

INSPECTION REPORT

OLGA PRIMARY

London E3

LEA area: Tower Hamlets

Unique reference number: 100916

Headteacher: Ms Gill Havard

Reporting inspector: Mr Jon Palk
23630

Dates of inspection: 22nd – 25th April 2002

Inspection number: 106842

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Lanfranc Road Tower Hamlets London
Postcode:	E3 5DN
Telephone number:	020 8981 7127
Fax number:	020 8980 5018
Appropriate authority:	Governing Body
Name of chair of governors:	Ms C Smith
Date of previous inspection:	19/05/97

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23630	Jonathan Palk	Registered inspector	Mathematics, ICT, geography, music and physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
8992	Julian Vischer	Lay inspector		Attendance. How well does the school care for its pupils? How well does the school work in partnership with parents?
24027	Bharati Kutty	Team inspector	Foundation Stage, art and design, design and technology, history, special educational needs and English as an additional language.	Pupils' attitudes, values and personal development.
23385	Suzanne Gerred	Team inspector	English, science, religious education and equal opportunities.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston-Super-Mare
Noth Somerset
BS23 2RT

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Olga is an average-sized inner-city primary school with 220 pupils on roll. It is in one of the more socially disadvantaged London boroughs. Fifty-three percent of pupils are entitled to free school meals, which is well above average. The school has a diverse ethnic population with high proportions of pupils learning English as an additional language. The main minority ethnic groups are African, Afro-Caribbean and Bangladeshi. There is specific support for 10 pupils who are at an early stage of acquiring English. Three of these pupils are travellers and three are refugees, with no experience of school before arriving at Olga.

There are eight classes, including a nursery class. The children are taught in year groups of mixed ability, except for mathematics lessons in Years 5 and 6, which are grouped by attainment. The average class size is 24. Six of the ten teachers have been appointed in the last two years.

There are 32 percent of pupils with special educational needs; this is above the average. The main difficulties are physical, emotional and behavioural, speech and communication, and moderate learning difficulties. Nine pupils have statements of special educational needs, which is a high proportion.

Children enter the reception class with attainment that is well below average in reading, writing and mathematics.

HOW GOOD THE SCHOOL IS

The school is good at providing for pupils with a diverse range of needs. Although standards are generally below national averages, most pupils learn well. They are well supported and cared for, and the teaching is good. Pupils have very good attitudes to learning, are enthusiastic and get on well with each other no matter what their background. Adults enjoy working in the school and make a good contribution to its strengths. The leadership provides a sense of purpose and direction, and there are clear strategies for raising attainment. The school provides satisfactory value for money.

What the school does well

- The teaching is good throughout the school.
- The pupils are cared for and valued; relationships are very good and there is a strong and racially harmonious atmosphere throughout the school.
- Pupils have very positive attitudes to learning and behave well; the school makes good provision for pupils' personal development and for those with special educational needs.
- Teaching assistants provide good support and work well with teachers.
- There are strong links with the community.
- The head teacher and governors are taking concerted action to raise standards.

What could be improved

- Continue to raise standards in English, mathematics and science.
- The quality of pupils' handwriting and the presentation of their work.
- Checking on the breadth and balance of the curriculum.
- Attendance levels, particularly by reducing unauthorised absence and lateness.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in June 1997 there has been satisfactory progress. Standards are higher and the trend in improvement has been similar to the national trend. Teaching is very much better. There is more consistency throughout the school and no unsatisfactory teaching. The school has implemented guidelines for teaching all subjects that ensure progression. There is regular monitoring of what is taught, but information is not always acted on. The management structures are stronger and the school is in better shape to deal with staff changes that affect subject management. The governors play an active part in checking what the school is doing and also in shaping what it should do next. Recent changes in the management structure and the ability of the school to assess the value added to pupils' learning as they move through the school are already having an impact. The capacity for continued improvement is good.

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	D	C	E	C
mathematics	D	C	E	C
science	D	D	E	C

Key

well above average A

above average B

average C

below average D

well below average E

Standards attained by seven-year-olds in the most recent national test are in line with the national average in writing but below average in reading and mathematics. Reading and writing results are well above schools with a similar intake, but mathematics results are well below. In the last three years the results have been improving for reading and writing, but in mathematics they have been erratic. Results for eleven-year-olds dipped last year because of a large group of lower-attaining pupils. The school's data shows that these pupils made the progress expected of them, whilst higher-attaining pupils' results were better than in similar schools.

At the age of eleven, girls are attaining higher results than boys in English, but there are no differences between them in mathematics results.

The standards seen during the inspection were slightly better than the most recent test results. Standards in English are below average for both seven- and eleven-year-olds. Standards in mathematics and science are average for seven-year-olds but below average for eleven-year-olds. Lower-attaining pupils achieve well and reach standards that they should. Pupils with special educational needs and those with English as an additional language also achieve well in English and mathematics. There is a small group of pupils who do not achieve as much as they should in writing, mathematics and aspects of science. These are the higher attaining pupils.

When they leave the reception the majority of children are not far behind what is expected in their reading, mathematics and a small number exceed expectations in personal and social skills. This is because of the good teaching.

In information and communication technology (ICT) seven and eleven-year-olds attain expected standards. Pupils' handwriting and their presentation of work are below those of most pupils. The

standards attained in singing are high and above those usually expected of seven and eleven year olds. Standards in religious education are meeting the expectations of the agreed syllabus.

The school has set realistic but challenging targets for attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	A strong feature of the school. Pupils are positive about their work: they work hard and maintain a good level of concentration.
Behaviour, in and out of classrooms	Pupils are well behaved in lessons and playtimes, and are happy and relaxed. There are no overt problems with bullying and racism. There have been no exclusions this year.
Personal development and relationships	These are very good. Pupils of different race, gender and creed mix together very well. Older pupils are mature and sensible.
Attendance	Well below the national average.

Throughout the school the pupils respond very well to the opportunities to work together. They enjoy caring for each other and show great tolerance of each other's differing needs. Some pupils continue to be diffident about attending school despite the school's efforts.

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, with a small amount that is very good or better. There is no unsatisfactory teaching. Teaching is more consistent than at the time of the last inspection. Teachers are good at targeting the needs of lower-attaining pupils, but there is still variation in the way teachers challenge the more able. The overall teaching of English and mathematics is good.

Good teaching of the youngest children enables them to achieve the standards they should. The support for lower-attaining pupils and those with special educational needs is organised well, particularly in helping them with learning basic skills. Teachers' good subject knowledge makes a positive contribution to lessons; this is very evident in music.

Pupils are very well managed. Resources are mostly well used. The teaching assistants¹ make a positive contribution to the success of many lessons. The teaching of those at an early stage of learning English as an additional language is good.

Good use is made of homework to supplement work in lessons and extend the higher attainers. Marking is not as helpful as it could be, because it doesn't show how pupils can improve.

¹ Teaching assistants are not qualified as teachers but work alongside pupils individually or take charge of small groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced and provides variety for all pupils. There are good opportunities through visits to extend pupils' knowledge and understanding. The curriculum in the nursery is well planned.
Provision for pupils with special educational needs	Good. There is good care and support, and the pupils make good progress.
Provision for pupils with English as an additional language	Good provision for those at early stages. There is too much variation in the support offered to those at an advanced stage for it to be effective in developing their language skills.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	The overall personal development of pupils is very good. Very clear expectations ensure that pupils develop a mature understanding of their moral and social responsibilities. The provision for spiritual and cultural development is good.
How well the school cares for its pupils	This is a good feature of the school. There is very good pastoral support for pupils. Whilst assessment information is limited to the core skills, the information gained is used effectively.

The curriculum generally meets the needs of all pupils, but does not identify how their literacy, numeracy and ICT skills are to be extended in other lessons. Geography is planned for but not always taught.

The school has established very good links with the community, which benefit the pupils. Gifted and talented pupils are identified and their curriculum is being enriched. There is a good range of extra-curricular activities.

Child-protection procedures are well established and taken seriously.

The partnership with parents is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership is shown in bringing together a team of adults with a sharp view on raising standards. Strategic planning is much better and helping the school manage improvement systematically.
How well the governors fulfil their responsibilities	The governors make a good contribution to overall school improvement. The annual report to parents does not comply with requirements.
The school's evaluation of its performance	Monitoring and evaluating strategies are leading improvements. Information about how well pupils are doing is used effectively.
The strategic use of resources	Good use is made of various budgets to provide a broad curriculum and raise standards.

No one person has a clear overview of the curriculum and this leads to gaps in coverage. The provision for special educational needs is well managed. The governors have established effective systems for checking on how well the school is providing best value.

There are sufficient suitably qualified teachers and a good number of teaching assistants. The accommodation is satisfactory and resources are adequate; information technology is well resourced. Assemblies go on too long and this interferes with the structure of the school day.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The inclusiveness of the school • The well-rounded education • Children make a good start in the nursery • They feel happy approaching the school 	<ul style="list-style-type: none"> • More information about what is going on in school and their pupils progress • Academic achievement • How the school deals with their concerns.

