

INSPECTION REPORT

FARNHAM GREEN PRIMARY SCHOOL

Seven Kings, Ilford

LEA area: Essex

Unique reference number: 102801

Headteacher: Mrs. E. Quirk

Reporting inspector: Mrs. C. Pittman
18275

Dates of inspection: 4th – 7th February 2002

Inspection number: 196193

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 years
Gender of pupils:	Mixed
School address:	Royal Close (off Farnham Road) Seven Kings Ilford Essex
Postcode:	IG3 8UY
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Neal Glucksmann-Smith
Date of previous inspection:	30 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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18275	C. Pittman	Registered inspector	Art	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9736	J. Brasier	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils. How well does the school work in partnership with parents.
14706	B. Knowles	Team inspector	English History Foundation Stage	
21627	K. Homewood	Team inspector	Mathematics Music Special Educational Needs	How good are the curricular and other opportunities offered to pupils?
19967	D. Manson	Team inspector	Geography Physical education Religious education	
31218	T. Allen	Team inspector	Science Information and communication technology Design and technology	
3574	K. Singh	Team inspector	English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Farnham Green is a two-form entry primary school situated on an attractive site in Ilford on the outskirts of London. The school is much larger than other primary schools with 462 pupils aged from 3 to 11 years. Most of the children attend the nursery but a few have no playgroup experience. Standards of attainment on entry are below average.

The school draws most of its pupils from a wide range of backgrounds, cultures and socio-economic groups. A significant number of children come from refugee and ethnic communities where little or no English is spoken. Thirty percent of pupils are eligible for free school meals, which is above the national average. The school has identified 21 per cent of pupils as having special educational needs (SEN). This figure is close to the national average. The number of pupils with statements of special educational need is below the national average.

The percentage of pupils speaking English as an additional language (EAL) (71 per cent) is very high. About 55 per cent of these are at the early stages of language acquisition.

HOW GOOD THE SCHOOL IS

This is a good and effective school that is improving in very challenging circumstances. Most pupils make good progress from the time they come to the school to when they leave at age eleven. High proportions of pupils are keen to learn even though a large number have English as an additional language. Pupils' good behaviour and the good relationships they have with each other contribute to a positive learning environment. The teaching is consistently good and staff are committed to improving its quality. There are good arrangements to support all pupils and care for them and the school has a sound partnership with parents. The leadership of the headteacher is very good and key staff manage the school well. The school is self-critical and gives good value for money.

What the school does well

- Most pupils make good progress.
- The headteacher's leadership is very good. She and her key staff manage the school well.
- Pupils are enthusiastic about learning; their good behaviour and respect for each other create good relationships.
- Teaching is good.
- Provision for pupils with special educational needs (SEN) is good.
- The school cares for its pupils well. Its provision for pupils' spiritual, moral, social and cultural development is good overall.

What could be improved

- Standards of attainment in English.
- Teachers' expectations, particularly of higher attaining pupils.
- The teaching of basic skills in each subject and particularly literacy and numeracy skills across the curriculum.
- Using assessment information to inform curriculum planning more effectively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the key issues raised in the last inspection in 1997. Overall standards of attainment have continued to improve as the school has developed from infant into primary status. By the time pupils are 11, the school loses up to 60 per cent of those pupils who joined in the reception class. This together with the high percentage of pupils who come with little or no English is inhibiting the pace of progress for many pupils. However, the majority still make good progress overall. Attainment in writing is low when children start at the school and continues to be a weakness. Attendance is still below average, due mainly to extended family holidays. Pupils with special

educational needs and English as an additional language are more fully integrated into the school and are now making good progress. Individual education plans have been improved.

The roles and responsibilities of key staff are now clearly defined resulting in a more effective management structure. The school has developed an effective cycle of self-review as a result. The quality of teaching has also improved. Teaching is systematically monitored through lesson observation and evaluation and there is less unsatisfactory teaching. These procedures have led to better standards and a wider range of teaching methods. The attainment data compiled by the school is very comprehensive and provides good quality information with which to evaluate its performance against other schools. Development planning is good and is effectively related to the financial budget. Governors are much more aware of the school's strengths and weaknesses. The structure of the curriculum has been appropriately changed to improve provision for the Foundation Stage and to give more opportunities for setting by ability, for example, in mathematics. This is providing a good context for raising attainment. New reports give a clearer picture of pupils' achievement. Assessment procedures have also improved although day to day assessment is still not being effectively used to change what is taught next. The school has a clear agenda for its development. There has been significant improvement in its leadership and management since the previous inspection following the appointment of the new headteacher. Staff development has also been much improved despite problems with recruitment and retention. There is now a good induction programme and teaching assistants are beginning to be well trained. Given the very good quality of its leadership and commitment of its staff, the school is well placed to develop even further.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	E	B	D	C
mathematics	C	C	C	B
science	E	C	B	A

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

Most children when they start school are achieving standards below those expected of children of this age. By the time they leave at 11 years, pupils' attainment, when compared to similar schools, is well above average in science, above average in mathematics and in line in English. In comparison with all schools attainment, is above national averages in science, in line in mathematics and just below average in English. This is good achievement considering most pupils have little or no English when they start school. The school's challenging targets last year were met. Attainment is in line with national expectations in all other subjects, with the exception of physical education and religious education where it is above. Girls perform better than boys in English although there is little difference in the performance of boys and girls in mathematics or science. The school has sustained its improvement, overall, in the core subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and eager to take part in all school activities.

Behaviour, in and out of classrooms	Behaviour around the school and in lessons is good overall. Pupils respect each other and their teachers.
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Aspect	Comment
Personal development and relationships	The personal development of pupils is good. Relationships throughout the school are positive. Older children look after younger ones and are given specific responsibilities, which they complete effectively.
Attendance	Attendance levels are unsatisfactory. This is as a result of the number of pupils who are taken out of school for holidays in term time. Although the school does much to impress upon parents the importance of regular attendance, parents have yet to take on board the implications such interruptions can have on the continuity of their child's learning.

Pupils' attitudes to learning are good. Most are enthusiastic about school, enjoy learning and show interest in their work. Pupils' relationships are also good. They listen well and show a growing understanding of differing viewpoints. There were no permanent exclusions last year. The school has good systems for monitoring and promoting good attendance and behaviour, however, there is a small number of individual pupils whose challenging behaviour periodically disrupts the learning of others, sometimes carrying over into break and lunchtime. The school deals with any issues of anti-social or oppressive behaviour effectively.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. Teaching is good or better in over half the lessons seen. Most of the best teaching occurs in Years 5 and 6. There is a small amount of unsatisfactory teaching in Years 3 and 4.

Teaching is usually knowledgeable, stimulating and perceptive. The best teaching uses imaginative resources and makes intellectual and creative demands on all pupils to extend their learning. Challenging questions are used to extend and verify what pupils know and understand. The limited amount of unsatisfactory teaching is exemplified by ineffective methods, poor discipline and lessons that lack challenge and pace. Numeracy is taught better than literacy although both are not emphasised enough throughout the curriculum.

Relationships between pupils and their teachers are good and provide a positive learning ethos. Pupils are consequently keen to learn and generally make good progress. Pupils' learning is predominately good. Most have a positive attitude to learning that ensures they acquire the knowledge and understanding to make good progress. Well-trained support staff help pupils with SEN and EAL effectively to improve their skills. However, higher achieving pupils are often insufficiently challenged. Overall, the school meets the needs of its pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is an appropriate range of extra-curricular activities.

Provision for pupils with special educational needs	There is good provision for pupils with SEN. Pupils are targeted early.
Aspect	Comment
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' spiritual, moral and social development is good. The principles of right and wrong are actively promoted. Cultural development is very good. A rich diversity of activities effectively extends pupils' experiences. They are respectful of the differences between peoples' values and beliefs.
How well the school cares for its pupils	The schools' procedures for monitoring academic performance and personal development are good overall. The procedures for assessing pupils' attainment and progress are good in English, mathematics and science but insufficiently developed elsewhere.

Most parents are happy that the school works closely with them. Pupils are given good guidance and personal support. The quality of information provided for parents, particularly about pupils' progress is good. Children are well known and this awareness is used effectively to support their personal development. However, day to day assessment is not being used effectively to change what is taught next and does not adequately inform future planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership of the headteacher ensures clear direction for the work and development of the school. Good management by her effective deputy and dedicated senior management team promotes a commitment to improvement.
How well the governors fulfil their responsibilities	Governors are beginning to monitor performance effectively. They have an increasing understanding of the school's strengths and weaknesses. They take an active part in forward planning and fulfil their statutory responsibilities well
The school's evaluation of its performance	The headteacher and her senior managers monitor teaching well; however, there is insufficient monitoring of the teaching of skills by subject co-ordinators. The commitment to improve standards is very good.
The strategic use of resources	Good. Decisions on spending are linked very effectively to educational priorities. This ensures that the best value for money is achieved and the best use is made of resources.

There is good delegation to staff with management responsibilities and very good evaluation of outcomes. The school uses collated information well to establish targets for raising standards and identifying areas for improvement. There is an appropriate match of teachers to the demands of the curriculum but insufficient support staff for the Foundation Stage and Key Stage 1. Teaching assistants are beginning to be well trained. Accommodation is adequate and used well although the infant classrooms are very noisy and this impacts negatively on pupils' learning. Effective use is made of the ICT area. Resources are satisfactory in most subject areas. However, there are insufficient reading books in English and inadequate resources for geography.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school expects their children to work hard and achieve their best • The teaching is good • They would feel comfortable about approaching the school with problems 	<ul style="list-style-type: none"> • The work children are given to do at home. • The range of activities provided outside lessons. • The way they are kept informed of their children's progress • The way the school works with parents.

Inspectors agree with the positive remarks made by parents. The quality and quantity of homework needs to be more consistent between teachers to raise standards further. The range of extra curricular activities is satisfactory and stimulates learning in the activities provided. The quality of information provided for parents about pupils' progress is good. Most parents attend the three consultation evenings held each year on their children's progress. They are aware of their children's targets, are provided with curriculum information at the beginning of the year and are invited to attend curriculum sessions. Parents of pupils with special educational needs are invited to a meeting once a term to discuss their child's individual education plan. The school works well with parents.

At the parents' meeting a few parents expressed concerns about bullying. The inspection team agrees that the oppressive behaviour of a minority of individual pupils is at an unsatisfactory level, but finds that the school has good procedures for dealing with it. However, there is a need to train the midday assistants in behaviour management.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1. Most children when they start school are achieving standards below, and sometimes well below, those expected of children of this age. However, by the time they reach Year 1, they make good progress in their learning and attainment is just below the expected standard for the majority of children. Standards in writing are well below average. By the time they leave school at the end of Year 6, pupils are achieving results that are above the national average in science, in line in mathematics and below average in English. When judged against similar schools, results are well above average for science, above average for mathematics and in line for English. This is good achievement considering pupils' low attainment when they start school.
2. By the time pupils are 11 years old the school loses up to 60 per cent of those pupils who joined in the reception class and who have had the benefit of an uninterrupted education. This, together with the high percentage of pupils who come to the school with little or no English, is inhibiting the pace of pupils' achievement. None the less most pupils are making good progress overall in relation to their capabilities. Inspection evidence shows that, since the last inspection standards have been maintained in reading but writing standards have fallen below average for pupils aged seven. Girls perform better than boys in English, although there is little difference in the performance of boys and girls in mathematics and science. There is no significant difference between the attainment and progress of pupils by ethnicity and social background in lessons or through a scrutiny of their previous work. Improvement in the core subjects has been sustained overall. The school's challenging targets last year were met.
3. The English results of pupils aged seven in the National Curriculum tests in 2001 were below the national average for reading and writing. The percentage of pupils reaching higher levels in reading and writing was close to the national average and when compared to similar schools. The number of pupils aged 11 who reach higher levels is similar to the national average but, in comparison to similar schools, it is above average. In lessons at age 7 and 11, standards are below expectations. The extra time and resources recently spent on the subject have not had time to impact positively and raise standards further. However, there has been improvement since the last inspection when standards in English were unsatisfactory overall. The difference in last year's test scores, for pupils aged 11, is heavily influenced by the very large proportion of pupils with EAL and SEN.
4. In mathematics, the attainment of pupils in the national tests at age seven is below the national average. Results are in line when compared to similar schools. By age 11, results are similar to all other schools and above average when compared to schools in a similar context. The percentage of pupils achieving the higher levels is well above average in comparison with similar schools. Pupils with special educational needs make good progress. Inspection findings show that by the time pupils are aged seven and 11, attainment in lessons is close to that expected for their age and their achievement is good considering their starting point.
5. In science national test results at age 11 years show that pupils attained standards which were above the national average. At the higher levels, attainment was also above average. When compared to similar schools, standards at the higher levels were well above average. Almost all pupils reached the standards expected for their ages and nearly two-fifths the level above. These results are a significant improvement on the previous year. Standards have risen progressively as a result of improved teaching.

