key Stage 2 and many achieve standards above those expected by the time they leave the school. There is now a policy for art and a scheme of work that ensures a focus on the development of skills, as well as opportunities for pupils to use a range of materials. This is an improvement since the last inspection.
108. Observations of work on display and some teachers' planning show that the subject is given wide coverage, developing pupils' creativity and imagination well. For example, younger pupils create prints linked with their work in religious education, and pupils in Year 4 have made brightly coloured repeating patterns by looking at different sorts of cloth. Pupils have good opportunities to use different materials and techniques such as Batik and printing. Teachers display a lot of artwork across the school. All of this is of good quality and shows how the pupils begin to pay increasing attention to detail as they move through the school. Displaying pupils' work, often framed, is a way of celebrating pupils' achievements as well as making an aesthetically pleasing contribution to the school environment.
109. In Key Stage 1, pupils in Year 2 develop print blocks based on Mehudi patterns, in particular looking at light and its importance. Younger pupils in Key Stage 1 looked at how colours can be mixed and how different shades create different effects and drew their own versions using appropriate colours throughout.
110. In Key Stage 2 the emphasis has been on drawing and painting and this has already begun to have a good effect on pupils' progress. In Year 5 the pupils showed real insights into how Degas had achieved effects of light and shade. The way that the teacher used two of the pupils from the class as models was a good example of how to bring certain teaching points alive. By Year 6, pupils were able to have an effective discussion about still life, for example, "Cezanne is able to make the fruit be noticed." They were then able to criticise their own and others work in order to find ways to improve in a very mature way. The pupils benefit from regular visits by a local artist who works with them and encourages them to improve their technique.
111. The deputy head recently took over as co-ordinator for art. She is very enthusiastic and has identified areas for developing the subject. She knows there is a need to develop pupils' painting skills in particular. The co-ordinator recognises that staff development is required to ensure all teachers have good subject knowledge and are confident to deliver all aspects of the art and design curriculum 2000 and has planned accordingly in her action plan for the subject. There is a need to monitor standards further by introducing ongoing assessment of pupils' knowledge, skills and understanding.

DESIGN AND TECHNOLOGY

112. Pupils' standards of attainment have not improved since the previous inspection, when they were poor, and the areas of weakness are similar to those at that time. The major ones are poor skills in designing and evaluating what they have made. As a result pupils fail to reach expected standards by the end of both key stages. This is because there are not enough planned opportunities for them as they move through the school to design what they will make, to make it and then to judge the quality of the result.
113. Although no teaching was seen during the inspection, discussions with Year 6 pupils show that their skills in designing are unsatisfactory. Their designs of Aztec masks in Year 6 were

one of two designing opportunities that they could confidently talk about. They could describe the cereal boxes that they had designed and made in Year 4. This task had motivated them well through opportunities to choose the name of the cereal and to finish the product with pride and care. Pupils in Key Stage 2 work with clay to produce heads with good levels of detail, such as being infested with head lice. However, the range of materials that they use does not extend to other media such as wood, despite the school's appropriate stock of tools and resources. Pupils' have weak skills when evaluating what they have made. They were unsure about why they had made their masks, and so they had not clearly understood criteria by which to judge their effectiveness. Pupils use simple tools such as scissors and plasticine tools appropriately, but the range of tools that they are given is limited.

114. Because the school has focused on other priorities, the subject has received little recent attention in order to raise standards. The temporary co-ordinator has worked successfully to ensure that learning resources are more effectively organised than they were at the previous inspection but as yet there has been no significant impact of her role on pupils' learning. Teaching is not monitored to identify why pupils' progress is poor and she has not been able to gain a clear view of pupils' attainment and the quality of teaching. For example, she is unsure whether teachers consistently provide opportunities for pupils to develop their skills of designing and then evaluating what they make.
115. Recent changes to planning for the subject have yet to make an impact on the quality of learning and there is no current system to assess and monitor the extent to which pupils' skills, knowledge and understanding are progressing. The appointment of a permanent co-ordinator for the subject has been usefully identified as a priority for development.