About 18 percent of parents completed the questionnaires. The views above are based on these, together with those opinions expressed at the parents' meeting. The parents are justified in the confidence they have in the school. Standards are improving. The pupils' reports are not precise about how they could get better. The school does not have good enough systems for involving parents in developments.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, standards are better than reported at the last inspection, when they were found to be well below those expected and older pupils made unsatisfactory progress.
2. Seven-year-olds' performance in national tests in the last three years has been consistently improving in writing but erratic in reading and mathematics. In the most recent tests in 2001, results in reading were below the national average, average in writing and well below in mathematics. The proportions attaining higher levels are well below those in similar schools, except in writing, which is average.
3. Results for eleven-year-olds in the last three years have also been erratic. In the most recent tests, results in English, mathematics and science were well below the national average and close to the average for similar schools. Since the last inspection results have improved sharply in science and at a better rate in English than in mathematics. Taken together, the improvements are in line with national trends.
4. There was some variation between the performance of different groups of pupils in the recent tests for eleven-year-olds. Lower-attaining pupils did not make the progress expected of them and this in part explains why the school did not meet its targets. Many of these pupils did not have the necessary skills to benefit from booster classes and intensive literacy strategies because their attainment was too low. The performance of pupils from different ethnic backgrounds is below that of those in other schools in the borough. Girls are attaining higher results than boys in English and tend to do better in science because of their writing. The higher-attaining pupils achieve well, and performance in tests is better than that of similar schools.
5. There are some differences between the standards seen during inspection and the most recent test results. This reflects the nature of cohorts moving through the school, some of which have a high proportion of pupils on the register of special educational needs. At the age of seven, pupils are below average in English. Whilst speaking, listening and reading are broadly average, standards in writing are below average. Standards are average in mathematics and science. The majority achieve appropriate standards, but the small group of more-able pupils do not achieve as much as they should in writing because the progress they make in communicating meaning is too slow.
6. Standards seen during the inspection are better than the most recent results for eleven-year-olds. There has been a good improvement in the current performance of lower-attaining pupils, who make up the greater proportion of this cohort. Standards in English, mathematics and science are below those expected for eleven-year-olds. The majority achieve appropriate standards, but there is a large group who, whilst achieving well, do not reach the expected level. This group is representative of slightly below-average-attaining pupils. There is a small group of more-able pupils who do not achieve as much as they should in writing and science because the progress they make in handwriting and scientific enquiry is too slow.
7. The youngest pupils get off to a good start to school and the great majority of them are well on course to achieve the expected standards by the time they begin Year 1. Seven-year-olds are beginning to acquire a sound level of basic skills. They read widely, and tackle new words confidently through using sounds and other clues. Skills

in writing are also improving well and most write using basic grammar and are at an appropriate stage in writing stories and accounts. A particular feature is their confidence in using writing to share ideas and experiences. Pupils begin to understand how number works, count confidently, are beginning to calculate successfully and have a reasonable understanding of place value. A group of higher-attaining pupils use their skills to solve written problems and to interpret simple graphs and charts.

8. By the time pupils leave the school a small number read fluently but many do not read well enough for meaning. The majority speak confidently and can take part in topical discussions. Pupils' written work is organised appropriately and they write for a range of purposes; for example note taking, reporting back to their group, and stories and explanations. Handwriting is poor. The majority of pupils have a sound base in mathematics. They understand a range of strategies for calculating and have a reasonable knowledge of their tables. They are less confident about applying these skills to solving problems or explaining data. In science pupils are knowledgeable about those aspects of science they have studied, but very few reach higher levels due to their limited practical experience.
9. Pupils are achieving well overall because the school is clear about what is needed to raise attainment. Differences between the attainment of boys and girls have been successfully tackled and standards are rising. The intensive support different ability groups receive is ensuring that most pupils achieve as well as they should, with good progress evident amongst those on the register of special educational needs. The school is much more rigorous about using test information to identify groups of pupils who are under-achieving and putting into place the support that is needed. For example, those pupils who are regularly late or miss school have learning mentors to help them catch up. Those identified through test scores as gifted and talented are set extension tasks in mathematics and carry out research projects, which helps with their reading and speaking skills. Pupils who have recently arrived at the school as travellers and refugees achieve well because their needs are quickly identified, support is put in place and their progress is monitored. Bi-lingual learners also receive good support when at the early stage of acquiring English as an additional language and this helps them achieve well. However, their attainment still remains low compared to expectations nationally. There are small groups of bi-lingual average-attaining pupils with a sound understanding of English, who do not get enough support.
10. The school has successfully up-dated the information and communication technology provision and improved teachers' expertise in teaching this subject. Pupils across the school are quickly learning this key skill. Seven year olds and eleven-year-olds reach the expected standards. Throughout the school, standards in singing are high and above those normally achieved by pupils of this age. In other areas of music they are in line with national expectations, as they are in art, history and design technology by the ages of seven and eleven. There was insufficient evidence to make a reliable judgement about standards in physical education. There was not enough work to judge standards in geography, and pupils are not making the progress they should in this area of the curriculum. Pupils across the school do not present their work neatly enough and handwriting skills are below those expected of pupils this age. The standards attained in religious education by eleven year olds are meeting the expectations of the locally agreed syllabus.

Pupils' attitudes, values and personal development

11. Pupils' attitudes, behaviour and personal development are a strength of the school. This is much the same as last reported, with improvements in pupils' collaborative skills due to more opportunities to work together, which was an area for development in the last inspection.
12. Pupils' attitude to school and their work are very good. Children and pupils are happy to come to school and are eager to learn. They are very attentive in lessons and in assemblies. They have the confidence to face challenges and offer their contribution to discussions in assemblies and in other forums such as the 'debate group'. They work effectively in different situations, whether working in pairs or groups; for instance, planning designs on home insulation in a Year 6 lesson, or working in small groups to discuss the texture and shape of leaves and flowers in Year 2. Pupils voice their views in a mature and reasoned manner on what they like and dislike. They have worked hard to improve the presentation of their work, but it is still below expectations.
13. Pupils' behaviour is good, although the school has a number of pupils with behavioural and emotional difficulties. Most parents agree with this finding. There were a few who considered that the behaviour policies were not fairly applied. The inspection found that the behaviour policy is implemented effectively by all staff. Children in the nursery and reception classes learn to respect one another and they understand the differences between acceptable and unacceptable behaviour. Pupils throughout the school are clear about what is expected of them and the consequences of their actions. They are encouraged to check their actions against their targets and this helps them improve. Pupils are well behaved in lessons and around the school. They sensibly choose various games and responsibilities during lunch break with the minimum of fuss. The supervision of pupils' behaviour at break and lunch times is effective and they play happily and safely together. Pupils are very courteous to teachers, visitors and their peers.
14. There were no instances of aggressive behaviour or bullying observed during the inspection. There were three fixed-period exclusions last year, which reflects a strict adherence to the behaviour policy rather than an underlying current of bad behaviour.
15. Pupils' relationships and personal development are very good. The inclusive nature of the school is clearly evident in the way pupils work and play together effectively, irrespective of their gender, age, ethnic background or ability. There is a strong emphasis in school on caring for one another, promoting similarities and celebrating diversity, and pupils have developed an impressive tolerance of each other. The youngest children have the confidence to play together whilst older pupils help others appropriately in lessons and around the school. The focus is more on attending to pupils' specific needs than on their inability to do certain things. The older pupils look after the younger ones during lunchtime through the 'buddy system', which was introduced recently. Pupils develop independence and self-esteem through carefully planned activities such as circle times. They appreciate the purpose of charities and are given the opportunity to participate in such events. The relationships and personal development are further enhanced through visits, extra-curricular activities and visitors. The caring ethos of the school encourages pupils' participation in all activities, irrespective of their difference in abilities and needs.
16. The attendance rate at the school at just under 92% is well below the national average, and unauthorised absence is high at 2.1%. These figures are more or less the same as at the time of the last inspection. Punctuality is poor in a minority of cases. Compared to the inner-city averages these figures are nearer the norm. Registers are marked promptly and lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The overall quality of teaching is good. It is effective in all lessons and there is even quality across the school. Nearly three quarters of the teaching seen during the inspection was good, with a small amount that was very good or excellent. The quality of teaching and learning is now better than at the time of the last inspection, as there is no unsatisfactory teaching. A key issue for the school was to improve the quality of teaching at Key Stage 2 and improve teachers' planning and subject expertise throughout the school. The school has made some good progress in this area.
18. Teachers are very hard-working and keen to see their pupils do well. Teachers and pupils get on well together and all lessons are characterised by harmonious relationships that contribute to pupils' learning. Pupils are managed very well. There is an emphasis on reinforcing positive behaviour, and pupils are eager to observe the routines and rules that they have negotiated for the class. All pupils respond to the praise and encouragement they receive. This is particularly noticeable when they have been working with teaching assistants. The teaching assistants play an important part in helping pupils concentrate on tasks and this ensures that the learning of others is not interrupted. There are good opportunities for pupils to reflect on how they have behaved and how they can improve in lessons.
19. Lessons are suitably planned and prepared. They take good account of the needs of most pupils and make use of reliable assessments of their needs. The expectations of the lesson are clearly shared with the pupils, who are expected to play a part in evaluating their own learning. Many lessons are successful because the teachers' own subject knowledge allows them to teach confidently and move learning along at a good pace. This good subject knowledge, combined with real enthusiasm, resulted in some very good teaching. Music lessons, for instance, are consistently very good. There is an air of real purpose in the lessons and expectations are very high. Pupils respond well, listen intently, and are very eager to share the instruments together and join in the singing. This combination was evident in some of the lessons with pupils in the middle of the school. For instance, in an ICT lesson the enthusiasm came through as the teacher sent the pupils off to their tasks, having helped them learn a new process, with the words, "You've got some super ideas. I don't think I need to say anything more". The good subject knowledge also ensures that the questions the teachers ask are sharp and challenging. This was the case in an English lesson where the focus was persuasive language. The questions the teacher asked were open and invited thoughtful answers from the groups of pupils. The skilful manner in which new vocabulary was introduced and words and their meaning were given different emphasis made for effective learning. Well-organised use of two teaching assistants meant that the lower attainers enjoyed a very successful lesson. However, in a few lessons the pupils are not given sufficiently challenging tasks early on or they are not grouped to make best use of the teacher's teaching time. This was particularly the case in some mathematics and science lessons.
20. Resources are used well. For example, the use of individual white boards in mathematics lessons helps all pupils to be involved in problem solving. In a science lesson the use of a video alongside the white boards meant that pupils could take note of the key points about the heart, for sharing with their group. Teaching assistants are used very well. They are fully involved in planning how best to provide pupils with support and have good knowledge of the individual plans of all the pupils they work with. They work with groups and in the most successful lessons supplement and