Teacher assessments for pupils aged seven last year showed that the percentage of pupils expected to attain standards at the expected level was below the national average but similar to those in comparable schools. Standards of work in lessons are in line with expectations for pupils aged seven and 11 years, and they are making good progress overall.

6. There has been an improvement in the standards attained in literacy and numeracy since the last inspection, although there has been better improvement in numeracy than literacy. Teachers are beginning to respond well to the demands of the National Literacy Strategy with the literacy hour now being utilised in a more effective manner.
7. Enlarged texts and books are used appropriately to develop English skills with word level work, reading and writing activities being closely linked together. However, whilst the teaching of speaking and listening skills in Years 1 and 2 are good, teachers do not always expect children to answer questions in full sentences. Similarly, some teachers are not insisting on capital letters, full stops and joined up letters in every writing activity. Further up the school in Year 6, pupils are not sufficiently aware of spelling rules and a range of sentence structure. Writing standards in infant classes are below average, although a minority is producing work in line with expectations. Too much time is spent discussing writing rather than incorporating discussion into the writing process. In the junior school, one in three pupils progress well with their writing in literacy lessons but the standard of work produced by the majority, and in the other curriculum areas, is often of a significantly lower standard. Literacy skills, and particularly writing skills, are underdeveloped through the other subjects of the curriculum.
8. The school has identified that raising standards in mathematics is an area for improvement. With the consistent application of the national numeracy strategy, standards have begun to rise. Throughout the school, the consistent use of oral and mental work is effective in encouraging pupils to consolidate and apply what they have learnt and develop their mathematical vocabulary. The numeracy strategy has been successfully implemented within mathematics lessons. However numeracy skills are not used well in other subjects. Whilst standards are rising throughout the school, the pace of improvement is limited by the lack of opportunity for pupils to apply and develop what they know to problems in geography, science and information technology, for example.
9. Pupils' attainment in information and communication technology (ICT), by the ages of seven and 11, is close to that expected for their age and their achievement is good. For example, at Key Stage 1 pupils use a digital camera to take photographs of individuals and groups; transfer these to the computer and print. Pupils at Key Stage 2 use computers for a range of purposes and in a range of subjects. By the end of Year 6, pupils successfully use Power Point to create a multimedia presentation on World War II, using sound and moving pictures. However, examination of pupils' previous work shows that computers are still used insufficiently in all subjects of the curriculum.
10. By the end of Year 2, attainment is broadly in line with national expectations and pupils make satisfactory progress in all other subjects except physical education and religious education where standards are above expectations and progress is good. By the end of Year 6, attainment is in line with expectations and progress is satisfactory in all other subjects except physical education and religious education where standards are above expectations and progress is good.
11. Pupils with SEN and EAL are making good progress in all areas of the curriculum. Pupils with SEN are identified early and the clear targets and aims set in their individual education plans ensure that their needs are met. In the 2001 national tests, 25 per cent

of pupils had special educational needs. In mathematics one pupil attained Level 4. In science another achieved Level 5 and a further two achieved Level 4. All pupils with special educational needs attained Level 3 in English. Support is very good, especially in the classroom, where the teaching assistants work alongside the class teacher. This ensures that the pupils have equal access to the curriculum. Pupils with EAL achieve well against their prior attainment. Pupils make good progress and some pupils who join the school, having no previous schooling in this country and knowing little or no English, make very good progress. Their achievement in the basic skills of reading, writing, speaking and listening is good. They receive appropriate help and advice from the support staff to enable them to join in with all class work. Overall, the provision that school makes for these pupils is good and has some very good features such as the 'nurture group' and positive encouragement to pupils to use their home languages. Since the previous Ofsted inspection, the school has maintained its good provision for, and good progress made by pupils with SEN and those with EAL.

12. Since the last inspection, there has been good improvement in standards of attainment in physical education throughout the school. There has been little improvement to the standards achieved by pupils aged seven years in English and by pupils aged 7 and 11 years in art. Standards in the rest of the subjects have been maintained. Overall, there are no significant variations in the standards attained by pupils of different gender, ethnicity, or social background.

Pupils' attitudes, values and personal development

13. Pupil's attitudes are good and they enjoy school. They are welcoming to visitors and enjoy talking to them. They are enthusiastic in lessons; once in class they concentrate well and show a genuine interest in their work. This was particularly evident in a history lesson about Boudicca, where the discussion of how she could be viewed in different ways by the Romans and the Celts evinced great interest and much participation. These positive attitudes are due to the good relationships between teachers, and pupils and teachers' enthusiasm.
14. Behaviour is good overall. It is good in most classes, but where teachers' skills in behaviour management are less well developed it is occasionally unsatisfactory. The lapses in behaviour in the playground and, to a lesser extent, in class are due to a relatively small number of boys who have not learnt to control their emotions. Those pupils with unsatisfactory behaviour are well supported by behaviour support plans and learning support assistants which allows them to make satisfactory progress in working with and relating to other pupils. This good practice in pupil management needs to be reflected in the way these children are dealt with by the midday assistants. There is very good behaviour in assemblies. School property is treated well and pupils are appreciative of the environmental improvements in recent years. There were eight temporary exclusions in the past year. The record of racial incidents is meticulously maintained and shows that where they occur, albeit rarely, they are dealt with appropriately.
15. Relationships are good. Teachers and classroom assistants know their children well and enjoy working with them. Pupils are confident in speaking to members of staff about problems. They help and support each other. For instance in an English lesson a pupil who originally spoke no English had improved her vocabulary so much that she could now read to the class other pupils were visibly pleased with her success.

16. Personal development is good. Pupils have many opportunities to take on positions of responsibility or use their initiative, which they do willingly. For instance, Year 6 pupils help look after reception children at lunchtime.
17. Overall attendance is unsatisfactory, although it has improved since the previous inspection. The rate of attendance in Years 3 to 6 is better than in earlier years. However, unauthorised absence is high, at more than three times the national average. A high proportion of these absences is accounted for by extended holidays abroad. Although the school does much to impress upon parents the importance of regular attendance, parents have yet to take on board the implications such interruptions can have on the continuity of their child's learning. The school day starts on time and there is good timekeeping throughout the day. The registration system is efficient and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching in the school is good and the strengths far outweigh the weaknesses. Teaching is satisfactory or better in 96 per cent of lessons. It is unsatisfactory in a very small number of lessons. This is an improvement on the last inspection. Teaching is strongest in the juniors where it is at least good in every other lesson, and very good in one in seven. In just over half the lessons in the infant school, teaching is good or better. In the nursery and reception classes, teaching is good or better in over half of the lessons and satisfactory in the remainder. There is a negligible amount of unsatisfactory teaching in the junior school, most often in Year 4. Where teaching is unsatisfactory, it is mainly due to inadequate planning and insufficient challenge in the lesson. These were features of some lessons in English, mathematics and ICT. The best teaching was in Years 5 and 6 although there were very good lessons in Reception, Year 2 and Year 3. A number of features contribute to the best teaching. Classroom control is very good and encouragement and humour are used well to motivate pupils. There is often a crisp pace through English, mathematics, science, music and history lessons. The skilful use of questioning broadens pupils' understanding and promotes thinking and discussion.
19. Most lessons are planned very carefully with clearly expressed aims. Teaching is most successful when teachers remain focused on these objectives. This was illustrated well in a Year 5 literacy lesson. Teaching and learning is also effective when activities are lively and appeal to pupils as in a Year 2 mathematics lesson where higher attaining pupils were excited when they were able to make various patterns with numbers. There is effective use of computers to promote learning in some classes.
20. Teachers demonstrate good subject knowledge and understanding although they often do not challenge higher attaining pupils sufficiently. In lessons where pupils were well challenged, they produced writing that was better than the average expected for their age. For example, in a Year 6 English lesson, teachers and pupils were confidently using technical vocabulary such as 'characterisation'. By contrast, in a less successful ICT lesson, the teacher showed limited understanding of the subject and missed opportunities to show pupils how to improve their performance giving them time to do so. Pupils' obvious interest in the use of ICT was not utilised by the teacher to increase learning.
21. Some teachers meet the challenge of addressing the differing needs of pupils well. Sometimes this is done through questioning. For example, when a teacher in the mental arithmetic part of a mathematics lesson in Year 2 was pitching easier questions for lower achieving pupils and asking more demanding questions of the higher

attainers. As a result, all pupils made very good progress in their learning. Teachers also use questioning effectively to assess pupils' understanding and progress. Within lessons, different activities can be provided as in the same science lesson, in Year 5, where higher attaining pupils were looking at the validity of their experiment in the light of given criteria. Similarly, a group of lower attaining pupils were representing how light was excluded from the germination process more practically. All pupils achieved well. In an English lesson in Year 4 tasks were not suited to pupils' needs and some pupils finished very quickly. No further work was provided to extend their learning.

22. Successful teaching has a sense of urgency about it and time is used very well. Pupils' interest is kept up by maintaining a lively pace to learning and by varying activities as was seen in a Year 3 history lesson about Boudicca. Learning in this lesson was very good, helped by some very good resources and a lively exposition by the teacher. In an unsatisfactory mathematics lesson, the pace was very slow and pupils learned very little.
23. Teachers plan appropriately in English and mathematics although lesson plans in most other subjects lack assessment criteria. The day-to-day assessment of pupils' work is good in the Foundation Stage and in subjects like English and mathematics. However, the quality varies in many others, where assessment outcomes are not recorded or used to change what is taught next. Overall, assessment is not used sufficiently to inform future planning.
24. Overall, literacy and numeracy have been successfully implemented and are taught appropriately in most lessons; however, there is not enough emphasis on developing these skills in other subjects. In some lessons, older pupils talk for extended periods explaining their thinking and do not have sufficient experience of writing or recording their work using ICT.
25. Although there is an established policy for marking, this is not consistently applied throughout the school and varies considerably in quality. Where marking is good, written comments are constructive and help pupils improve the quality of their work. There are some examples of marking which help pupils to focus on what is the next step in learning, for example in religious education. Pupils benefit from the feedback given by good marking which shows them their work is valued. However, when marking is poor, a tick is put at the end of the page when there are uncorrected errors, and sometimes the work is left unmarked. Homework is currently not set consistently across all classes. More effective use of homework would support and consolidate the learning of pupils of all abilities.
26. Teachers have good relationships with pupils although the behaviour of a few disaffected boys in some classes is unsatisfactory. In these classes, teachers use a range of strategies to achieve a positive learning environment. In most classes pupils behave well. This clearly contributes to effective learning. Generally, relationships between pupils and teachers in the school are good. Because pupils respect their teachers and they value pupils' efforts and contributions, learning improves.
27. Teaching of pupils with SEN is good throughout the school. The support from specialist teachers and learning assistants is very good. They are deployed effectively and give careful consideration to the changing needs of individual pupils, for example, when a pupil is developing in skills of independence and collaboration. In the Foundation Stage, the teacher is able to speak in French to pupils for whom this is the only common language.