GEOGRAPHY

116. Standards are below levels expected for pupils at the end of both key stages. This is because they are not able to use the knowledge that they have in situations other than those given by the teacher. In a Year 2 lesson, for instance, the pupils were able to discuss the differences between their own area and that of an island. They confidently talked about the types of transport that they had seen in a video and knew about their own town. However, they did not know why these differences occurred or why more shops were needed in Hackney. This is the level that might be expected at this age.
117. By the end of Key Stage 1 pupils have some geographical understanding. They can ask questions, know the basic ways of using maps and refer to pictures. However, they have much more difficulty in using this to enquire why particular features have occurred. By the end of Key Stage 2 their knowledge has improved. Some pupils can debate ideas and use some terminology such as transport, town and city. However, they cannot express their ideas easily, due to their lack of English skills, or put this together in an argument. In a Year 5 class the debate was coherent and at times emotive. Despite this the arguments were superficial and pupils found it difficult to express themselves. Across both key stages, insufficient use is made of information and communication technology to enhance the experiences in geography lessons.
118. Pupils make sound progress in their learning. Teachers are very aware of the difficulties that pupils have in expressing themselves both verbally and in written form. The good quality planning is designed to allow those pupils who find writing difficult a chance to record their ideas through pictures and notes. This allows geographical knowledge to be increased. However, better quality work is inhibited for those who have higher ability because they do not have enough opportunity to write their ideas down. In all the lessons seen teachers had sufficient subject knowledge to answer the questions posed to them by pupils. Many of the lessons progressed from work that had been previously undertaken. Teachers try very hard to interest pupils through exciting work. Pupils usually concentrate hard during individual work although in each class there are a number of pupils who exhibit very challenging behaviour.

Teachers manage these well. Classroom assistants are used to good effect and are fully involved. Displays in classrooms are of good quality and enhance the work that is going on in the lesson.

119. The newly appointed co-ordinator has a very clear view about how to move the subject forward. He has done much work in developing a three-year action plan. This is a very realistic document and takes account of the low attainment levels of the pupils and the need to provide a balanced programme. This will replace the present plan that is not always followed by each year group. Consequently, pupils are not able to build on their skills each year. Resources for the subject are adequate and these are enhanced by worksheets, books from the local library loan service and visits to develop local field study.

HISTORY

120. No lessons were seen in Key Stage 1 and only two in Key Stage 2. However, from discussions with pupils and from displays on the wall it is clear that standards are below the levels that can be expected at both key stages. Pupils do have some factual historical knowledge. Younger pupils can talk about the time they live in and that of their parents. They have difficulty in understanding that each period of history is different and why things occurred. They have little knowledge of famous people or about events in our country in the recent past.
121. Older pupils in Key Stage 2 do have better knowledge that has been built up from progressive topics that have been undertaken. In a Year 6 class pupils could talk about the arrival of immigrant workers to Britain in the 1950s. However their understanding was limited. They could not interpret the information they had been given to understand, for instance, about the breadth of culture that is now present in Britain. Their discussions, whilst being very exciting, revolved around their own experiences at home rather than about abstract issues. In Year 3 the pupils are working on a Roman topic. Pupils could talk about the design of a Roman town and name some of the features. When undertaking their written work they did not understand why it was necessary to have water close to the town or why the cemetery was outside the perimeter walls. This sort of discussion is what might be expected of pupils of this age. Throughout both key stages, the use of computers is at a very early stage of development. A Year 6 teacher talked about having gained information from the Internet but pupils have not been given the opportunity for independent research.
122. Teaching is sound. Teachers plan carefully using a curriculum grid. This ensures that there is also sound progress made each year. However, the planning does not show how certain historical skills will be developed. Hence, pupils do not have a good idea about the use of different resources to find out information, and whether the information they have been told is reliable or whether it needs to be verified from other sources. All pupils are keen and eager to work. Concentration levels are high during individual work, especially when the teacher has explained the task clearly, has resources ready on the tables and carefully directs the questioning. Most tasks are appropriate for the ability of the pupils. Account is taken of the pupils with English as an additional language and those with special educational needs. However, this help is often too general and does not refer to individual education plans. Very good use is made of the different ethnic groups within the school. In the Year 6 history lesson the teacher had brought in different fruits from Commonwealth countries. This provoked an interesting discussion about the types of foods that were eaten at home.
123. The experienced co-ordinator has given a lot of thought to how the subject can be improved. In consequence, history work is to be allied to the literacy hour. This will help enable pupils to gain more understanding and use their written skills. Whilst the co-ordinator is newly appointed and has many other responsibilities there are clear indications that the subject is set to improve. Resources are adequate and some use is made of visits and visitors. However, this is an area that could be enhanced.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Pupils' attainment in information and communication technology is now in line with national expectations at the end of both key stages. This is a considerable improvement on the position noted at the time of the last inspection. At Key Stage 1, pupils are familiar with the use of computer equipment and the software that can run on such equipment. They use basic word processing successfully, choose fonts and explain their choices. Two boys in one of the reception classes were able to start up the computer, click on the appropriate icons and 'drag' their choices to the required spot. In Year 1 pupils built on knowledge gained in the reception classes in their word processing. The language being used was taken from the work the class had completed earlier in the week on a walk around the locality.
125. At Key Stage 2, pupils in Year 4 show understanding of databases and how they are used. They discuss information they have gleaned on insects and explain how they would use it to develop a simple database using different fields. In Year 6, pupils working with a database demonstrated their competence in logging on and in retrieving previous information they had saved. They interpret data on the various possibilities of adding movement and animation to a quiz they had already devised. This is a high level of achievement for their age and shows the effectiveness of the teaching in the computer suite. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress in both key stages.
126. Pupils in both key stages are interested in and motivated by the use of information and communication technology. They collaborate well and are proud of demonstrating their ability. Concentration skills are good and pupils respond positively to interventions by the teacher. This was clearly demonstrated in lessons in the information and communication technology suite where pupils show a high level of motivation and enthusiasm.
127. The quality of teaching ranged from very good to poor in the five lessons observed. Much of this was in the information and communication technology suite and reflected the good level of confidence and expertise of the different teachers. Lessons are well structured and have clear aims. In most lessons clear explanations of the objectives and positive interventions enable all pupils to make good progress and acquire key skills. Lessons are appropriately linked to previous learning and pupils are often involved in evaluating their learning.
128. The number of computers is adequate and the school is appropriately equipped with facilities for using the Internet. Good use has been made of funding to provide training for teachers and the co-ordinator has a clear long-term plan for developing the subject. Planning has been improved through the adoption of national guidance with all strands being addressed.