enhance the quality of teaching. This was very evident in mathematics and literacy lessons.

21. Teachers make good use of pupils' positive attitudes towards each other by frequently setting them to work in groups or pairs. This was put to good use when pupils with different needs came together to sort natural objects in an art lesson. This was particularly helpful to those learning English as an additional language, who learnt the vocabulary to describe shape and texture.
22. Teaching is good overall in the Foundation Stage. The planning is good and adult-directed activities are managed well to get the best from the children. In the reception class there is not enough adult intervention in children's learning in areas such as role-play and small-world activities. Staff use the assessment and recording sheets systematically to record children's knowledge and understanding of different areas of learning and use this information effectively to offer extra support. The children with special educational needs or with English as an additional language are well supported in sessions by all staff. They have a good understanding of the needs of these children. The inclusive nature of the school is clearly evident in the way other children treat each other, with the emphasis more on the needs of the children than their differences.
23. The teaching of bilingual pupils is satisfactory overall. Lack of expertise in certain languages in school makes it difficult for some pupils to use their home language to learn about English. There is good teaching of those who have just started to learn English as an additional language. The assessments are rigorous and lead to effective teaching and learning programmes which are adhered to. However, the use of this information by class teachers to plan and extend specific language-acquisition skills of those pupils who are in the middle scale of language acquisition is varied. There are some good examples where teachers used specific strategies to extend pupils' understanding of subject knowledge alongside their acquisition of English language. For example in a Year 5 design and technology lesson the teacher asked pupils to explain what they mean by 'insulation' and 'sequence', making sure that they all understood these before they moved on to plan their design. Teachers' use the support staff well to offer pupils small-group support, but the one bi-lingual support assistant does not have enough time to offer more specialist support in all classes.
24. The teaching of pupils with special educational needs is good overall. The individual education plans are used to track achievement and the teachers and teaching assistants receive good support on the most effective teaching strategies to help pupils make the best progress. Teachers use the support staff and resources well to give pupils with special educational needs the maximum support in lessons by offering them the opportunity to work alongside their peers. The learning mentors and the SEN co-ordinator also give pupils with learning and behaviour difficulties small-group support to help them catch up.
25. Teachers make effective use of their assessments. Lessons often begin with a useful recap of previous work. In one good example in an English lesson the teacher used a pupil's story to look closely at how the structure of a story could be used to develop the characters. He was aware that a number of pupils had difficulties with this aspect of their writing. Teachers make reasonable use of homework. It is regular and supports the work in class. In the best examples, such as spelling or tables, it is linked to specific targets. The marking of pupils' work, however, seldom refers to pupils' individual needs or targets or gives them a clear indication of what they need to do to improve. The practice of fully marking only one piece of work means that pupils

are overwhelmed by the number of improvements they have to make, and aspects such as spelling, layout and handwriting are not consistently tackled. This is limiting progress.

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

26. The quality and range of learning opportunities are good throughout the school. The opportunities for children in the Foundation Stage are good; because the provision is well structured and modified to meet the needs of the children. The curriculum in Key Stages 1 and 2 meets statutory requirements and includes all the subjects of the National Curriculum and religious education. It is sufficiently broad, balanced and appropriate to give pupils opportunities to learn well in most subjects. A strong emphasis is given to English, with early and additional literacy strategies being provided for underachieving groups of pupils in Years 1, 3 and 4. The time allocation for other subjects, including mathematics and science, is reasonable. It is used satisfactorily by alternating some foundation subjects such as art and design but does not allow enough time for the geography scheme of work to be completed.
27. A key issue from the previous inspection was to ensure that the provision for design and technology, information technology and art complies with National Curriculum requirements. Another was to develop schemes of work in each subject to provide support and guidance for teachers to plan lessons. The school has satisfactorily addressed these issues by adopting national guidelines. At the time of the last inspection the school was not teaching religious education in accordance with the locally agreed syllabus. It has rectified this issue satisfactorily by using the example scheme provided in the agreed syllabus. However the guidance for teaching religious education and geography is not sufficient to support those teachers who lack confidence. There has been no recent monitoring of the foundation subject guidance to check what is most suitable to be taught and no check on whether enough time is being given to ensure complete coverage. Planning for literacy is good and its structure enables most teachers to respond well to the needs of all pupils. Its overall effectiveness in raising standards in English is satisfactory. Since the last inspection the school has introduced a handwriting scheme. However, this is not used consistently. Not enough emphasis has been given to handwriting and, consequently, pupils do not reach the standards that they are capable of in this aspect of English. Planning for numeracy lessons is good and the increased time spent on mental arithmetic and developing mathematical language has a beneficial effect on pupils' learning across the school. There are only limited opportunities to develop literacy skills, especially reading and writing, across other subjects.
28. The overall provision for pupils' personal development is good. However, the school does not currently make suitable arrangements for sex education and there is no agreed programme of personal, health and social education. The provision for pupils' spiritual development is good. The school projects a very inclusive ethos that has an uplifting spiritual quality. It permeates all the things that the school does, including the pre- and after-school provision. A mirror of this quality is the importance of music in the school. Its daily frequency in assemblies and the enthusiasm of whole-school singing embody a spirit of community. It is especially expressed in performances such as the Christmas concert of last year, praised by parents, pupils and staff alike.
29. The moral and social aspects of the curriculum are very good and are evident in the practical approach to behaviour and bullying which is systematically applied across the school. This clear strategy used by pupils and staff forms a foundation for the positive relationships in the school. Adults treat pupils with respect and this colours

pupils' perception of one another in a positive way. Pupils are involved in the resolution and management of behaviour issues, which contributes to their personal development. Various good opportunities are offered to pupils to encourage them to take on responsibility; for example, the Year 6 'playground pals', who have also been given training in conflict resolution for their monitor role in the junior playground. The Playground Buddies scheme involving Year 5 pupils who actively lead and promote games with the infants in the infants' playground has a positive impact on the personal development of older and younger pupils alike. The Excellence in Cities learning-mentor scheme – targeting both the 'gifted and talented' and pupils of lower abilities who do not require special-needs provision – is a good example of how the school promotes its inclusive outlook by targeting as many of the different social groups as it can. The 'sticker' reward system also has an impact on personal development through promoting good behaviour, achievement and good relationships, and encouraging the taking on of responsibilities. In addition it has a community-bonding effect because almost every adult in the school has the opportunity to reward pupils in all aspects of school life, and pupils respond very positively to this. A School Council is in place, but it has yet to develop its potential as a motor for personal development as the reins are held too tightly by both staff.