28. The quality of teaching by support staff to pupils who have EAL is consistently good. Staff have high expectations and pupils are very responsive to the teaching provided. They are generally enthusiastic and highly motivated learners. Very successful strategies such as repetition of key vocabulary, modelling of correct answers and presentation of work with a strong visual content support pupils' good achievement. Teachers use good strategies to check pupils' understanding of vocabulary before deciding which teaching points to reinforce. Teachers' positive acceptance of a diversity of languages adds significantly to bilingual pupils' ease. They become willing participants in lessons and are keen to express their ideas. In one lesson, reception class children were learning the 'Incy, Wincy Spider' nursery rhyme. After singing in English they explained the whole rhyme in their home language to the assistant, demonstrating a very good grasp of both the home and English languages.
29. The support staff work closely with class teachers. They plan teaching together and share taking lessons. This sharing of teaching provides good models to staff who are new to the school and are still learning to manage the needs of pupils with EAL. Pupils are taught mainly within classes, but are sometimes withdrawn for particular specialist teaching. Staff changes have highlighted the need for in-service training to enable the new staff to respond effectively to pupils' particular needs.
30. The general standard of teaching has improved since the last inspection with a greater emphasis on planning and adding variety to teaching methods.

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

31. The school's curriculum for pupils in the Foundation Stage is satisfactory. Children are provided with a full range of interesting and challenging experiences, which hold their interests and provide sound opportunities for them to attain most of the early learning goals. Outdoor and indoor play activities help children develop intellectually, physically and emotionally. Children with special needs and those for whom English is an additional language are fully integrated within the unit. Teachers' planning is good as is their assessments of what children know understand and can do.
32. The school has maintained an appropriately broad and balanced curriculum. The locally Agreed Syllabus for religious education is implemented well. Sex education and the important aspects of the physical development of young people are fully covered. Personal, social and health education are well promoted.
33. The time allocated to areas of the curriculum is appropriate although, the effectiveness of strategies for teaching literacy and numeracy skills across the curriculum are unsatisfactory. The overall lack of planning for the development of literacy and numeracy skills across the curriculum is impacting on standards.
34. All subjects have satisfactory policies and schemes of work and they are fully implemented. This is an improvement since the last inspection. There is a good planning overview and this ensures continuity between classes and within year groups.

35. The school is effective in fostering pupils' physical and intellectual development, preparing them for the next stage of learning. However, daily planning to meet the needs of the school's higher attaining pupils is weak and these pupils are not consistently attaining or achieving the levels they should. Good links have been established with many local secondary schools. The local community make a good contribution to pupils' learning. There is satisfactory provision for out of school activities.
36. The curriculum provision for pupils with SEN is good. Provision for pupils with EAL is overall satisfactory and good in practical lessons such as science, physical education and art. Whilst the provision for pupils with special educational needs is good, a significant minority are withdrawn for support with language skills. Pupils learning musical instruments are also withdrawn. This is limiting their access to the curriculum and the opportunity to receive support in class. Pupils with SEN and EAL make an important contribution to the life of the school. Overall, the provision that the school makes for these pupils is good and has some very good features such as the 'nurture group' and positive encouragement to pupils to use their home languages. They are fully included in the life of the school and make good progress. Pupils who join the school having no previous schooling in this country and knowing little or no English make very good progress.
37. The school has very clear aims and procedures to ensure that all pupils with EAL have full access to the curriculum. All pupils have been assessed and their stage of language acquisition has been determined and recorded. The provision is targeted on those with greatest need. The mobility rate is high and the pupils who join the school during the school year are mainly from minority ethnic groups. This high number of admissions during the school year means that teaching groups are constantly changing. Pupils are moved in and out of groups depending on their progress. However, currently the nursery children are not receiving much needed additional support. The school is aware of this and is planning to correct this omission.
38. The spiritual, moral, social and cultural development of pupils is good. Spiritual development is good. It is fostered through assemblies, which are of a high quality and often inspirational. For instance a large group of performers came from a local high school to present a dramatic description of the social isolation felt by refugees and how everyone should be responding to it. This was highly effective and pupils were captivated by it. A sense of the wonder of life is generated in science and religious education and through the involvement of outside organisations, such as Guide Dogs for the Blind.
39. Moral development is good. The headteacher and staff of the school actively promote the principles of right and wrong. Pupils know this and respect the school rules. They have high expectations of behaviour. Honesty is highly valued and, from the time they enter the school pupils are taught to regard misbehaviour, such as lying or stealing, as totally unacceptable. Reception children arguing in the playground are told to think about their actions and to apologise to each other. Adults set a good example and the caring family atmosphere helps pupils to understand right from wrong and the needs of others. Drama is used effectively in assemblies and role play in personal and social education lessons. This is directed at racism, bullying and many other moral issues. Moral lapses are thoroughly discussed with individuals, groups or whole classes as appropriate. Those who merit detentions are expected to reflect on their transgressions and explain what they should have done, in writing if that is within their capability.

40. Social development is good. Staff are good role models for pupils and relationships are very good. Adults speak courteously to children and expect them to do the same. Pupils are expected to take responsibility from an early age. Those in the reception class, for example, put toys and equipment away; older pupils automatically clear away with minimal direction from the teacher. There are many good things, such as the buddy system for new entrants, the nurture sessions for refugees and others with English as a second language, the mentoring between high school and Year 6 pupils and the school council. But good social development is not always a feature of lunchtimes, where anti-social behaviour does occur, partly because the standing of the midday assistants is weak – for instance they are not known by name but collectively as ‘middays’. They are insufficiently trained and pupils are often not inclined to take direction from midday assistants. Citizenship is promoted in personal and social education lessons, by talks with the police and fire service, by participation in the Redbridge Junior Citizenship event and participation in the school council.
41. Cultural development is very good. The cultural mix in the school is excellent and the school takes full advantage of this. All other languages are celebrated, especially for those who came to the school with very little English. Music is a special strength – African drumming, sitar concerts, recorder festivals, visitors from Redbridge Music School and others. A wide variety of music is played in the school. Each term there is a performance. The Foundation Stage and Key Stage 1 cover the nativity at Christmas; Year 3 and 4 pupils put on a show of songs, dances and poetry in the Spring term. Year 5 and 6 pupils perform a more ambitious show, such as ‘Joseph and his amazing Technicolour Dreamcoat’. The school has had visits from African storytellers, theatre groups and artists, and made visits to the Queen’s Theatre, Colchester Museum and Zoo and Eastbury Manor to study the Tudors. Multi-cultural awareness is taught well through religious education and exciting multi-cultural displays throughout the school.
42. Pupils who have English as an additional language receive a broad and balanced curriculum and take part in all school activities. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils get good opportunities to gain confidence through the celebration of festivals and study of world religions, geography and history. There are many notices, and signs in other languages in the group room to show the school’s positive acceptance of other languages. However, considering the very large number of pupils and their parents, who speak English as an additional language, there are not many signs or notices in other languages in the rest of the school. There are many bilingual books in classrooms to encourage pupils to practice reading. Some pupils had written in their home languages and won prizes in the borough competition

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Members of staff know pupils and they are well cared for. The quality of the provision has been improved since the last inspection. The school is a safe environment with all the expected safety measures in place. Child protection procedures and welfare facilities are good and children with health problems are appropriately identified to those who need to know. Staff have been well trained in medical procedures.
44. Procedures for the promotion of attendance are satisfactory. The school contacts parents on the first day of absence. Rewards are given for 100 per cent attendance but not for improved attendance. The school is taking appropriate steps to reduce unauthorised absence. Holidays taken in term time are discouraged and the instances of this happening have been reduced. However, although the school does much to impress upon parents the importance of regular attendance, parents have yet to take

on board the implications such interruptions can have on the continuity of their child's learning.

45. There are good procedures for promoting good behaviour. The behaviour management strategy has an emphasis on rewards, which encourages pupils to be well behaved. Staff have received appropriate in-service training which has resulted in a greater consistency in following procedures and applying sanctions. Where there have been instances of unsatisfactory behaviour these have been appropriately recorded so that an effective profile of individual behaviour can be built up. Parents are effectively consulted when behaviour issues emerge. However there are weaknesses in the way unsatisfactory behaviour is managed by the lunchtime assistants and they need further training to deal more effectively with this issue.
46. There are good procedures for eliminating oppressive behaviour through assemblies, circle time and making a point of listening to pupils to hear their concerns and experiences. Pupils are advised to confide in an adult if bullying occurs. Full investigation of serious behaviour problems occurs and corrective action is effectively taken.
47. Overall, the school's monitoring of pupils' academic progress and personal development is good. Procedures for supporting pupils' personal development are effective. Pupils are well known and the school keeps good records of their personal development; these include specific targets.
48. Procedures for assessing pupils' attainment and progress are sound overall. They are good in English, mathematics and science. However, there is insufficient use of assessment to change what is taught lesson by lesson and throughout the rest of the curriculum. Higher attaining pupils are not consistently achieving in line with their abilities and therefore they are not making enough progress.
49. The school's assessment records of what pupils know, understand and do are very detailed. Termly assessments along with the Local Education Authority's and the school's analysis of its achievements are collated and analysed in detail by the Headteacher. Findings are used to inform staff of whole school and year group targets, including how well pupils with English as an additional language are performing. Teaching and support staff are fully informed of the attainment and progress of each child in their class. This information is beginning to help raise standards.
50. Baseline assessments are carried out when children join the reception class and an informal assessment is carried out when children enter the nursery. Along with ongoing assessments these are effective in providing staff with clear information of children's attainment, achievements and progress over time.
51. Overall, most teachers in both the infant and junior classes do not use assessment effectively. The use of daily assessment to evaluate what is taught and to judge pupils' progress to inform planning for the next stage of learning is unsatisfactory. Teachers do not consistently evaluate the impact of their teaching on learning and standards. Day-to-day assessment is frequently not recorded and pupils' work is not marked up-to-date by a number of teachers. Teachers' planning is monitored weekly by the headteacher and her deputy but often does not identify how teachers will assess pupils' attainment, particularly in the foundation subjects, or if pupils have achieved the lesson objectives and learning intentions from work done previously. There is no evidence of teachers regularly recording their evaluation of the impact of their teaching on pupils' learning except at the end of a topic or at the end of a term. This impacts negatively on the

general pace of pupils' progress and particularly the day to day challenge offered to higher achieving pupils.

52. Pupils with special educational needs are assessed and monitored well. The effective use of comprehensive records, particularly those kept by learning support staff on a daily basis, ensures that the aims and targets set in their individual education plans are very effective in meeting their needs. Regular reviews are carried out very efficiently. Parents are invited to attend and provided with clear information to help them support their child's education and progress. The school meets all statutory requirements in relation to pupils with statements of special educational need.
53. Pupils with EAL are well integrated into school life and are very well cared for through the 'Nurture Group'. Those who need extra care and attention are taken on visits to places such as a supermarket, park, police station and fire station. Mutual respect and tolerance of others' feelings, values and beliefs underpin the good relationships within the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The partnership between parents and the school is good. This is an improvement from the previous inspection.
55. A significant majority of parents gives positive support to the school. They feel their children like school. They appreciate the good teaching and feel that the school is approachable and that their children are expected to work hard. A small minority of parents who answered the questionnaire was concerned about the amount of homework their children were given. Others were concerned about the way the school worked with them, the range of after school clubs and the information they received about their children's progress. At the parents' meeting one or two parents expressed concerns about bullying. Inspectors agree that the oppressive behaviour of a small minority of boys is at an unsatisfactory level. However, the school has good procedures for dealing with this.
56. The quality of information provided for parents is good. Curriculum information and newsletters are regularly sent out. The prospectus and Governors Annual Report are well presented and contain appropriate information. School reports are comprehensive and detailed with targets for improvement. There is some comparative information on levels of achievement. Most parents attend the three consultation evenings on progress and are invited to attend numeracy and literacy sessions. Parents of pupils with SEN are appropriately invited to regular review meetings. They are encouraged to be fully involved in agreeing suitable targets. Parents are provided with a copy of the targets and encouraged to help their child at home.
57. The school is very approachable; teachers are available informally at the end of the school day and parents are made to feel welcome when they come into school. The contribution of parents to children's learning at school and at home is satisfactory, although some parents fail to support reading and other homework and ensure that their children maintain good attendance. Most parents readily support assemblies and sports days and help in the classroom, for example in food technology. There is a very active parent teacher association that provides valuable finance for the school and helps to make the school "a fun place" by holding discos and giving children Christmas presents. The school appropriately consults parents through regular questionnaires. Inspection evidence suggests that the school works well with parents.