MUSIC

129. By the end of both key stages pupils' attainment in performing and creating music are in line with those expected of pupils aged seven and eleven. Too few lessons were observed to make a judgement about other strands of the programmes of study. The singing of pupils in both key stages was very good in the large-scale lessons given by the co-ordinator. Pupils sing with great enthusiasm and effort but with control and feeling when called for. They can hold the tune and lyrics when engaged in two part songs and combine well with others when singing in unison. Pupils with special educational needs and for whom English is an additional language can and do play a full part in music lessons. For example, a pupil newly arrived in school and with little English is able to sing a West Indian song as well as any in his class. Pupils in both key stages concentrate well and can clap back a variety of sometimes complicated beats of varying tempo and duration. They recognise simple notation, understanding symbols for rests and being able to name notes and their values. Pupils have the opportunities to make up their own songs and provide additional words to songs they have learned. For example, pupils in Year 5 worked well with a group of visiting musicians and invented their own song about the

school. This will be sung by them in a forthcoming festival attended by other schools in the area.

130. The knowledge and expertise of the co-ordinator is evident in the high standard of teaching observed in her lessons with all pupils in the school. Pupils are well motivated and challenged to improve their performance and given many ways to do this including how to breathe correctly. Pupils were very well managed in these lessons which included some participation by other class teachers supporting the lessons. Musical accompaniment was skilfully introduced, enabling many pupils to participate and adding significantly to the music created. A moving moment was created in one lesson in Year 5 when pupils, teachers and visiting musicians combined to sing 'Cm By Yar'.
131. The school's musical resources have been significantly improved since the last inspection and now provide a good selection of tuned and untuned percussion. In addition instruments from a variety of cultures are available including those from South Africa and the Far East. The school is improving the quality of its music provision through an intensive programme of staff training. It is also involving itself in an extended partnership with musicians from The London Symphony Orchestra. This will culminate in pupils taking part in a concert at the Barbican.