30. The cultural aspect of personal development is good. Pupils are regularly involved with fund-raising activities for charities such as the Roald Dahl Foundation, the British Heart Foundation, helping the homeless, and the Wish Foundation for dying children. These activities reflect the breadth of opportunities the school offers. It provides a good range of activities with a strong multicultural strand, which forms part of the natural multi-ethnic mix of the school and its locality. It celebrates other cultures and languages. However, the school has yet to adopt a systematic approach to integrating these opportunities into the curriculum. For example, the multicultural resources in art and religious education are weak.
31. Although some parents expressed concern about the lack of sport in extra-curricular activities, this was counter-balanced by satisfaction at the range of activities. Inspectors are of the opinion that the school offers pupils good opportunities outside school hours and the range of activities is broader than most schools. For example, there are guitar, recorders, choir, orchestra, computers, debating and study clubs, including Bengali, as well as a successful theatre company. The latter, an independent group, offers good opportunities for hidden talents such as projecting oneself in public, where pupils can develop both their abilities and their self-esteem. These clubs have enhanced the reputation of the school
32. A good range of day visits, such as those to London Zoo, to Greenwich Maritime Museum, to a farm on the Isle of Dogs and to a local art gallery and the National Portrait Gallery, enrich the curriculum and reinforce learning across a range of subjects. A residential visit for pupils in Year 6 further supports the work of the school and is particularly beneficial for adventurous activity and social development.
33. The provision for pupils to have equal access and opportunity is good. The school has a fully inclusive curriculum. It caters well for the needs and capabilities of all its pupils, including those for whom English is an additional language, travellers and those with special educational needs. The provision for the high number of pupils with special educational needs is good. Teachers use the support staff and resources well to give pupils with special educational needs the maximum support in lessons by offering them the opportunity to work alongside their peers. It recognises that it has a small number of gifted and talented pupils and is beginning to provide additional opportunities to develop specific skills; for example, in mathematics and debating.

The school takes advantage of local and national initiatives to provide additional learning support for underachieving groups of pupils, particularly to develop literacy skills. These initiatives are having a positive effect on raising standards.

34. The school has satisfactory links with other schools. It participates in projects with other local primary and secondary schools; for example, in music, dance and debating. It prepares pupils satisfactorily for transition to secondary education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school takes good care of its pupils. The caring community atmosphere has been maintained since the last inspection. Child-protection training is now fully in place and procedures are effective. Procedures for monitoring attendance have improved considerably but are still not having the necessary impact on attendance. There are effective links with the Education Welfare Officer and there is a very good system of monitoring that is enhanced by the learning mentor; an Excellence in Cities initiative. Patterns of absence and poor punctuality are easily and routinely identified. The impact of poor attendance on pupils' learning is mitigated through these and subsequent actions. For example, one pupil with a consistent late record – sometimes late enough to be counted as an unauthorised absence – has recently been given special-needs support.
36. The school has very good procedures for monitoring and promoting good behaviour and for monitoring and eliminating oppressive behaviour. The revised behaviour policy is a very useful document that describes a coherent and detailed strategy. It is consistently applied across the school. Pupils enjoy the comprehensive 'sticker' reward system and nearly all staff are involved in encouraging good behaviour and good work through it. The reward assemblies further effectively promote this programme. Procedures for monitoring and supporting pupils' personal development are good. Adults deal sensitively with pupils problems and discussion groups are used effectively to encourage pupils to take responsibility for their own actions, as well as a vehicle for communicating any fears or concerns.
37. Health and safety procedures are up to date, based on local authority guidelines. Logs are efficiently kept and good procedures for informing parents are in place. There are good and safe procedures in the playgrounds. When classes move from classrooms to the hall for assemblies routines are well established and pupils are managed effectively.
38. A key issue at the time of the last inspection was to develop assessment systems linked to planning. The school has worked hard and successfully to improve its procedures and has now established a suitable system for tracking pupils' academic progress in basic skills from baseline to Year 6. Pupils' results in national and optional tests, in reading and spelling tests, and in regular ongoing assessments, provide a clear picture of how well they are doing. The school has established satisfactory procedures for assessing pupils' work in science and ICT. These are most often linked to the specific skills outlined in the planning. However, it has yet to establish procedures for assessing pupils' attainment and progress in other subjects.
39. The head teacher and the senior managers use assessment data well to help track the progress of different groups of pupils to set school and group targets and to determine which pupils will be given additional support. Not all teachers regularly use assessment information to group pupils according to ability and this hampers their learning.

40. The school has a large number of pupils with emotional and behavioural difficulties and specific medical conditions. The support and care offered to these pupils are a clear indication of the inclusive nature of the school. The support staff use their knowledge of pupils' specific needs effectively to offer appropriate guidance and challenge to small groups and individuals. The newly-introduced assessment and pupil-profiling systems are helping the school with the early identification of pupils' specific needs. The systems in place to support and monitor pupils' progress are rigorous and the school takes appropriate actions to move the pupils on to the next stage or withdraw support. The quality of the individual education plans is good. The targets for the behaviour-support plan are shared with all staff who work with pupils so that they are consistently implemented all the time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents' views of the school are mixed. There is agreement that the school has an inclusive and welcoming ethos where parents feel that their children are happy – over 93% returns agree that 'their child likes school'. Many parents interviewed feel confident that their children will receive a good all-round education in a multi-ethnic environment. A significant minority of parents are concerned that their children are not being offered enough opportunities to improve their academic achievement. Whilst over 90% of parent questionnaires returned stated that they would feel comfortable approaching the school with a problem, 29% feel that the school has not acted on their problems effectively. As a result a significant minority feel that the school is not well led and managed (over 22%). However, the return rate of the questionnaires was low at 18% - of 226 issued only 41 were returned.
42. Inspectors endorse the view that academic standards are not yet high enough, but note the successes of recent initiatives on raising standards. A few parents are very concerned about behaviour in some classes, but inspectors do not uphold these views. The behaviour policy is well known by staff, consistently applied and therefore effective. However there is no home-school agreement and so there is some justification for parents who feel that the school does not work closely with them.
43. The school has satisfactory links with parents. They are offered two consultation evenings per year plus an optional post-school-reports consultation in the summer term. This is satisfactory provision. Annual reports themselves offer good information on what pupils' have achieved but only small amounts of information on where children need to improve. The provision of curriculum information is satisfactory. Parents do receive regular newsletters, which are useful for keeping in touch with the life of the school, and class topic information is regularly communicated. Parents are generally satisfied with the homework the school provides, although some are concerned that variations between classes are too great. Inspectors judge that homework provision is satisfactory overall. There is an informative and friendly annual report, but it does not report on attendance rates and therefore does not meet requirements.
44. The impact of parents' involvement in the life of the school is satisfactory. Parents are closely involved in the pastoral life of the school – in its popular class assemblies and school performances – and many regularly and enthusiastically help with school trips.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school is well led and managed. The head teacher, working closely with the deputy head teacher, senior managers and the governing body, provides a very clear direction for the work of the school. This is most evident in the strong pastoral support and the high level of concern shared by all the staff to ensure the best provision for pupils' moral and social development. What is evident in the work of the school is that the management is also well focused on raising standards further and taking the action needed to ensure that all pupils achieve well.
46. There is a strong sense of teamwork with all teaching and support staff playing a full part in the life of the school. There is a unity of purpose. The recent appointments of a deputy head teacher and co-ordinators for literacy and numeracy have provided the opportunity to create a new management structure and the school's focus on raising achievement has sharpened. There has been a focus on improving teaching and learning through careful monitoring which has been successful in eliminating unsatisfactory teaching. The senior managers use information about pupil performance to increase the pace of developments and to make the most of increased funding. Realistic targets are being set, support for pupils is identified and their progress tracked. There is still some way to go in establishing systems for monitoring the success of some initiatives in raising pupils' achievements, but systems have generally helped to bring about a concerted effort to raise attainment.
47. Subject co-ordinators are effective and play their part in taking the school forward. This is particularly evident in English, mathematics and ICT, which have all seen improvements in provision and standards. The management of special educational needs is also effective. The deputy head teacher in her role as co-ordinator for special educational needs (SENCo) has brought together a committed and trained team of teaching assistants who are well matched to the needs of the pupils. This is helping pupils make progress in reading and mathematics, but there is not enough focused help given to support pupils' writing.
48. There is effective liaison between the co-ordinator of the ethnic-minority achievement grant (EMAG), the SENCo and outside agencies. The monitoring role of the EMAG co-ordinator is satisfactory. She works with younger pupils but there is very little opportunity to influence the provision for older pupils. No one person has been identified for tracking the needs of bi-lingual learners when they no longer receive EMAG support, other than what is in place through teacher assessments. This is not good enough in a school where there are large proportions of bi-lingual learners. Traveller children are very well supported and the management of their individual plans is good.
49. Since the last inspection the school has made the necessary inroads in dealing with the key issues, which has brought improvement to pupils' learning and overall standards. There have been significant improvements in teachers' lesson planning, subject expertise and monitoring. Assessment procedures have been put into place and give the school much of the information they need to plan improvements. Performance management is now a regular part of the system for reviewing school improvement. The impact of this system is not being fully realised, as co-ordinators do not have job descriptions that identify their responsibilities in overall school development. Any improvement in handwriting has proved elusive because the school still lacks a consistent policy. The local authority has been instrumental in helping guide the school towards sustaining improvement, whilst the work of the phase co-ordinators in supporting newly-qualified staff and overseas teachers has been effective in bringing consistency to the quality of pupils learning.