58. Children are inducted into the nursery only after a home visit has taken place. When they move into both the nursery and reception classes there are meetings for parents and children are effectively provided with taster sessions in the term before.
59. The school has developed some effective strategies to involve parents of pupils who speak English as an additional language. The standard letters are translated in pupils' home languages to keep parents well informed about the day to day events in the school. Translators and interpreters are used to get relevant information from parents about their children. Interpreters are provided to give information about achievement of their children. The school uses its staff and parents who speak other languages effectively to help to communicate with them. However, the school brochure and reports sent to parents on their children' achievement and attainment are sent only in English.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The headteacher provides very good leadership and has a clear vision of where the school is going and how standards are to be improved. A significant strength has been the development of a climate of mutual respect amongst staff and pupils alike. Staff and pupils feel valued; this improves their self-esteem and raises their level of commitment. The school has explicit aims and values and all share in the commitment to make these work.
61. The school is well managed. Senior managers work well together and promote improvement. Staff are trusted and there is a clear delegation of responsibilities and accountability for their work. The strong team ethos is reflected in their high levels of commitment. The school reviews its own work effectively. Decisions are arrived at by a thorough analysis of the problem or issue. The Headteacher and her SMT have been effective in monitoring the work of the school and this has had a positive impact on raising the quality of teaching. Staff support each other well and policies and schemes of work are developed collaboratively. Subject co-ordinators monitor learning in English, mathematics and science to help teachers assess outcomes and plan future activities, although, with the exception of these core subjects, the co-ordinators' role in monitoring teaching and learning is insufficiently developed.
62. Educational priorities such as the forward planning for ICT provision is well supported through careful financial management. The school improvement plan is used effectively as a tool for strategic planning. It is well organised, costed, sets realistic targets and is effectively targeted to periodic review to ensure the implementation of plans and focus on further raising standards in specific areas such as English. The day-to-day running of the school is very well organised. Administrative procedures and routines are clearly documented and contribute to the efficient way the school is run. Administrative staff carry out their responsibilities well and often well beyond what they are required to do.
63. Governors make an effective and increasing contribution to strategic planning and management. There is an appropriate committee structure, which monitors and evaluates the work of the school. Governors are becoming more actively involved in planning decisions. There is a shared commitment to improvement and the need to succeed. Both staff and governors are involved in regular audits and evaluations of the progress made in meeting the school's challenging targets for improvement and understanding its strengths and weaknesses. Governors are fulfilling their statutory duties in helping to shape the direction of the school by effective monitoring and providing a broad and balanced curriculum.

64. There is a good match of teachers to the demands of the curriculum. There is a good mix of experienced senior staff and teachers new to the profession. Support staff are effective and are beginning to be well trained although there is not enough support for the Foundation Stage and Years 1 and 2. The process for the induction of newly qualified teachers is good. However, midday supervisory assistants are insufficiently trained in behaviour management techniques. There are good procedures for all teachers to have professional interviews to identify strengths and areas for improvement. The school ensures that members of staff attend regular training sessions. Overall the good quality of the staff as a whole is beginning to have a major impact on the ethos of the school and on driving up standards.
65. The co-ordination and management of special educational needs is good. Pupils are identified early. The effective use of comprehensive records, reviews and monitoring procedures ensures that the aims and targets set in pupils' individual education plans are very effective in meeting their needs. Very good daily records are kept by learning support staff and these, along with regular meetings, ensure that these pupils make at least sound, and often good, progress and their achievement is good. The co-ordinator for special educational needs is supported well by a knowledgeable governor for special educational needs. The governing body is updated regularly. Funds and resources for SEN and statements of SEN are well used.
66. The planned provision for pupils with EAL is well managed. There is good provision within classes for pupils to receive the necessary support. The leadership and management of the service are good. The co-ordinator has good knowledge and understanding of how pupils who speak English as an additional language learn and provides good support to all staff. She is aware of the needs of the refugees and asylum seekers and works hard to make them feel welcomed in the school. She has established good assessment procedures to support pupils' learning and models lessons for other staff through team teaching. The whole staff has had training on how to support these pupils' learning. Support staff write individual and group education plans and identify pupils' learning targets. These targets are monitored every half term and progress is measured and recorded. The class teachers are given this information to enable them to give systematic support. Pupils who are in the early stages of English language acquisition receive additional regular support in all subjects. For example, pupils were seen to be receiving additional support in literacy, numeracy, science, religious education and drama lessons. Pupils' achievement is good and some newcomers make very good progress and achieve very well.
67. Teaching assistants are effectively deployed and are familiar with their responsibilities. The increase in the level of learning support assistants since the last inspection has made a significant impact on the support available to pupils with EAL, SEN and those with behavioural difficulties. They are effectively included when teaching staff are planning and assessing. Learning assistants have clear guidelines for their work. Teachers are usually clear about the rationale for the focused group and individual work of the learning assistants enabling them to be very effective in their support. The learning assistants are used to support pupils with SEN, EAL and those with statements of SEN. There are, however, some areas that need further development and the school is aware of these and is committed to improving them where necessary. These include provision for higher attaining pupils and pupils being involved in their own learning.
68. The accommodation is adequate for the number of pupils on roll although many classrooms are cramped for the numbers in the class. The overall accommodation is

well used. However, the infant classrooms are open plan and very noisy. This impacts negatively on pupils' learning. There are very good nursery facilities and a very good computer suite and group room, but the hall is too small to be used effectively for physical education.

69. Effective procedures ensure good financial control. All spending is carefully monitored and regular financial statements are available for senior staff and Governors. All subject plans are carefully costed and relate well to the overall budgetary position for the school. The school is cost conscious and makes savings where it can in relation to the purchase of its equipment. The recommendations of the most recent audit have been implemented. Specific grants are used effectively for their designated purpose. Resources are adequate in most subject areas although there is a need for a secure play area, more challenging climbing equipment for the Early Years and more reading books throughout the school. The library is situated centrally within the school. It is well resourced and up-dated regularly but is also used as a corridor, special needs teaching area and for school detentions, rather than an enjoyable place to read a book.
70. The school makes appropriate use of new technology. The best value principles of comparison, challenge and competition are rigorously applied by the headteacher and governors in the school's acquisition and use of services and resources. There has been significant improvement to certain aspects of management, such as the monitoring of teaching and learning, since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Raise standards of attainment in English throughout the school by:

- ensuring that sufficient time is given to reinforcing the skill of writing;
- encouraging pupils to take responsibility for their own learning and share in the setting of their own targets.
Paragraphs: 1, 3, 7, 85, 90

Improve the teaching of basic skills by:

- focusing on literacy and numeracy skills across the curriculum;
- ensuring that the skills needed in each subject are identified;
- training teachers and sharing good practice
Paragraphs: 8, 24, 91, 101, 165

Ensure that higher attaining pupils are more challenged by:

- using targeting more effectively to raise the performance of higher attaining pupils, particularly for pupils in the lower school and in Years 3 and 4.
- making sure that extension work in lessons is targeted at a higher level.
Paragraphs: 21, 35, 48, 98, 100, 103, 129, 136, 145

Improve the way assessment is used to guide curriculum planning by:

- devising a manageable and practical system of assessment for each subject to ensure potential weaknesses are identified early so that assessment outcomes are used to inform teachers' daily lesson plans;
- recording more effectively what pupils know and understand.
Paragraphs: 23, 51, 103, 118, 119, 124, 137

Other issues for consideration:

- Improve the quality and consistency of marking and homework.
Paragraphs: 25, 131, 165
- Improve classroom support in the Foundation Stage and Years 1 and 2
Paragraphs: 37, 67
- Training midday assistants in behaviour management.
Paragraphs: 40, 64
- Improve the use of ICT through the curriculum.
Paragraphs: 98, 113, 118, 126, 132, 136, 144

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	43	38	4	0	0
Percentage	0	10	46	40	4	0	0

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	382
Number of full-time pupils known to be eligible for free school meals	n/a	95

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	2	97

English as an additional language

	No of pupils
Number of pupils with English as an additional language	296

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	44
Pupils who left the school other than at the usual time of leaving	44

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.6

Unauthorised absence

	%
School data	1.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	34	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	21	22
	Girls	28	29	31
	Total	46	50	53
Percentage of pupils at NC level 2 or above	School	79 (84)	86 (86)	91 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	20
	Girls	30	32	30
	Total	50	54	50
Percentage of pupils at NC level 2 or above	School	86 (86)	93 (91)	86 (89)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	40	19	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	26	36
	Girls	13	13	16
	Total	40	39	52
Percentage of pupils at NC level 4 or above	School	68 (81)	66 (69)	88 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	27	33
	Girls	10	9	15
	Total	33	36	48
Percentage of pupils at NC level 4 or above	School	56 (61)	61 (66)	81 (71)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	26
Black – African heritage	27
Black – other	9
Indian	172
Pakistani	56
Bangladeshi	6
Chinese	0
White	82
Any other minority ethnic group	51

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.7
Number of pupils per qualified teacher	18.7
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	21.73

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	19
Number of teachers appointed to the school during the last two years	16

Total number of vacant teaching posts (FTE)	0.6
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	1	0
Black – other	4	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001
	£
Total income	948,784
Total expenditure	905,768
Expenditure per pupil	2,077
Balance brought forward from previous year	106,275
Balance carried forward to next year	13791

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	462
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	38	7	2	3
My child is making good progress in school.	36	48	8	4	5
Behaviour in the school is good.	36	38	10	9	7
My child gets the right amount of work to do at home.	20	33	26	18	3
The teaching is good.	35	52	9	0	4
I am kept well informed about how my child is getting on.	34	43	13	8	3
I would feel comfortable about approaching the school with questions or a problem.	45	44	4	5	2
The school expects my child to work hard and achieve his or her best.	40	48	5	3	4
The school works closely with parents.	30	44	14	6	6
The school is well led and managed.	33	37	8	11	12
The school is helping my child become mature and responsible.	28	53	8	6	6
The school provides an interesting range of activities outside lessons.	21	38	15	13	14

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

71. Children are admitted to the nursery when they are just three years old and attend for either a morning or an afternoon session. There are 25 children at the morning session and 24 in the afternoon. All but eight children speak English as an additional language.

Personal, social and emotional development

72. In spite of the school's challenging circumstances, children are on course to almost achieve the standard expected nationally for five-year-olds with regard to their personal, social and emotional development. This is as a result of the good opportunities that are offered to them. The quality of teaching and learning are good. Teachers have high expectations of children's behaviour, a good emphasis on language development and are effective role models. Their positive approach builds up pupils' self-esteem and helps the children to persevere with challenging tasks.
73. From the time they enter the nursery, children are encouraged to make independent choices from a wide range of appropriate activities. Teachers help children feel safe, secure and confident. As a result they settle well and can play independently. By the time they reach the reception class they are willing to take turns and share equipment. The children are encouraged to have a caring attitude towards each other and those with special needs are well integrated. Children under the age of five respond positively to new challenges and enjoy their work. They are attentive and interested in all they do. The older children are able to sustain interest in their activities. They are polite, friendly and well behaved and have a good understanding of what is right and wrong. They build effective relationships with adults and with each other. When working together in their pretend railway station, nursery children buy tickets and wait for their turn on the train. "What about me?" asks one who patiently waited for his turn. They are taught to look after their possessions, hanging coats up on named pegs. One little boy who started to crayon in a reading book was kindly reprimanded. Children help to lay out snacks in the nursery. The children are developing a sense of community. At the end of the session on the carpet, children interact positively with each other and with the puppet 'Splodge' in a musical activity. A reception class lesson illustrated how children work together effectively when they passed a tambourine round in a circle trying not to make a sound. These children are beginning to show maturity in tackling such jobs as clearing away or getting dressed after physical activities. They join in willingly with whatever the teacher suggests.