PHYSICAL EDUCATION

132. The standards achieved by pupils at the end of both key stages are at the levels expected of pupils aged seven and eleven in dance and games. No gymnastic lessons were observed during the inspection. The school has a programme of swimming for older pupils allowing them to achieve satisfactory standards. Pupils in Key Stage 1 are able to carry out appropriate dance movements showing balance and control. For example, pupils in Year 1 made a simple dance depicting the story of 'The Three Billy Goats Gruff'.
133. Pupils in Key Stage 2 have good hand-eye co-ordination as they demonstrated with good dribbling skills using a basketball. Others pass accurately and dribbled well using a hockey stick and ball. Pupils' dance skills in Key Stage 2 have progressed satisfactorily although pupils lack the confidence to really try and produce movements of their own. Most pupils in a Year 4 dance lesson preferred to copy their teachers' examples although some were able to adapt them slightly. Pupils understand the need to warm up and can explain the effect exercise has on heart rate. They attempt to take their own pulse to show this although their efforts produced some unlikely results.
134. Overall the quality of teaching is satisfactory in both key stages with examples of good and unsatisfactory teaching observed in Key Stage 2. Teachers have good subject knowledge which enables them to demonstrate and help pupils to improve their performance. For example, in a Year 1 lesson the teacher demonstrated every one of the dance movements she wanted the pupils to use. In a Year 3 lesson the teacher gave an expert demonstration in how to dribble with and shield the basketball from opponents. In Year 5 the teacher showed pupils how to run and dribble, shoot and field a hockey ball. Pupils in all physical education lessons are excited, noisy and not always inclined to listen to instructions. Teachers are usually able to channel this enthusiasm into the lesson, but where this is not so successfully handled, poor behaviour has an effect on the standards of work produced. One group of pupils, without kit and therefore not actually participating in the lesson, made silly noises and comments which spoiled the good atmosphere created by the teacher in a cool down session at the end of a lesson in Key Stage 2.
135. Pupils become excited at the prospect of physical education lessons and take part with great enthusiasm. They co-operate well in team or group situations, for example when devising a short dance sequence or passing balls to each other. When carefully watched, pupils behave well if noisily, but on occasions pupils can become poorly behaved when not closely observed.

136. Although the resources for physical education are satisfactory, their storage is poor. The room in which small equipment is housed is small, very untidy and presents a potential safety risk for pupils and teachers.

RELIGIOUS EDUCATION

137. Standards are below those expected by the locally agreed syllabus by the end of Key Stage 1 but are closer to, although still below, at the end of Key Stage 2. Younger pupils are beginning to understand the different beliefs that societies have and in discussions know how we must value these beliefs. In a Year 1 lesson the pupils were learning about Krishna. The teacher linked this well to a discussion about forgiveness. The pupils could talk about the need to understand that we need to forgive others and could recall when this had happened to them. They know the basic days of celebration within the Christian calendar and some of the meanings associated with them. This is a level that might be expected for their age. However, there are few pupils who can explain why particular events are important within religious calendars because many of the pupils' vocabulary is restricted.

138. Older pupils are able to recall experiences connected with their own cultures and listen to those of others. They are interested to discover the reasons why people believe in their own gods. They are not able to use this information to give similarities and differences between various religions. These older pupils are better at making inferences about the information they have. This is building better understanding amongst the group. In a Year 5 class the teacher used personal experiences to talk about the challenges that we face. This was linked well to a talk about the Hindi deity.

139. Teaching is generally sound although one unsatisfactory lesson was seen in Key Stage 2. Teachers plan carefully using the well-constructed locally agreed syllabus. Each year group has similar experiences so the lessons progress on from each other well. Teachers have sufficient subject knowledge and are willing to find out information if they do not know it. A good range of methods is used to organise the learning within each class and ensure that all pupils have work that is suitable to their need. This is sometimes too reliant on drawing and does not allow pupils to improve their literacy skills and enhance their writing ability. Pupils are interested in the work and are willing participants in discussions. On a few occasions teachers have to carefully manage the class because pupils become too excited and noisy. They use a variety of methods to do this including the use of classroom assistants to work with small groups. Pupils make sound progress throughout the school. They show good levels of interest and, when asked, are able to concentrate on what they are doing. This is better in Key Stage 2 where most pupils have better maturity levels. Pupils are willing to talk about their own experiences and listen carefully to the contribution of others.

140. The well-organised co-ordinator is trying hard to enhance the whole-school approach to religious education. This includes a thorough analysis of the use of assemblies. These provide the school with a way of enhancing the feeling of a community as well as providing a time for reflection and collective worship. They have proved very worthwhile occasions and are valued by the pupils. The school has a suitable range of resources, many of which are displayed around the school. This helps pupils understand the precious things from different religions.