50. The governing body is also much more effective and more fully involved in the work of the school. Governors take their responsibilities seriously and make a big contribution to setting the strategic direction of the school. They are asking questions of the school that give them the information to judge their effectiveness. The school improvement plan is an effective working document. However, some of the subject-specific development plans do not emphasis how action is to raise attainment and these result in some uneven development of the curriculum. The monitoring of the curriculum is not rigorous. It is unclear whose responsibility it is to monitor the impact of curriculum initiatives, such as those in music, on the overall breadth and balance of the curriculum. As a consequence the curriculum development is still erratic. Statutory requirements are mostly met, with shortcomings remaining in the annual report to parents.
51. Financial management is secure. The governors have taken the initiative to establish their own electronic systems for monitoring the budget, as previous information has proved unreliable. There is good use of specific grants and funds, and a clear correlation between the school's priorities for action and the allocation of resources. This is very evident in the allocation of resources for ICT, the provision of learning mentors and the decision to employ more teaching assistants to support pupils with special educational needs. The school does particularly well in managing a budget that is much larger than most and includes funding for many new initiatives, including the private finance initiative. The many recent investments has yet to have an impact in improved standards. The school is, however, giving satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to raise standards further and improve the quality of education the governing body working closely with the head teacher should:-

- (1) **raise standards in English, mathematics and science** by:
 - a) identifying more-specific targets for older more-able pupils and use these when grouping pupils for lessons; paragraphs 19 and 39, 79, 83 and 86
 - b) giving more emphasis to regular marking of pupils' work; paragraph 25
 - c) provide more challenge in the development of pupils' scientific and mathematical reasoning; paragraphs 83, 88 and 93
 - d) develop opportunities for literacy skills to be taught systematically across the curriculum; paragraphs 27, 81 and 118
 - e) provide more language support to advanced bi-lingual learners; paragraphs 9, 23 and 48

- (2) **focus on the quality of pupils' presentation and handwriting** by:
 - a) systematically develop the handwriting guidelines through the school;
 - b) regular monitoring of written work; paragraphs 25, 27, 78, 83, 95 and 137

- (3) **monitor the curriculum breadth and balance** by:
 - a) clearly identify responsibilities for monitoring the quality of subject curriculum content and guidance; paragraphs 27, 96 and 107

- (4) **improve attendance and reduce levels of unauthorised absence** by:
 - a) giving a higher profile to this issue and raise pupils' and parents' awareness of the implications of short unauthorised absence.

Minor issues

Seek ways to strengthen the partnership with parents; paragraph 42

Improve the access to the outdoor area for the reception class; paragraph 56 and 70

Provide for systematic teaching of sex education, multi-cultural and personal and health education; paragraphs 28 and 30

Ensure the governors' annual report to parents meets reporting requirements; paragraph 43

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	60

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	23	20	0	0	0
Percentage	2	17	43	38	0	0	0

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

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)	33	189
Number of full-time pupils known to be eligible for free school meals	0	98

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	9
Number of pupils on the school's special educational needs register	11	48

English as an additional language

	No of pupils
Number of pupils with English as an additional language	77

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	6.2

Unauthorised absence

	%
School data	2.1

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

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

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	9	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	7
	Girls	9	8	9
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	94 (73)	94 (82)	94 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	9	9	9
	Total	17	16	17
Percentage of pupils at NC level 2 or above	School	100 (82)	94 (95)	100 (82)
	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	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	8
	Girls	9	6	11
	Total	14	12	19
Percentage of pupils at NC level 4 or above	School	52 (77)	44 (70)	70 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	8
	Girls	8	6	11
	Total	13	13	19
Percentage of pupils at NC level 4 or above	School	48 (59)	48 (55)	70 (69)
	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	7
Black – African heritage	8
Black – other	7
Indian	0
Pakistani	0
Bangladeshi	35
Chinese	2
White	86
Any other minority ethnic group	10

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)	8
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	155

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	33
Total number of education support staff	3
Total aggregate hours worked per week	90
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5.6
Total number of vacant teaching posts (FTE)	0

² The overspend was due to an error in the original budget allocation. This has been reduced, but the school is still managing a deficit budget.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	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	'00-'01
	£
Total income	658,828
Total expenditure	688,374
Expenditure per pupil	3201
Balance brought forward from previous year	0
Balance carried forward to next year	-29546 ²

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	226
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	34	2	5	0
My child is making good progress in school.	41	37	2	10	10
Behaviour in the school is good.	32	41	2	12	12
My child gets the right amount of work to do at home.	37	34	7	12	10
The teaching is good.	49	39	7	5	0
I am kept well informed about how my child is getting on.	39	32	12	7	10
I would feel comfortable about approaching the school with questions or a problem.	59	34	2	2	5
The school expects my child to work hard and achieve his or her best.	41	39	2	10	7
The school works closely with parents.	27	34	22	7	10
The school is well led and managed.	24	39	12	10	15
The school is helping my child become mature and responsible.	44	34	7	2	12
The school provides an interesting range of activities outside lessons.	32	34	5	7	22

A 2% response reflects the views expressed by one parent, 5% the views expressed by two parents and 10% the views of four parents.

Other issues raised by parents

There were only a small number of returns. Whilst parents felt that the teachers are approachable, it is evident from the letters received and the data above that some parents feel that their views are not listened to. The registered inspector and lay inspector had discussions with parents at the parents' meeting and during the inspection. Parents' views, particularly about leadership and management, were more positive than the data would suggest, but it was found that there is scope for improving the partnership with parents and raising the challenge for older more-able pupils.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE³

53. Children are admitted to the Foundation Stage classes twice a year. At the time of the inspection there were 64 children in the Foundation Stage. Of the 34 children in the nursery, 14 attend full-time. The staff in the Foundation Stage work well together and with parents and careers to provide a safe, secure and exciting learning environment. Children are happy to come to school.
54. The majority of children enter the nursery with low levels of basic skills. The support and challenge offered by the nursery staff through well-structured opportunities to explore and develop the basic skills enable the children to make good progress in most areas of learning. The test taken on entry to the reception class indicates that the standards of attainment in the areas of communication, language, literacy and mathematical development are below the borough average. The systematic development of these skills in the reception class enables the children to make good progress, and the majority are well on their way to meeting the expectations of the Early Learning Goals⁴ by the end of the reception year. In the areas of personal, social and emotional development many are well on their way to exceeding expectations.
55. The good teaching is having a positive impact on the progress children make in the Foundation Stage. The staff are knowledgeable about how young children learn and they provide a good balance between child initiated and adult directed activities. The EMAG⁵ teacher and the staff in the Foundation stage work well together as team to offer children a good start to their learning and development. The children with special educational needs are well supported in sessions by all staff. There is a need to review the planning in the reception class to offer clearly focused adult support in role-play areas to further enhance the effective strategies in place to develop children's imagination and their literacy and numeracy skills. The school is in the process of reviewing their planning and the co-ordinator is currently piloting a different system in the nursery.
56. The Foundation Stage co-ordinator has taken over the responsibility for this area fairly recently. The development plan for the Foundation stage clearly sets out what the school needs to develop. The monitoring role of the co-ordinator is still in the process of development. The resources are satisfactory to deliver the curriculum guidance on early learning goals. The lack of easy access to large equipment and wheeled toys in

³ The Foundation Stage: The Foundation Stage begins when children reach the age of three and finishes at the end of the reception year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy, mathematical development, and personal, social and emotional development, but also include knowledge and understanding of the world, and physical and creative development.

⁴ Early Learning Goals: these are targets for children by the end of the reception year. They refer to personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world, and physical and creative development.

⁵ The ethnic minority achievement grant funds the provision of a specialist support teacher for pupils at very early stages of learning English.

the outdoor for the reception children is having a negative impact on their learning, although the staff use the resources effectively to offer children opportunity for outdoor play.

57. Good links are established between parents and the staff in the Foundation Stage. The nursery liaises with parents and carers on what children can do as well as their preferences and interests. The systems in place to make the transitions from home to school and from beginning and end of reception year are effective and children settle in quickly.
58. The school has made satisfactory progress since the last inspection. It uses Tower Hamlet education authority's planning guidance and the National Literacy and Numeracy Strategy guidance to plan for children's learning in the Foundation Stage. The profiling system introduced since the last inspection is used to accurately identify and support children's specific needs.