Communication, language and literacy

74. This is an area at which many children start from a very low level due to the fact that English is not their first language. In addition, some are only just three when they start at the nursery. However, they make satisfactory progress and appropriate development as a result of skilful teaching. The standards being attained indicate that most children are just below the nationally agreed standards by the time they are five. There is a wide variation between children's skills in expressing themselves, although a few are fluent with a broad vocabulary, the majority have more limited skills in speaking and communication.
75. Teachers concentrate on providing an environment that is rich in language to ensure that children develop their vocabulary. Nursery children recognise their own name for

registration and give named cards to their teacher. In group sessions they talk about a big picture. They identified a fire engine and talked about the colours and a girl in the picture who is afraid of a dog. With the teacher stimulating conversation, most respond with single word comments. The special needs support assistant engages with children in their own language. Learning support assistants and parents engage imaginatively with the nursery children extending their language. On the train going to the seaside one asks, "What shall we wear?" A book is shared about train travel mostly in pictures, children hearing about the importance of safety when standing on the platform. Reception children were communicating well with each other in their role play corner of the optician shop as a boy in a white coat pointed to letters, while a pretend patient read out the letters with one eye and then the other. In this way teachers make the learning fun.

76. Some children show that they are developing early reading skills. They know that print has meaning and that they read from left to right. In both nursery and reception classes the enjoyment of picture books and stories with the teacher are part of every day's activities. Reading books are taken home throughout the Foundation Stage. There is a parent's pamphlet showing parents how they can help their child enjoy books. Children in the nursery have an individual time with the teacher to talk about a book. The reception children were linking sounds to letters. Higher achieving children showed their ability in a fan game using consonant vowel consonant words while a lower ability group concentrated on initial word sounds. Reception children can name parts of the body. Each child could define parts, for example waist, elbow and wrist. This was done through a song to make it more interesting.

Mathematical development

77. In the area of mathematics associated with numbers, the majority of pupils perform at a level which is just below that expected nationally at the age of five. The quality of teaching and the quality of learning is satisfactory. Teachers take every opportunity to enable children to apply their developing knowledge and understanding. Nursery children sing their "silly song" about high, low, big and small with actions for over and under the bridge. Making sequences in patterns following from the transport theme and using alternating colours, children are encouraged to think which colour comes next. Most are familiar with action and number songs and rhymes that reinforce their knowledge and growing awareness of number and shape. While looking at a big picture, nursery children can identify two or four-wheeled vehicles. By reception, many independently recognise numbers up to ten and place them in order on a number line and identify the missing number in a sequence. Children use correct vocabulary when they fill containers in the sand. However, some of this work is not sufficiently structured to appropriately develop further mathematics understanding. Children in reception are developing an understanding of shape and are able to identify and match shapes such as a circle, rectangle, triangle and square using a 'feely' bag. They are beginning to identify the properties of shape.

Knowledge and understanding of the world

78. Children's attainment in knowledge and understanding of the world develops slowly and they almost reach the standards expected nationally by the age of five. Teaching is satisfactory but could be more imaginative. Teachers' methods are competent and they make the effort to provide first-hand experiences. Children come from many different cultures and have different beliefs although no reference was made to these differences as children coped with different languages and many had only been in school for three weeks.

79. Nursery children effectively carried out investigations between the objects that rolled down a slope, and those, which slid down the slope, noticing that the wheels go round. Children in reception designed and made spiders, cutting out the body from an egg box, attaching pipe cleaner legs and painting the finished insect. With a computer in each area, children have experienced using the keys. Reception children were more purposefully tapping a key when Teddy's shirt matched a colour on the screen. Children successfully use an art programme to draw, using the mouse with varying degrees of control. Construction toys are also successfully used to build towers and imaginative play is encouraged using a rail track. Areas of exploration such as the natural world and environment and those, which develop a sense of the passing of time, were planned but had not yet been experienced.

Physical development

80. Children make satisfactory progress in physical development and will almost reach the standard expected nationally for children reaching the age of five. Quality of teaching and learning are satisfactory. Skills in teaching relate to careful management of children, a keen awareness of safety factors and encouraging children to participate without losing confidence. Opportunities for children to practise their techniques and receive direction in the acquisition of skills are areas for further improvement. Planned access for reception children to the nursery garden will only partially meet the need for continuous access to an outdoor play area. Nursery children, too, have limited time to access an outdoor play area in their short morning or afternoon session. Some children are on course to meet the expected standards by the time they are five with regard to fine muscular control. They handle small tools such as pencils, scissors and glue spreaders with competency. Good opportunities exist for children in the nursery and reception to paint, mould play dough and pour sand and water. They manipulate jigsaw pieces and take apart and build construction toys. These activities enable children to improve their fine movement and control. Children learn how to move imaginatively in the hall using different parts of their body. Where children have access to specific outdoor play areas they can use their co-ordination skills and develop large muscular control by riding bicycles, manoeuvring wheeled vehicles and jumping from a slide. These resources are not available every day.

Creative development

81. Some children are on course to meet the standard of development required nationally for children aged five. They make progress in developing their creative skills as a result of good teaching. Children are provided with experience of bold brushwork at easels and fine pattern making by rolling balls dipped in paint around a tray. A sense of colour and line are produced. Skills of cutting and sticking coloured sticky paper in the nursery progress to successfully making collages in the reception class. Potato prints of vehicles focus children on how to produce alternating colour patterns. Freedom to experiment in 3-D materials such as egg boxes and pipe cleaners enable children to produce effective hanging spiders. With specialist teachers, children enjoy musical activities. They listen to sounds of their feet in fast or slow rhythms and in a drumbeat. All children have the opportunity to use the glockenspiel. Class teachers turn to some musical activities frequently such as nursery rhymes or action songs. Teachers give help to pupils with physical disabilities to enable them to participate in the action songs. Role play opportunities are planned in the station and cardboard train. These enable children to act out situations of everyday life for example when visiting the optician shop. This type of activity is productive in the development of conversational skills,

especially when adults work alongside children to give them ideas. It also helps the children relate to each other.

82. The quality of teaching in the Foundation Stage is good. The teachers are very committed to the pupils. They manage them very well, form positive relationships and ensure that pupils make a happy start to their school life. Teachers have a secure knowledge and understanding of how young children learn. The work is appropriately planned to enable children to have a range of first hand experiences in most of the required areas. There is usually a good balance of self-initiated activities. Basic skills are usually taught well. As a result, children enjoy their learning, consider it to be play and quickly make progress.
83. The curricular provision is good overall for children who are aged under five. A strong emphasis is placed on providing first hand experience, encouraging children to make choices and helping them to acquire language skills. Numeracy and literacy sessions are appropriate for the ages of the children. Physical development is restricted due to a lack of outdoor play space and equipment. The local education authority's base line test for children in reception and informal assessments done as they start in the nursery assist teachers in establishing clear starting points for learning. Effective assessment procedures are developing and information that is gathered is used to plan future activities, highlighting individual concerns and identifying those children who have specific emotional needs or learning difficulties.
84. Arrangements for children starting school are good and the school works hard to forge positive links with parents. They are kept well informed about the work and are encouraged to take an active interest in their children's learning. Teachers and their assistants support each other well, and appropriately manage the Early Year's provision. The co-ordinator for this stage of learning has been in position for less than a year so is still developing the role, for example with regard to assessment procedures. She undertakes regular monitoring of the teaching and reviews the provision for the Under Fives. Compared with the last report there has been a significant increase in the number of children who do not have English as their first language. Overall improvement in this area since the last inspection has been good.

ENGLISH

85. Pupils' standards of attainment in lessons are below expectations by the time pupils are aged 7 and 11 years. These standards are in part a reflection of the high mobility of pupils and the high proportion of pupils with English as an additional language. The school has exceeded its target in English. A number of pupils have noticeable weaknesses in the basic skills of punctuation and spelling. However, overall standards in reading are in line with expectations at both key stages.
86. Pupils enter the school with varying levels of language competence and vocabulary. Younger pupils speak very little and often only in single words to each other. By the age of 7 years, children are beginning to speak and listen in many situations. For example, in a lesson in Year 1, pupils used appropriate description for " the little yellow hen who was fluffy and kind". In a Year 2 story of 'six blind men', pupils were encouraged to express why the man sat under the tree in India. However there is reluctance by some to take part because they are at the early stages of language acquisition. In the junior school, teachers frequently question the meaning of vocabulary. Pupils with EAL are disadvantaged when a more complex understanding of language is necessary, although they are well supported by specialists. Discussion is particularly helpful in paired or group activities, for example, in a Year 5 lesson where pupils thought up ideas

about the materials used in building Greek houses. There is appropriate use of technical language by most pupils.

87. The teaching of speaking and listening skills is good at the lower end of the school but the teachers do not always expect children to answer questions in full sentences. It is satisfactory for older pupils, where the focus of teaching has clear objectives for speaking and listening. The literacy hour provides appropriate listening and speaking opportunities. These skills are re-inforced in history, geography and personal and social education. The drama club includes improvisation and expression of emotion in role play. There are termly productions to which parents are invited and all children can participate. Pupils take part in assemblies.
88. Overall standards in reading are satisfactory. Reading standards begin well in the Foundation Stage with good emphasis on phonic knowledge and word recognition. Parents are given support to help pupils read the books that are regularly sent home. By the age of 7 years, some pupils can read aloud with intonation and talk about their favourite part of the story using phonic cues to read unknown words. Most have not yet reached the expected standard and require support in letter and word recognition. Pupils in the infant classes work from a graded scheme of reading books. They take books home daily for extra practice but are not very frequently heard to read by their teacher, although the literacy hour enables an appropriate amount of time to be spent each week on guided group reading.
89. Standards of reading in Years 3 to 6 are variable; some pupils are capable of reading more advanced texts. Generally, by the age of 11, most pupils have just achieved the levels expected nationally. A few pupils were found to lack confidence when reading aloud. Targets for reading are set half-termly. Pupils are not encouraged to describe the styles of individual writers or distinguish between implicit and explicit points of view. Pupils have, however, been introduced to skills of skimming and scanning. Year 6 has enjoyed reading a class novel together. Pupils have insufficient strategies for the development of reading of both non-fiction and fiction books.
90. Standards in writing are below national averages throughout the school. In Year 2, pupils wrote creatively about how the blind man in India perceived an elephant. However there was little evidence of capitals, full stops and joined up writing. The pace of this lesson was slow, pupils writing two lines in 20 minutes. Pupils with SEN and EAL are supported well. In a number of lessons spelling is not consistently corrected. In some lessons pupils spend too long sitting on the carpet listening to the teacher compared to the time they spend on the writing activity.
91. Writing for most pupils in the junior classes is unsatisfactory. Pupils are not sufficiently aware of spelling rules and are not using a range of sentence structure. Paragraphs are not used automatically. Handwriting styles are developing but are not always joined and legible. Presentation of the work throughout the key stage is poor. Marking uses excessive praise but does not correct such things as wrongly spelt months of the year. Pupils rarely use computers apart from word processing their writing for display. Higher attaining pupils are not sufficiently challenged.
92. The quality of teaching ranges from satisfactory to good in both key stages. There was one unsatisfactory lesson in the junior classes. Pupils with SEN and EAL are appropriately identified and individual education plans are well written. Where teaching is stimulating, pupils respond and can produce interesting ideas. Where teachers are less enthusiastic about what they teach, then pupils have nothing to respond to and poor standards result. Some teachers are unsure of what they teach, for example what

a syllable is or what a compound word is. In some lessons teachers' lack of control leads to noisy, unproductive lessons where little learning occurs. The teaching of basic literacy skills is underdeveloped overall, although in some subjects they are taught well, for example, in history, where reading and writing skills are well used to extend pupils' experience. Targets for learning are discussed with pupils and agreed. These are reviewed each half term.

93. This subject makes a good contribution to multi-cultural awareness and spiritual, moral and social development, for example, the spiritual awareness through opportunities given to understand human feelings and emotions, as when reading together "Good Night Mr Tom" or accommodating differences and respecting the integrity of individuals in the school community.
94. The subject is managed well by an enthusiastic co-ordinator and the school has a clear focus on improving standards. There has been limited improvement since the last inspection.