Personal, social and emotional development

59. A large number of children start the nursery with personal, social and emotional skills lower than those expected for their age. The organisation and teaching methods used to develop children's personal, social and emotional development are good in both nursery and reception classes. This very much reflects the inclusive ethos of the school. Children feel safe and secure in the well-established systems and routines of the nursery and reception classes. They make good progress in this area of learning.
60. Children in both nursery and reception classes are provided with a wide range of experiences to encourage curiosity and interest. They have the confidence to negotiate roles and responsibilities while playing in different areas, whether it is negotiating the roles of doctors and patients in the surgery or taking turns to explore the objects on a display about 'light'. Adults provide good role models for children, always treating each other and children with respect and care. Children show a growing understanding of the needs and feeling of others, clearly evident in the way the higher-attaining child supported and helped a child with special needs to make a kite. Adults talk about right and wrong with children and how to resolve difficult situations. For example, when a child decided to throw sand on the plants others were planting, the teacher stopped the activity, talked to the child about his actions and then directed his attention to what he could do to help.
61. Children in the nursery show high levels of involvement in what they are doing and can sustain their concentration for a longer period of time. The 'choice activities' in the reception encourage children to initiate ideas and develop their understanding in taking turns and working as part of a group. They work together well in these situations, but a lack of adult guidance in these activities results in a few children being unable to develop a theme to their play. In these cases they shift from one activity to another. Children in both classes are confident about sharing ideas and expressing views in whole-class and small-group situations. Their behaviour in and outside class is always very good. Children establish good relationships with the staff, visitors and their peers.

Communication, language and literacy

62. The teaching of communication, language and literacy is good in the nursery. The clear focus on developing children's speaking and listening enables the children to make good progress from a low level, and the majority are well on their way to

reaching expected standards by the time they leave the nursery. Pupils with special educational needs and those who are learning English as an additional language are supported effectively through adults 'modelling' the language and through various visual and graphic clues. They extend children's speaking and thinking skills by encouraging them to talk about what they are doing and what happens when they do things in a certain way. For example, the nursery nurse encouraged the children to talk about how they had made a kite and what happened when they took them outside to test them. Children developed their spoken language well and talked with great enthusiasm and confidence about what happened to their kite.

63. The adults in the nursery develop children's reading and writing skills through a variety of ways. The self-registering system, and the use of alphabet pictures to identify children whose names begin with certain letters of the alphabet enable the children to read their own names. They enjoy sharing the 'big book' with their teacher and talk about the pictures. They are beginning to understand the different purposes of writing like, for example, pretending to write the prescription in the doctor's surgery by making marks on the paper.
64. Children continue to make good progress in reception in most aspects of communication, language and literacy. Teaching is satisfactory. Children are confident about participating in discussions in both whole-class and small-group situations. Elements of the National Literacy strategy are used effectively to teach reading. Most children can identify the initial sounds of letters and use this knowledge in their reading. They know that print carries meaning and identify the beginning- and end-sounds of words. The majority of the higher-attaining children can identify the authors and titles of books and read a range of familiar and common words and simple sentences independently. However, there is not enough challenge planned into the sand, water and role-play activities to extend children's communication, language and literacy skills.
65. Children are given carefully planned opportunities to write for different purposes in both classes; for instance, making a storybook of 'The Three Little Pigs' or writing messages on the card they made for the members of their family. By the end of the reception year, the majority of the children learn to use simple words and marks as a means of recording and communicating ideas. The higher-attaining children are beginning to write simple sentences using the known words and making a plausible attempt to write unknown words using their knowledge of letter sounds. Most children have a good control of the pencil and are beginning to form some letters correctly.

Mathematical development

66. Teaching in this area is good in both nursery and reception classes. Children learn about size, shape and capacity through exploring in the sand, water, construction and small-world areas. Children count and compare the polar bears and find out which bottle holds the most water and how many small bottles of water are needed to fill the big bottles. The more able children can talk about which bottle holds most, while the average children can talk about what they are doing by using vocabulary such as 'full', 'empty' and 'nearly full'. The below-average children can identify the big and small bottles. Staff use these opportunities very well to develop children's mathematical vocabulary. The National Numeracy Strategy is used effectively to develop pupils' mathematical skills in the nursery class through rhymes, games and practical activities.

67. The majority of the children are well on their way attaining the Early Learning Goals by the time they leave the reception class. Most children count up to ten and the higher attainers are beginning to count in twos and tens and beginning to solve simple addition and subtraction to ten. They talk about the methods they have used to find answers when counting in twos and working out the position of numbers on a number line. They show a good understanding of comparing length and shapes and create symmetrical and repeating patterns.

Knowledge and understanding of the world

68. The teaching and learning in this area are satisfactory. There are some good opportunities in both classes to explore the world by investigation and play. There is, however, very little planned that would further their learning about a sense of time and place or about cultures and beliefs. In the nursery children use their senses to make sense of the world around them. For example, through the topic of 'growth' children learn that plants need water to grow. In the reception class children find out how the colour of the object changes when they look through different-coloured plastic sheets. They are encouraged to look closely at growing plants and find out that they behave differently in different conditions.
69. Children select and use simple tools to shape and make models. The clay models children made of their family members is a good example of this. Children in both classes confidently use the computer and other programmable toys. Children in the reception have good mouse control to create pictures. Children make good progress in these aspects of knowledge and understanding of the world, and their attainment is in line with that expected of their age.

Physical development

70. Most children reach the expected level in this area by the end of the reception year. This is because of the frequent and regular opportunities the staff give children in both classes. They use a wide range of equipment and strategies to develop children's physical skills. The teaching and learning in this area are good overall. Nursery children are very confident in climbing, balancing and negotiating space as they use the large outdoor equipment. They show an awareness of safety in their play. This was evident in the role-play observed where the children used the large equipment to make a bridge to act out the story of 'The Three Billy Goats Gruff'. Opportunities such as these are not readily available for children in the reception class, as they have no regular outdoor provision.
71. Children are beginning to understand how to use the paintbrush and pencils correctly as they add fine details to their drawings and paintings. By the end of the reception year most dress independently and quickly as they get ready for their lesson on physical development. They show a growing awareness of space and safety as they move around the hall and pack away equipment in the class. Most children have good co-ordination, manipulating tools such as scissors and glue sticks. Teachers and support staff work together very well to offer the less confident children support and guidance. Children are well on their way to meeting the expectations in this area.

Creative development

72. Children enter the nursery with poor skills in cutting, pasting, painting and creating models using a wide range of materials. The teaching and learning are good and their attainment by the end of the reception year is in line with expectations. This is mainly

due to the good opportunities provided for children to express themselves through paint, music and role-play. Children in both classes can negotiate roles and use the available equipment to make props to develop their play. However, adults don't join in these areas often enough in the reception class to help children develop and extending a theme in their play. Children sing alongside each other happily and play simple percussion instruments. They learn quickly to keep a steady rhythm when singing favourite nursery rhymes. Children in the reception class mix colours to produce different skin colours as they attempt to paint their self- portraits.

ENGLISH

73. Overall standards in English in the present Year 6 are below average. This is because fewer than the expected number of pupils are working at or above the expected levels, even though a small number do so. Nevertheless, results are better now than when the school was last inspected. This is mainly a result of improvements in the quality of teaching, particularly in Years 3 to 6, where it was previously unsatisfactory. Standards of work seen in the present Year 2 are below average overall. Attainment in speaking, listening and reading is broadly average and similar to that of the last inspection, but it is lower in writing than it was previously.
74. Achievement in English overall is good, given that many pupils begin school with poor skills in communication, language and literacy. They work hard and their concentration is good. This, combined with good teaching, enables them to learn well. Lower-attaining pupils and those with English as an additional language make good progress. This is because of the focused support from teachers and learning-support assistants and the impact of initiatives such as the Early Literacy Strategy in Year 1 and the Additional Literacy Strategy in Years 3 and 4. The interest shown in their learning by reading partners from a local business company and the additional opportunities to share books with them are having a positive effect on the achievement of the Key Stage 2 pupils concerned. Pupils with special educational needs also make good progress towards the targets set for them due to the impact of the special-needs provision.
75. Standards of speaking and listening are average for seven-and eleven-year-olds. Pupils in Year 2 listen attentively in a variety of situations, such as whole-school assemblies and class question-and-answer sessions. They speak with the clarity expected for their age and take turns in conversations, for example, when sharing ideas about the setting for a story. Average and higher-attaining pupils in Year 6 participate confidently in one-to-one and small group discussions, showing a good awareness of the listener. They communicate their ideas and opinions clearly; for example, about the books they read. A small number of gifted and talented pupils engage successfully in debating techniques such as rebuttal when arguing a case. Lower-attaining pupils are less confident and their speech is not always clear enough. Opportunities for speaking to a larger audience; for example, in assemblies and in performances by the school's theatre company help to boost confidence in speaking.
76. Seven-year-olds' reading standards are broadly average. Pupils read simple texts accurately using picture and phonic cues to work out unfamiliar words. They can talk about authors and illustrators and refer to the title of a book. A small number of more able pupils read fluently at a higher level. However, their comprehension skills are less well developed. Evidence from Years 4 and 5 indicates that standards in reading are rising. Nevertheless, the attainment of pupils currently in Year 6 is below average. By the age of eleven, many pupils have favourite authors and give reasons for their choice of reading material. Average and lower-attaining pupils do not make sufficient

use of phonic and contextual strategies to tackle unfamiliar words. They do not read well enough for meaning; for example, by taking account of simple punctuation. A small number of above-average pupils read fluently and with expression. They have a good understanding of the texts they read and competently explain the narrative and characters in stories. Although pupils know how to find information in non-fiction books, few have the library skills expected at this age.

77. Writing standards are below average in Year 2 and in Year 6. Pupils in Year 2 write for an adequate range of purposes; for example, to write poems use rhyming words or to record what they have learned in history about Florence Nightingale. Pupils' use of punctuation such as capitals and full stops is broadly as expected and they are beginning to develop the use of speech marks. Pupils learn to plan a story, thinking particularly about the characters and setting. However, only a small number of the more able pupils write linked sentences with an adequate awareness of the reader and with the use of interesting vocabulary. Overall, pupils do not write at the length expected at this age. While average and higher-attaining pupils form letters evenly, they are not joining them consistently except in specific handwriting exercises or final drafts. By the end of Year 6, pupils have increased the range of purposes for which they write; for example, in autobiographies, letters, poems and factual accounts. They have satisfactorily developed their awareness of the reader and write from the points of view of different characters. A good example of this was seen in writing about the Easter story, where pupils wrote from the point of view of Jesus, Peter or Pontius Pilate. Pupils are familiar with descriptive language such as similes and metaphors and a small number of pupils make use of these in their writing. Pupils are developing their understanding of the shape and structure of stories satisfactorily and are beginning to make use of paragraphs. The main weaknesses in pupils' writing are in spelling and handwriting, which are below the levels expected for their age.
78. Although pupils demonstrate in work displayed on walls and in projects that they are capable of good presentation and neat handwriting, work in books does not reflect this. Teachers' marking draws pupils' attention to spelling and punctuation errors and to the organisation and purpose of their writing. They make some useful and constructive comments that move learning forward. However, they do not pay sufficient attention to presentation and accurate letter formation or to the development of a joined and fluent style. For instance, a number of pupils who were joining letters at the start of Year 6 no longer do so and this has a detrimental effect on the standards they attain.
79. Teaching of literacy is good overall, with some very good teaching in Key Stage 2. None of the teaching seen was less than satisfactory. This represents an improvement since the last inspection, when teaching in Years 3 to 6 particularly was unsatisfactory. What distinguishes teaching in the very good lessons are the lively and enthusiastic introductions and the very good explanations; for example, of persuasive, emotive language or of the way in which opening sentences motivate the reader to read on. Unsatisfactory elements, which make teaching less effective, are overlong introductions that lack pace and sparkle, and insufficient challenge for the most able pupils.
80. In other good lessons, teachers are clear about what they want pupils to learn and are mindful of the range of pupils' needs in the mixed-ability classes. Teachers have good subject knowledge and this is communicated well in a confident style of delivery. Homework is used well; for example, to develop extended writing in Years 5 and 6. Some good examples were seen of pupils' projects about the solar system in Year 5 and religious education projects about Easter and places of worship in Year 6.

81. Computers are not used sufficiently to draft and redraft writing or to present work using different styles. Some good use of extended reading was seen in Year 6 to develop pupils' scientific understanding of insulation. However, generally across the school there is insufficient development of literacy through work in other subjects.
82. The co-ordinator for English is working closely with senior staff to develop the school's provision. She is aware of the strengths and weaknesses in the subject and is clear about the need to improve pupils' attainment in reading and writing. The school effectively analyses its test results and has begun to track pupils' progress as they move up through the school. This has identified groups of underachieving pupils, who are now being targeted for extra support. This is already having a positive effect on standards by the age of seven, but has not yet had time to fully impact on the standards of pupils currently in Year 6. The school uses a good range of procedures for checking pupils' attainment and progress in English. It has recently begun to set individual as well as group targets. Currently, the outcomes of assessment are used satisfactorily to adjust the teaching plans in response to the pupils' achievements and difficulties experienced.

MATHEMATICS

83. Attainment is broadly in line with the national average for seven-year-olds. Most pupils make good progress in number and mental arithmetic skills through Years 1 and 2 and higher-attaining pupils achieve in line with their abilities. By the age of eleven, pupils' standards are slightly below the national average. There are greater proportions of eleven-year-olds at or below the national average. Some of these pupils, whilst meeting the expectation in their number work, are weaker in mathematical reasoning and applying the strategies that they have learnt and are secure with. Additionally a number regularly make mistakes in their computation because they set their work out incorrectly. There are a small number of more able pupils, who are not making the progress they should in division, ratio and percentage. The problems they are set in number, shape and space do not challenge them to reach higher levels, and their knowledge of how to interpret data is weak.
84. As pupils move through the school the overall pattern of achievement is better for those with special educational needs, and for pupils of average and slightly below-average attainment. This is because the teaching is generally better for these pupils. For example, the mental activity at the start of lessons concentrates pupils on learning basic number facts whilst the taught part of the lessons correctly focuses on strategies to use when calculating. The teaching is good because the pace is snappy, pupils are frequently asked to say what comes next and teaching assistants are used well to support the groups.
85. In the best lessons, teachers ensure that all pupils are doing work that builds on what they have done previously and helps them to extend their understanding. This is done with the judicious use of the teaching assistants, who make a valuable contribution to the lesson. This was the case in a lesson with Year 3 pupils. The teaching assistant worked with a group after the teacher successfully introduced a technique for ways of subtracting one two-digit number from another. The teaching assistant gave more practical experience of subtracting units and then tens using cubes. The progress was slow as the pupils were unsure of their number facts, but the session helped them become increasingly confident about how to use the strategy. Higher-attaining pupils successfully learnt how to use their good knowledge of place value to tackle more-complex subtraction problems. By the end of the lesson these pupils were ready to apply this knowledge to decimal money.

86. There are some good examples where groups of pupils are given activities well matched to their needs. In a successful lesson with the lower-ability mathematics set the pupils went to their groups feeling very positive about the strategy for multiplying a three-digit number by one digit. The tasks were carefully chosen to help pupils achieve their different objectives. For example, a lower-attaining group played a game to rehearse their tables whilst a pupil at a very early stage of English learnt the words for numbers to twenty and beyond. The higher-attaining group revisited what happened to numbers when multiplied by factors of ten and explored the factorial method for multiplication by two digits. The success of this lesson for pupils of all abilities was the result of detailed planning and a good knowledge of what pupils could and could not do. Occasionally teaching does not take enough account of the different levels of attainment of pupils. This sometimes means that the work is too easy or too hard and results in pupils not extending their learning. This happened in one lesson where pupils spent time doing work they could already do or which was too difficult.
87. Teachers are knowledgeable about the National Numeracy Strategy and recognise when pupils are having difficulties. This was the case in a Year 1 lesson where lower-attaining pupils were uncertain about subtracting numbers greater than 21, and were quickly directed to working on their number facts to 20. The pupils quickly recognised the patterns developing and were able to contribute to the final part of the lesson, which explored number facts with larger numbers. Teachers give good help in lessons, not overwhelming pupils but encouraging them to think and use what knowledge they have to get around difficulties.
88. By the time pupils leave the school they have a sound grasp of the four number operations and most are confident about working with high numbers. They understand the relationship between, for instance, fractions and decimals, although only a few average or higher-attaining pupils are secure about using their understanding to solve practical problems. They are more confident about using their tables and most use their knowledge to work out division. Pupils regularly practise the multiplication tables as part of their homework, and know where they are weaker. Pupils have the opportunities to work with data bases and spreadsheets, and they extend their understanding of shape and angles; for instance, through using control technology. In general opportunities to extend problem solving and mathematical skills in other subjects are not routinely planned for.
89. The school has benefited from the successful implementation of the National Numeracy Strategy. The emphasis on teaching calculating strategies is giving pupils greater confidence. The co-ordinator has worked very hard and provides good support for colleagues. Resources have been improved to provide for those identified as higher attainers as well as to support teaching. The analysis of test results also gives teachers a useful insight into the strengths and weaknesses of the curriculum, and the co-ordinator is addressing these systematically with teachers. The co-ordinator is aware of the need to be more rigorous about monitoring planning to ensure that there is enough planned to challenge the older, more-able pupils.

SCIENCE

90. By the age of eleven, in the present Year 6, standards are below national expectations. This is because only a small number of pupils reach the higher levels. Nevertheless, standards are higher than they were at the last inspection and indicate an improvement compared with national test results in 2001. Standards in Year 2 are broadly as expected nationally, as they were at the time of the previous inspection.