MATHEMATICS

95. By the age of seven years, pupils' attainment in the 2001 National Curriculum tests (SAT's) was below the national average. The proportion of pupils reaching the national expectation of Level 2 or above was below average. Attainment at the higher Level 3 was also below average. In comparison with similar schools, pupils' performance was broadly the same. Pupils' attainment has not improved significantly over the last three years, particularly amongst higher attaining pupils.
96. By the age of 11 years, attainment was close to the national average at both the expected and higher levels. In comparison with similar schools, pupils' attainment was above average. There are no marked differences between the performance of girls and boys in average and higher sets although the vast majority of low attaining pupils are boys. Pupils of low ability and those with SEN generally make good progress and their achievement is good when compared to their prior attainment.
97. The fluctuating standards in mathematics are due to the high mobility of pupils. The school's monitoring of performance indicates that this does have an effect on standards. The evidence of inspection indicates that pupils' achievements are frequently better than the standard shown in test results.
98. By the end of Year 2, the standard of pupils' work is in line with national expectations and their overall achievement is good. Most pupils show a satisfactory understanding of the subject. However, whilst higher attaining pupils have good knowledge and understanding, they are not challenged enough and this limits their subsequent achievement. Pupils' mathematical vocabulary is well developed; this is enabled through the good oral and mental start to each lesson. Pupils can confidently count forwards and backwards to 100 and find missing numbers in sequences. They are able to correctly identify odd and even numbers. Pupils' number stories, using addition and subtraction, are accurate and show a good example of pupils developing their understanding in a practical way. Most pupils competently alternate between word problems and figures. Pupils' have a good understanding of money and they can correctly tell the time by half and quarter hours. They recognise and confidently describe properties of regular two and three-dimensional geometric shapes. In most areas of mathematics, pupils appropriately apply what they have learnt to solve problems and carry out investigations. However, there is insufficient use of ICT to support their learning.

99. By the end of Year 6, the standard of pupils' work is close to the national expectation and achievement is frequently good. Most pupils have a good knowledge of number and number facts. Most lower attaining pupils multiply and divide two digit numbers accurately. Average and high attaining pupils use inverse operations correctly to check their multiplication and division of two and three digit numbers. Pupils use their knowledge and understanding well to develop effective strategies for solving number problems. Decimal notation is understood as is their understanding of percentages and fractions. Pupils can use standard and non-standard units correctly, as for example, when measuring and calculating area and when designing projects in design and technology. Pupils work well on problem solving activities such as investigating how the number of squares on a chessboard increases as the board gets bigger. In this activity pupils were able carry out investigations and test their hypotheses. Through their written, work pupils clearly explain the strategies, laws and formulas they use to arrive at solutions to problems. Where attainment is at its best, pupils carry out practical investigations using mirrors to develop complex designs using vertical, horizontal and diagonal lines. Standards achieved in handling data are below average. There is very little evidence in pupils' books or in displays to show that they understand and can use data in a variety of ways. ICT is insufficiently used in this context.
100. The school has identified that raising standards in mathematics is an area for improvement. With the consistent application of the National Numeracy Strategy, standards have begun to rise. However, whilst each year group is set for mathematics, in Year 4, the groupings are not supporting standards and achievement. In the higher attaining groups pupils are poorly matched to the work with the result that their level of attainment is below that expected. There are also pupils in the lower attaining groups that find their work too easy because it lacks challenge and extension.
101. Numeracy skills are not used well in other subjects. There is very little evidence of pupils using or applying numeracy skills across the curriculum. Whilst standards are rising in both key stages, a more rapid and consistent improvement is limited by the lack of opportunity for pupils to apply and develop what they know and understand to solve problems in geography, science and ICT, for example.
102. The overall quality of teaching is good; this is an improvement since the last inspection. The quality of teaching in Years 1 and 2 is consistently good. In Years 3 to 6, over half of the lessons seen were good or better; only one lesson was unsatisfactory. Teachers in both key stages implement the National Numeracy Strategy effectively. This is beginning to help raise standards in pupils' mental recall and in the development and use of number. Where teaching is unsatisfactory, pupils are not given enough opportunity to use their mental and oral skills to solve number problems because they are told rather than asked. In the better lessons, the careful organisation of group tasks challenged and extended pupils' knowledge and understanding of two and three-dimensional shapes and pictograms whilst investigating shoe colour. Good marking with informative comments ensure that pupils are set short-term targets and teachers and parents informed of pupils' progress. There is consistent evidence of teachers revisiting areas of the mathematics curriculum to reinforce learning. In Years 3 to 6, the best teaching is seen at the end of the key stage where the knowledge and skill of the teachers ensures that pupils consistently learn well. Teachers challenge pupils to think by asking them to explain the different ways they get the same answer. Clear strategies are taught to enable pupils to grasp ideas quickly. In these lessons, pupils' attainment is above average.

103. In all lessons, the pace is generally good and teachers organise lessons efficiently to ensure that pupils not only develop their mental skills but also have the opportunity to use and apply their learning to solve problems. However, in general, the needs of higher achieving pupils are not consistently met. Not all teachers identify how they will ensure that these pupils attain at the right level. There is appropriate planning for group work but this is often too vague to ensure that specific task and extension work is at the appropriate level. Planning is better for pupils with special educational needs. The use of daily assessment and the opportunity for teachers to evaluate the impact of their teaching on learning is inconsistent. Whilst teachers know their pupils well, they do not record pupils achievements and progress on a regular basis. Teachers' planning does not usually identify assessment tasks or evaluations from previous lessons.
104. Throughout the school, the efficient use of learning support staff is having a beneficial effect on improving pupil's standards. Learning support staff are managed well and their focused support for pupils with SEN and those for whom EAL is helping pupils' progress. Where it is at its best, there is an effective partnership between adults in the room and a shared commitment to help all pupils achieve their best.
105. Overall, pupils' attitudes are good; this has a positive impact on their achievement. In the vast majority of lessons, pupils behave well. They listen attentively and join in well in the mental and oral starter to each lesson. Group and individual tasks are usually started quickly and most pupils remain on task. When asked to do so, they work collaboratively and share resources and ideas confidently. In Year 6, pupils' excellent behaviour and positive attitudes to their work ensure they achieve very good results.
106. The co-ordinator for mathematics has only just taken up her post and is new to the school. An appropriate policy and scheme of work is in place. She has already identified an area for improvement as a core scheme book to underpin the numeracy strategy. Monitoring of planning and pupils' books is effectively carried out by the headteacher; the co-ordinator is becoming more involved in this activity. In her audit of mathematics, the co-ordinator has rightly identified where 'doubling up' of an area of work between year groups is causing resourcing problems. She is aware of the need to ensure groupings in classes are effective in meeting the needs of all pupils. The weakness in Year 4 classes has already started to be addressed in consultation with the headteacher.

SCIENCE

107. In the 2001 national tests the percentage of pupils aged 11 attaining Level 4 and above, in comparison with similar schools, was well above the national average. The percentage attaining the higher Levels 5 and 6 was also well above average. In comparison with all schools, results were above the national average at both the expected and higher levels. This represents a significant improvement on the previous year. Based on teacher assessments, the percentage of pupils aged seven attaining the expected Level 2 and the percentage achieving the higher Level 3, was average when compared to similar schools but below average when compared to all schools. In lessons, standards are in line with national expectations in infant and junior classes and most pupils are making good progress. Pupils, with SEN make good progress in line with their IEP's. The good support given to pupils with EAL enables them to make very good progress in the subject.
108. Improvements since the last inspection have been significant. Standards have risen progressively as a result of improved teaching. There were no unsatisfactory lessons observed in science during the inspection. The scheme of work has been updated in

line with the requirements of Curriculum 2000 and greater emphasis has been placed on investigative science. Assessment systems are now in place and detailed records are maintained for each pupil and used to track progress.

109. In infant classes, pupils are beginning to use scientific vocabulary with increasing confidence and understanding, and are making good progress in their investigative skills. Pupils correctly sort materials into different groups according to observable characteristics such as degrees of hardness, natural or man made. They know that some materials are transparent and some opaque. They skilfully investigate push and pull forces and predict and test whether certain materials are magnetic or non-magnetic. By experimenting, they discover and record the effect of exercise in the body, and understand why the heart beats faster and the body perspires during exercise. They know that sound is caused by vibrations and relate this to the sense of hearing. They perform investigations using their five senses and compare their predictions with findings. By the end of Year 2, pupils know about the conditions required to promote healthy growth and understand the importance of a balanced diet. They can correctly label the parts of the human body, parts of a plant and of flowers. They make satisfactory predictions about the outcomes of an experiment and compare the results. By the age of seven they have acquired a good understanding of the subject and the importance of prediction, investigating and the recording of results.
110. In the junior classes pupils build on their earlier knowledge of materials. They understand that materials can be solids, liquids or gases and that the properties of certain materials make them suitable for specific uses, such as insulators and conductors. They successfully experiment with substances to test solubility and to discover which materials can revert to their original state. They use different methods to separate mixtures, for example by evaporation or by using magnets. They grow plants under different conditions and observe the principle of fair testing by ensuring that each experiment changes only one variable while keeping all other factors constant. They know that when water is heated it turns into steam and that invisible water vapour is present in the air. They study the major organs of the human body and extend their knowledge of food categories and the importance of a balanced diet for healthy living. In their study of forces, they successfully demonstrate the influence of upthrust on falling objects, measure the difference between the weight of objects in air and in water and record their findings in newtons. By the end of Year 6, most pupils have made considerable progress in answering factual questions, using appropriate scientific terminology and planning and recording experiments in a logical manner. They identify problems individually, design tests and conduct their own experiments. Most use scientific vocabulary well and demonstrate a good understanding of such terms as evaporation, transpiration, resistance, friction and gravity.
111. The attitude of pupils to the subject is very positive. They are enthusiastic about the work and make maximum effort to achieve high standards. They enjoy their lessons especially when making experiments and recording their findings. Behaviour is very good in lessons and pupils work together well and listen to the views of others. They take turns and handle resources confidently.
112. The quality of teaching and learning is satisfactory in infant classes, good, and sometimes very good, in the junior classes. Teachers have a secure understanding of the science curriculum and there is a developing emphasis on experimental and investigative science throughout the school. Teachers' planning and the scrutiny of pupils' work show that work is specifically related to lesson objectives. In the lessons observed, the objectives were discussed with the pupils so that they knew what they were supposed to learn, thereby enabling them to make good progress in the session.

Questions were used well to make the pupils think for themselves and to apply previous learning. As a result, pupils demonstrate enthusiasm for their lessons and are eager to learn and to improve the quality of their work. Good links have been established with other subjects especially with design and technology, where knowledge and understanding of electricity have been well used in making moving objects. Teachers mark pupils' work regularly, and useful comments provide guidance to pupils on how to improve.

113. The subject is well managed by an enthusiastic and competent co-ordinator, who, although very new to the post, has introduced significant changes and keeps abreast of developments in the subject. A nationally recognised scheme of work has been adapted to suit the needs of the school and an appropriate subject policy is in place. Monitoring takes place through planning, discussion with staff and an examination of pupils' work. There has been only limited monitoring of teaching. Resources are good and fully support the teaching and learning of science throughout the school. However, in order to raise standards even further, there is a need to increase the use of computers and provide software for sensing physical data.

ART AND DESIGN

114. Overall, attainment in art is in line with expectations for pupils aged 7 and 11. From the time pupils start school they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination, and to respond to examples of art in the world around them. Reception children have created a collage of fish with various materials. They have also enjoyed painting self-portraits on plates in poster paint.
115. By the end of Year 2, pupils' attainment, especially in drawing and sketching, is at the expected level. This competence in using dry media, pencils, charcoal etc, stands them in good stead in the junior school. Pupils' attainment in other aspects, such as painting, shows an average range of skill and understanding. There is sound development of practical skills in some classes, although this depends largely on the subject expertise of the teacher. In Year 1, pupils have experimented with printing and repeating patterns in shades of blue and purple. The oldest pupils in Year 2 have learnt to use a larger range of materials and show increasing control of tools, for example in their atmospheric pictures to describe the weather, taking their pencil for a walk and contributions to the art of tie dye.
116. By the end of Year 6, pupils are competent at colour mixing and matching, using pastels, and are able to use a variety of media, like charcoal, to achieve the results they want. Year 3 has experimented with making three-dimensional papier-mâché musical instruments. Year 4 has looked at the work of Kandinsky and Year 5 has effectively depicted 'tigers' in the style of Rousseau. They are learning to evaluate their work. There is a readiness to question, adapt and modify their own work and learn from their own mistakes. Standards in painting are within the average range. Some higher attainers in Year 6 show competence when drawing in the style of Henry Moore. They are beginning to compare methods and modify and improve their work to meet their intentions. For example, in a Year 6 class pupils were developing control of their tools and experimented with various techniques in their attempts to make templates with which to print on fabric in three colours. Some pupils concentrated on showing texture. Other higher attaining pupils used colour to suggest mood and feeling. By the end of Year 6, pupils are creating effective designs for modern fabrics and printing in wax resist on material. Their use of ICT has also improved and standards are at the

expected level. Pupils with SEN and those with EAL make appropriate progress overall and use the skills they acquire in other subjects.

117. Pupils enjoy their artwork and are enthusiastic about the practical nature of the tasks. Attitudes are good. Most pupils demonstrate concentration, collaboration and respect for the work of others. They work as individuals and most can also co-operate well in groups when required to do so. Behaviour in lessons is usually good.
118. The quality of teaching is satisfactory overall. Most teachers have an adequate understanding of the subject, although some lack confidence in certain areas of learning, and need more training in how to teach art skills. Where teachers' planning is good, it gives details of learning objectives and careful attention to the development of skills and techniques. In a good lesson in Year 6, the teacher's good planning and use of time and resources enthused pupils to collaborate and encouraged all abilities to challenge their designs and develop their original ideas. Pupils were surprised at their own inventiveness. Teachers are responsible for their own assessment. However, most are not assessing and recording pupils' individual progress in art. Although satisfactory learning is taking place at both key stages, there is insufficient monitoring of the quality of teaching, assessment and the standards being achieved. The use of ICT for graphic work is under-developed through the school. Progress in the presentation of illustrative work in other curriculum areas is satisfactory.
119. Co-ordination of the subject is good. However, there has not been time to monitor the teaching of the subject adequately or what is being learnt. There is no whole-school overview to monitor pupils' progress, consequently assessment does not adequately inform curriculum planning. Pupils' levels of skill in art, and the progress they make at both key stages, has been maintained overall since the last inspection.

DESIGN AND TECHNOLOGY

120. Standards attained by the ages of 7 and 11 years are in line with expectations nationally. Pupils plan their work carefully and produce appropriate designs; they understand the importance of accurate measurements and of choosing the right materials. They obtain appropriate experiences in a wide range of materials and the application of different techniques. They handle tools carefully and show respect for property.
121. In the infant classes they design and make a variety of playground structures. This is extended into designing and making products to demonstrate the function of wheels for moving parts. Year 2 pupils use Dacta to make fairground objects and cranes for lifting heavy equipment. They successfully incorporate levers and wheeled sprockets in their designs. They gain experience with textiles in making puppets of various designs, skilfully demonstrating the impact of colour and texture. Pupils develop their making and designing skills by working with a good range of tools and materials. They develop skills in joining materials together using different agents and processes. They skilfully design, cut, and paste a picture of increasing size which appears in sequence in the window as the pictures turn on a revolving circle. Each unit of work in design and technology includes the aspects of designing, making and evaluation including modification.

122. Year 3 pupils design and make moving monsters, which are powered by dry cell batteries. They talk enthusiastically about their designs and about how they might be improved. Their food technology skills improve as they learn how to make a variety of sandwiches and snacks, followed by the designing and making of suitable packaging for display. By skilful use of a combination of wheels and sprockets, Year 5 pupils design and make children's toys which move, demonstrating control mechanisms. By the end of Year 6 pupils have experienced textile printing and designed a variety of functioning torches and lighting systems. As pupils move through the school, the design process continues to be developed, for example in constructing musical instruments which produce tuned notes. Good links are made with other subjects of the curriculum as, for example, Year 6 pupils design and construct a model village based on the literacy text 'Good night Mr Tom' and use their knowledge of science in setting up electrical circuits to provide lighting in their model village. Discussions with pupils show that they understand the processes involved and are proud of the work produced. Evaluations of their finished efforts are perceptive, and suggestions for improvement show a thorough understanding of what is involved. By the time pupils leave school at the age of 11 they have had a range of experiences of designing and making articles including electrically powered items.
123. In all classes pupils show enjoyment in designing and making a variety of articles. They like the practical aspects of their lessons but are less enthusiastic about listening to lengthy instructions. They are well behaved in the lessons and work co-operatively, helping one another. The subject makes a valuable contribution to their personal and social development. Pupils with SEN make good progress and sometimes produce superior work. Pupils with EAL make good progress as a result of the good support provided by class teachers and learning support assistants.
124. The quality of teaching is satisfactory overall. Teachers are growing in confidence, and improving their expertise as a result of the support received from the co-ordinator. Planning is generally satisfactory but the tasks set in the infant classes do not always take into account the difficulty which younger pupils face in performing some of the activities. There is, as yet, no effective system for assessing and recording attainment and progress in the subject.
125. The subject is well managed by an enthusiastic co-ordinator whose approach makes lessons fun as well as productive. Good support is given to colleagues and monitoring is carried out through planning and analysis of pupils' work. Work is well displayed in the school and this encourages pupils to aim for high standards. The co-ordinator contributes to a consortium of secondary schools to share ideas half termly, and to plan for progression from primary to secondary schools. Links with other local primary schools have also been developed with some sharing of resources.
126. Satisfactory improvements have been made since the last inspection: the scheme of work has been updated in line with the requirements of Curriculum 2000; teachers have become more confident and closer liaison has been made with science. However, there are areas that need further development. These include: an increase in information and communication technology and its use to enhance teaching and learning; further links with other subjects of the curriculum; the development of a system for assessment and recording of pupils' attainment and progress and further monitoring of the teaching throughout the school;

GEOGRAPHY

127. There were limited opportunities to see geography being taught in the infant classes during the inspection. The work in pupils' books was also of limited range and quantity partly due to geography being taught in blocks of time through the school year. It is therefore not possible to make an overall judgement on standards in the infant classes although the standard of the limited amount of work seen was in line with national expectations.
128. In the junior classes, standards of attainment are in line with expectations and pupils make satisfactory progress. Pupils are able to compare the similarities and differences between their local area and Delhi in India. Some pupils have first hand experiences of Delhi and were able to bring this to the lesson for the benefit of all pupils' understanding. Pupils compared photographs on a variety of features including weddings, transport and schools. By the end of Year 6, pupils' attainment is broadly in line with national expectations. They can identify how weather may have a significant impact on life in an area and can link this to tourism. However, their understanding of where countries are on a world map is below expectations. Pupils in Year 4 were using data collected during fieldwork traffic surveys to create and interpret graphs during an ICT lesson. Some teachers are making use of the Internet to find information and support materials. Higher attaining pupils were making predictions and discussing consequences resulting from data interpretations.
129. Pupils' progress during lessons is generally satisfactory. Pupils' overall progress year on year is more varied with skills and knowledge being insufficiently built upon. There is insufficient assessment information to identify the next step of learning. Higher attaining pupils are not challenged enough and they make limited progress. Pupils with SEN or EAL are given good support and make satisfactory progress. The quality of pupils' learning would be improved if wider and more varied use was made of the local environment, and the good use of field trips such as that in Year 5 was made available to other Year groups.
130. Most pupils have good attitudes and enjoy geography. They are keen to answer questions and to share their ideas and experiences. They listen well to the teacher and to each other. They enjoy and sustain concentration in small group work and practical activity, for example the use of holiday brochures to produce posters. Younger pupils in the infant classes enjoy the collaborative activity of making a class display of their locality. Where pupils' attitudes and behaviour are less than satisfactory it is usually due to their frustration in not being able to complete written tasks or recording requiring good literacy skills. Different and varied methods of recording work would reduce these levels of frustration and support sustained concentration.
131. The quality of teaching is satisfactory overall with some good teaching in Year 6. Lesson plans have clear learning intentions linked to the school's scheme of work. Teachers subject knowledge and use of subject vocabulary is satisfactory. Teachers make good use of the resources available and plan practical activities where possible. Good teaching reflects the teacher's own enthusiasm for the subject. In these lessons there is a brisk pace to question and answer sessions, requiring pupils to think and predict. When class management is good, teachers use praise effectively to encourage pupils. The marking of pupils' work is inconsistent across the school, ranging from "not marked" to good feedback focused on pupils' learning. There was little evidence of homework during the inspection. Progress since the last inspection has been satisfactory.

132. The newly appointed co-ordinator is enthusiastic and has a clear direction for the subject. She has reviewed the scheme of work and matched it against the requirements of Curriculum 2000. There has not been the opportunity to carry out her monitoring role sufficiently due to recent staff absences. She has appropriately identified the progression of pupils' skills as an area for development. There are insufficient atlases, globes, and maps. Software to support the use of ICT in geography is limited.

HISTORY

133. Standards of attainment are in line with national expectations at ages 7 and 11 and pupils are making satisfactory progress. Pupils make better progress in their lessons when they are given the opportunity to do their own research using interesting source materials.
134. In the infant classes, pupils know about the kind of toys played with by their grandparents and could identify them by their appearance and the materials they were made from. Year 1 pupils had visited the Bethnal Green toy museum and had created an interesting museum corner in their classroom. Pupils in Year 1 are developing a secure foundation for their work in history. Year 2 has studied the Great Fire of London. Most pupils understand how to use different sources of evidence, including the diary written by Samuel Pepys.
135. Pupils in a Year 3 lesson showed understanding that historical personalities can be viewed from different perspectives. Boudicca was viewed from the Celt perspective and contrasted with what the Romans may have thought of her. Insightful teaching increases pupils' understanding of the different ways of interpreting and representing the past and the moral issues involved in such judgments. In Year 4, pupils build up a detailed knowledge of aspects of daily life in the Tudor period. Pupils were fascinated with the social history of the time when looking at wooden toys and herbal medicine. Year 6 have produced some interesting work in their books on the Second World War, enlightened by a visit to the Imperial War Museum. In a Year 5 lesson, creative writing showed pupils' good understanding of the homes of the ancient Greeks and their gods.
136. Teaching was good in half of the lessons seen and very good in the other half. Teachers' planning is usually good as is their knowledge of the subject. History skills are well taught. However, higher attaining pupils are not sufficiently challenged. Work in Years 5 and 6 is used effectively by some teachers to develop skills in literacy but little evidence was seen of pupils developing their ICT skills. The use of ICT to enhance work in the subject is under-developed. Pupils with SEN and EAL make good progress in relation to their prior attainment because they are well supported.
137. The subject is managed appropriately although the monitoring and evaluation of teaching and learning is under-developed. Assessment is insufficiently used to inform curriculum planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. Standards in information and communications technology (ICT) are in line with national expectations at the end of Year 2 and Year 6. The good support given by teachers and learning support assistants ensures that pupils make good progress.
139. Since the last inspection, provision overall has improved considerably. An ICT suite has been established with enough computers for a class to work in pairs. A nationally

recognised scheme of work has been adopted and modified in line with staff expertise and assessment procedures are being developed. Teachers' confidence and competence are improving as a result of in-service training. The school has clear plans and funds allocated for further improvement.

140. Pupils with SEN and EAL make very good progress in this subject, so that by the time they leave the school at the end of Year 6 they are attaining standards that are in line with national expectations.
141. By the age of seven, many pupils work with relative independence on the computers and have a developing understanding of the use of ICT in the world around them. Younger pupils use Colour Magic to draw pictures of nursery rhyme characters. They use a digital camera to take photographs of individuals and groups in the class, transfer these to the computer and print the images. Most pupils confidently log on and off the computer and many print and save their work with little adult support. Good links are made with art as, for example, when Year 2 pupils use Colour Magic to design, write and print Christmas and birthday cards. They demonstrate their ability to cut and paste when creating an under-the-sea scene. Year 1 pupils show familiarity with the keyboard functions and many skilfully use a mouse for pointing, selecting, dragging and moving items around the screen. They word process short sentences, using upper and lower case, punctuation marks and a variety of font styles and sizes. They communicate their findings of their favourite food using computer generated block graphs to good effect.
142. In the junior classes there is an increase of word processing work. As pupils move through the school they become more aware of what they can do with the appearance of text. They successfully delete and insert letters, and easily change the font, size and colour to enhance their work. Most save, retrieve, amend and print their work independently. They successfully use CD-ROM programs to extract information linked to their topic and understand the difference between the methods used to access information from a hard disk and the Internet. In Year 5 pupils merge text and graphics effectively and show awareness of their audience. They learn to construct graphs and use them to illustrate different aspects of collected data. By the end of Year 6, pupils successfully use Power Point to create a multimedia presentation on World War II, using sound and moving pictures. Discussion with pupils indicates that they understand that computers use text, pictures and sound to convey information and many use appropriate technological language to talk about their work. Examination of pupils' work shows, however, that computers have yet to make a significant impact on pupils' learning in all subjects of the curriculum.
143. Pupils clearly enjoy using computers. They are highly motivated and show positive attitudes towards learning. They talk with enthusiasm about what they are doing and share their knowledge and understanding with one another. They handle all equipment with care and work co-operatively. When working in pairs, pupils learn to share ideas and take turns to use the computer. This contributes well to their social and moral development.
144. Teaching and learning are satisfactory in most lessons. Teachers have at least a sound knowledge of the subject. They receive good support from the well-qualified technician who contributes a great deal to the quality of teaching and learning. In the most effective practice, explanations and demonstrations of steps to be followed in using the program are clear and pupils know what they have to do. Lesson objectives are clearly explained to the pupils and evaluated at the end of each lesson. The activities are interesting and well matched to pupils' capabilities so that they make good progress. Most pupils work at a good pace so that no time is wasted. They receive help

as soon as requested. Ongoing questions are posed to check pupils' understanding and progress. Throughout the school, pupils develop an appropriate vocabulary, and talk about computer hardware and operations using relevant technical vocabulary such as 'mouse', 'data base', 'icon', and 'file' with accuracy. Good use is made of computers to learn basic skills, however, pupils' work indicates that the use of ICT has yet to make a significant impact on pupils' learning in all subjects of the curriculum

145. Although the co-ordinator has only been in place for a short time, the subject is well managed. The new computer suite has been established during this academic year and has made a very valuable contribution to the development of the subject. All members of staff are enthusiastic and share a commitment to further develop the role of ICT in the curriculum. They have worked hard to improve their own understanding of the use of computers through training and are passing on their enthusiasm to the pupils. Software is generally adequate to deliver most aspects of the curriculum. Assessment information is currently insufficiently used to plan individual tasks to challenge higher attaining pupils.

MUSIC

146. Due to the school's timetable arrangements, it was not possible to observe many lessons. Judgements are made from limited lesson observations in both key stages, listening to pupils sing in assembly, talking with teachers and pupils and looking at planning and records.
147. By the age of seven, standards of attainment are in line with national expectations. Pupils' achievement is satisfactory. Attainment and progress have remained the same as at the time of the last inspection.
148. Pupils are beginning to recognise symbols to represent musical instruments and sounds. They competently translate these symbols when working in pairs, playing untuned musical instruments such as tambourines and shakers. They know the names of common musical instruments and describe the sounds they make. In assemblies, pupils sing confidently and with enjoyment. They follow a tune well and work hard learning and singing new hymns. However, there are too few opportunities for pupils to sing in a range of styles. Pupils play tuned and untuned musical instruments confidently when accompanying singing. There are few opportunities to play tuned instruments when not singing.
149. By the age of 11, standards of attainment are generally in line with national expectations and achievement is satisfactory. However, where specialist teachers teach small groups and individuals, attainment is frequently higher. Pupils sing well and enjoy this activity. For example when singing 'Sun, Sun, shine on Earth' and 'Who put the colours in the rainbow'. They follow beat and rhythm well and clap in accompaniment to the piano. However, the singing often lacks structure because they do not sing in part or harmonies. Most Year 5 pupils are making good progress. They perform African music well using drums, following the beat and changing the dynamics and duration. Pupils listen well and apply instructions with increasing confidence. They repeat and refine their own performances competently and develop more complex beats. This activity enriches pupils' cultural understanding of other ethnic groups.
150. The attainment of pupils with SEN and those with EAL is appropriate with in their capabilities. In most lessons these pupils attain levels similar to others in the class and there are no marked differences.

151. The quality of teaching in is never less than satisfactory. When pupils are taught by specialist music teachers, teaching is very good and this ensures attainment is above average and achievement is good. Most teachers have sound subject knowledge. They choose resources to match activities well, when, for example, pupils compose their own music. Teachers' planning is secure and includes clear learning intentions. Work is modified to suit the range of ability and there are extension tasks for higher achieving pupils. Lessons are introduced well and pupils prepared for group and individual activities. Pupils in Year 2, who have a secure understanding of music, are used to demonstrate to others how sounds can be played on simple percussion instruments. Throughout lessons teachers work hard to maintain pace and ensure pupils achieve the learning intentions. In the very best lessons, for example in Year 5, teachers' skill, knowledge and understanding, along with their enthusiasm for the subject ensure that pupils are inspired and motivated to do their best. At the end of these lessons there is a 'buzz' of excitement and a real sense of achievement.
152. Pupils' attitudes are good. They try hard throughout lessons and co-operate well in group and paired activities. Pupils enjoy participating in musical activities. They take care of the resources and enjoy performing to others. Pupils' positive attitudes and behaviour support their achievements and the progress they make.
153. A number of pupils receive instrumental tuition. These lessons contribute significantly to their level of interest and achievements. This is illustrated by the fact that these pupils often perform solos in assembly. However, a weakness of this provision is that these pupils are also frequently withdrawn from lessons for their tuition, and this impacts negatively on their learning and progress.
154. The co-ordinator for music has been in the post for one term and maintains a sound overview of the subject. She has been unable to monitor teaching and learning or work alongside colleagues as yet. The co-ordinator is currently reviewing the scheme of work to ensure that ongoing skills are built in and taught consistently throughout the school. Opportunities for pupils to perform at the Albert Hall and at Christmas, Easter and during the summer term are effective in maintaining their interests and teaching them a sense of occasion for their performances. Visitors to the school such as a Gospel choir and groups playing brass and guitar also enhance the music curriculum.

PHYSICAL EDUCATION

155. By the time pupils are 7 and 11 years old they attain standards that exceed national expectations. At the time of the previous inspection, standards were broadly in line with national expectations. This is an improvement since the last inspection.
156. In a Year 2 dance lesson pupils were moving with skill and accuracy by different methods of rolling and travelling using their hands and feet. They had a good understanding of space and were able to work safely, both individually and in pairs. Pupils made good progress in mirroring their partners' movements and could demonstrate the ability to copy a simple sequence of rolling and travelling movements. Similarly in a Year 6 lesson pupils were able to work in pairs or groups of three to demonstrate mirroring and matching movements which included changes of tempo, shape and pattern. These pupils performed with good, imaginative and skilled movements. In all lessons observed, pupils were able to reflect on their own and on others' performances. In Years 2 and 3 this was at the level of identifying what had been achieved and how. In Year 6 pupils were able to identify feelings and attitudes needed in collaborative activities, for example, trusting someone to hold or catch you. In most lessons, pupils made good progress in ball skills, throwing skills and in

balancing movements on apparatus. Pupils undertake intensive swimming lessons in Year 5.

157. In the previous inspection pupils' attitudes and behaviour were satisfactory. In those lessons observed during this inspection pupils' attitudes and behaviour were good and sometimes very good. Pupils were enthusiastic, self controlled and watched demonstrations by the teacher or other pupils with interest. They moved equipment quickly and safely, responding keenly to the teacher's commands, instructions and questions.
158. Teaching is good. The scheme of work allows teachers to plan clear learning objectives and suitable activities. These activities allow pupils to work and make progress according to their ability. Teachers recognise that some pupils, who do not excel in other subjects, can often develop skills and confidence in physical education. They effectively use demonstration by pupils and themselves to illustrate teaching points. In the best lessons pupils are given plenty of opportunity to practice and improve. In these lessons pupils are encouraged to evaluate each other's performance to identify how skills can be improved.
159. The school has recently put a school football team together and begun playing competitively with other schools. Although they have not yet been successful in winning any games, pupils are very enthusiastic. The school is keen to develop athletics and involvement in the Area School Sports.
160. The recently appointed co-ordinator is enthusiastic and knowledgeable. The co-ordination and management of the subject is very good. Physical education was the focus of a substantial development within the school last year. Teachers' subject knowledge and understanding has been substantially improved particularly in regard to small-sided games. There has been a limited amount of teaching monitored and model lessons taken by the co-ordinator. This has contributed to the improvement in teaching since the last inspection.

RELIGIOUS EDUCATION

161. Evidence obtained by lesson observations, pupils' work and discussion with pupils shows that by the age of 7 and 11 pupils' attainment is above expectation and they are making good progress according to the locally Agreed Syllabus for religious education.
162. Year 2 pupils understand the significance of special events, such as Christmas, Divali and Eid. They are also able to discuss the reasons why they chose to write about a particular 'special place'. Year 6 pupils were able to evaluate their progress in understanding from when they were in Year 2. They identified the difference between their understanding then and now as 'the ability to think and discuss from a range of viewpoints.' Pupils in the infant classes understand that there are common features to world religions and make good use of the experiences of their peers. In Year 2 pupils are beginning to understand how humans can harm or help the world. In Year 6 pupils are considering how organisations exemplify Christian beliefs.
163. Pupils make good progress overall. Assemblies give very good opportunities for pupils to think and reflect on Christian beliefs and to relate this to their own faith. Pupils are encouraged to accept differences and to care for one another throughout the school, both within and outside of formal lessons. Pupils have the opportunity to hear about faiths such as Judaism, Hinduism and Sikhism from the first hand experiences of staff and other pupils. Their personal, social, cultural and spiritual development is enriched

by their work in religious education. The additional support given to pupils with SEN or EAL allows them to be fully involved in lessons. This enables them to make good progress. Pupils' progress is slow when they are not given sufficient time and opportunity to discuss their learning.

164. Most pupils are enthusiastic and enjoy their lessons. Although some younger pupils in Years 1 and 2 are still developing their speaking and listening skills, they are keen to answer questions and listen to other pupils' contributions. They enjoy making their own artefacts and being actively involved in paired or small group discussion. Displays around the school reflect work on a wide variety of festivals including Chinese New Year and Eid. A Year 4 patchwork quilt about "what is special to each of us" included symbols of different religions and physical disabilities. Displays also show the school's links with a good range of outside organisations, such as the Jewish Council for Racial Equality, Christian Aid and Help the Aged. The school has maintained and extended the good range and quality of resources identified in the previous inspection.
165. The overall quality of teaching has improved. Teaching was at least satisfactory in lessons with some examples of good teaching. Teachers prepare clear lesson plans. They generally have good subject knowledge and also make good use of other teachers' personal expertise through team teaching. In the best lessons there is a good pace to learning through skilled questioning. This questioning prompts pupils to think about ideas and give opinions. In these lessons the use of good resources promotes discussion. In some lessons that are too teacher led, pupils have too little opportunity for discussion. There is insufficient time given to writing and particularly re-inforcing writing skills throughout the school. The marking of work is variable across the school, ranging from very good to unsatisfactory. The poor presentation in some classrooms of worksheets and writing on the whiteboard does not provide a good model for pupils to emulate in the presentation of their own work.
166. The co-ordinator continues to give good leadership in religious education. She is now able to take on more of the monitoring role than at the last inspection and has made an effective, although limited, start in monitoring teaching and pupils' work. All staff have recently been involved in producing a portfolio of pupils' work to assist assessment of standards. Religious education is a strength of the school.