91. Pupils in Year 2 have a simple understanding that a force is involved in pushing or pulling objects. They describe some different kinds of pushes and pulls such as squeezing and rolling. Pupils construct a simple circuit to make a bulb light up and they draw a diagram of what it looks like. They are beginning to use conventional symbols to represent the battery, wires and bulb. In investigations about animals and plants found in various habitats around the school, they are beginning to record their findings in a systematic way using, for example, bar graphs.
92. By the end of Year 6, pupils demonstrate knowledge and understanding of the function of various parts of a flowering plant, including reproductive parts such as carpel and stamen. They have developed an adequate understanding of food chains using appropriate scientific terminology such as “producer,” “consumer,” “predator” and “prey.” Their knowledge of classification and the use of keys, however, are below the expected level. Pupils describe methods such as filtering for separating mixtures. However, there is little evidence that they can predict whether changes in materials are irreversible or not.
93. In the main the pupils’ achievements parallel the quality of teaching in science. An analysis of pupils’ work shows that, throughout the school, progress in the acquisition of scientific knowledge and understanding, within the topics studied, is satisfactory. Many pupils achieve well, given that a high percentage have special educational needs and a larger than average number have English as an additional language. Pupils now in Year 6 have made unsatisfactory progress in investigative skills. This is evident both in lessons and from examination of pupils’ work. Few but the higher attaining pupils have a secure understanding of how to make a test fair. While pupils engage in investigations and satisfactorily develop specific knowledge, for example of thermal insulation, even the most capable pupils do not have the independence expected for their age in this key area of science. This is because teachers are not doing enough to develop independence in scientific investigations. Teachers often direct experiments too much and there are missed opportunities to involve pupils more frequently in making predictions. Particularly in Years 3 to 6, pupils are not given enough opportunity to devise their own tests, pose their own scientific questions and decide on their own equipment. This lack of opportunity contributes to pupils’ below average standards in this aspect of science by the end of Year 6.
94. There has been an improvement in teaching since the last inspection, when it was found to be unsatisfactory in Years 3 to 6. In three out of four lessons the teaching seen was satisfactory. In one lesson it was good. The quality of teaching is now satisfactory overall throughout Years 1 to 6 and there are some good features, which contribute effectively to pupils’ learning. Teachers manage pupils’ behaviour very well. This means that pupils are attentive and concentrate well on their work. They often ask challenging questions that make pupils think hard. In good lessons, teachers give clear explanations and frequently check pupils’ understanding of scientific terminology. This is particularly beneficial to pupils with English as an additional language and to those with special educational needs.
95. A weakness in teaching is in the marking of pupils’ work. Although some work is marked thoroughly and in detail, many pieces are left unmarked or simply acknowledged with tick or teachers’ initials. This means that pupils’ errors are not always corrected and misunderstanding of scientific ideas goes unchecked, which has a detrimental effect on progress.
96. A key issue at the time of the last inspection was to develop a scheme of work to assist planning and an assessment system to check pupils’ progress and to match

work more appropriately to pupils' needs. The former has been addressed satisfactorily by the adoption of a national scheme of work, which provides guidance for lessons and ensures coverage of the National Curriculum. However, the scheme has not been adapted or evaluated to meet the specific needs of pupils in this school. A system for regularly checking pupils' knowledge and understanding has been introduced. While some elements are comparatively new, they are beginning to be used to identify pupils' strengths and weaknesses and to guide their next steps of learning.

97. Due to staff changes, the co-ordinator is relatively new to the post. However, she has checked the work in pupils' books and has, rightly, identified key areas for development, notably the development of investigative science and more regular use of ICT.

ART AND DESIGN

98. No lessons were observed in art in Key Stage 2, and no judgement can be made about the overall teaching and learning in this key stage. The scrutiny of pupils work, the lesson observations in Key Stage 1 and the displays around the school show that the standards of attainment by the age of seven and eleven are in line with those expected of their age nationally. This is an improvement since last inspection. The school now regularly uses the QCA guidance on planning which has helped raise standards.
99. The displays of artwork around the school show how pupils have used a wide range of media such as pencils, paint, wire and papier-mâché to create different pictures and objects. They also show how teachers link artwork with other subjects such as religious education, science and history. For example, Year 6 pupils made some interesting studies of the Easter story.
100. The teaching and learning are satisfactory in Key Stage 1. Teachers develop pupils' skills in drawing effectively. They give pupils guidance and demonstration on how they can create certain effects by using different shades of colours and techniques to create the texture of an object. Through discussion, teachers develop pupils' observational skills. For example in a Year 2 art lesson pupils gave the teacher a list of words to describe the shape and texture of a range of natural objects. The pupils' language skills benefited because the teacher approached this methodically by organising the words for the pupils and a teaching assistant worked alongside those learning English as an additional language.
101. The art co-ordinator, whose role is at an early stage of development, took on the responsibility for the subject at the beginning of the academic year. The assessment of artwork is one of the areas identified for further development. The resources are adequate for the effective delivery of the subject.

DESIGN AND TECHNOLOGY

102. Evidence from pupils' work, the discussion with the co-ordinator and the lessons observed indicate that the standards of attainment in design and technology are in line with those expected of seven and eleven year olds. The school has made satisfactory progress since the last inspection when provision was unsatisfactory. The school uses the scheme of work produced by the QCA and coverage is regularly monitored.

103. Seven year olds construct simple models using a range of materials and tools. They follow their own plans when making their puppets. Most show good ideas of what their finished models are to look like in their initial designs. Through their planning they demonstrate an understanding of how they can make their models attractive and what they need to do to improve.
104. Teachers plan good links between design and technology and subjects such as English and ICT, which gives pupils a purpose for learning the skills. For example, pupils in Year 6 make masks to show the mood of the 'jabberwocky' poem. Year 3 pupils make models of their school inspired by their visit to the Maritime museum. Through their initial planning pupils can generate ideas and explain who they are intended for. Year 4 pupils' 'models on chairs' show their ability to choose and use different materials and their observations to their own design. There is some evidence of pupils being given opportunity to measure, cut and shape different materials like their designs on slippers and boxes. However, examples such as these are very few and far between.
105. Pupils make satisfactory progress at both key stages. Pupils with special educational needs are given the opportunity to participate fully in design and technology lesson. In one lesson the computer was used to help a pupil set out his designs and measure the various floor and wall dimensions to calculate the amount of insulation required. This ensured he learnt as well as others from this practical session.
106. The quality of teaching and learning is satisfactory overall. Some good lessons were observed in Key Stage 2. Most of these lessons were on planning for pupils' design. In the lessons observed the teachers used a range of resources and strategies to engage pupils. They are clear about what they want pupils to learn. They offer pupils the opportunity to explain how they go about planning for their design and encourage pupils to think about the skills and knowledge they learned in other subjects. Pupils work well in pairs and small groups sharing ideas and resources and this benefits their learning. They are confident to explain the planning with others in the class. Their attitude to the subject is good.
107. The subject is managed well. The co-ordinator has just taken over the responsibility of the subject in September 2001. She is clear about the strengths and areas for improvement of the subject. The co-ordinator has started work on developing this further by building a portfolio of pupils' work, and suggestions of activities related to the different aspects of design and technology, which the staff will use to moderate their pupils' work.

GEOGRAPHY

108. There was insufficient work provided by the school to make a judgement about standards and the quality of teaching. Discussions with pupils indicate that they study a broad range of topics; including map work in the locality, comparative studies, and themes such as rivers. However, from these discussions along with the limited sample of work it is evident that the curriculum is not organised adequately and pupils do not develop their geography skills fully. The opportunities to link reading, writing and mathematical skills are weak and much of the work seen lacked challenge or interest.
109. There is an adequate curriculum plan outlining the coverage of geographical knowledge and skills for the year and this has been monitored by the co-ordinator. It is recognised that in most years there has been insufficient time spent on geography to teach what is expected and that there is a lack of confidence amongst teachers in

using the published guidelines. However there are no plans to address this. Whilst there is an action plan it fails to show how teaching expertise is to be improved or how the scheme of work is to be developed.

110. By the age of seven pupils can describe what a settlement is and have made a reasonable list of differences between for example the Isle of Struay and their own part of London. Pupils have identified key features on their maps but higher attainers show little awareness of keys or symbols. Older pupils record their journey to school but maps are without keys or scales and lack significant features. A study of the locality reveals that pupils have knowledge of the impact of traffic on shopkeepers and can list the benefits and disadvantages of the street market. However, the depth of study was superficial.
111. Not enough improvement has taken place since the last inspection. The provision for geography and the expectations of learning in this subject are inadequate, and similar to the findings of the last inspection. The co-ordinator has monitored planning but her role as a curriculum leader does not focus sufficiently on improving teaching and learning, or raising standards.

HISTORY

112. No lessons were taking place in history at the time of the inspection and therefore no overall judgement about teaching is possible. However, from the scrutiny of pupils' work, discussions with pupils and teachers' planning indicate that attainment by the age of seven and eleven are in line with national expectations. This is an improvement since the last inspection. Teachers' planning indicates that the subject is taught according to the requirement of the national curriculum.
113. The discussion with pupils and the scrutiny of pupils' work show that the pupils in Year 2 have a good knowledge about Victorian times. They compare the similarities and differences of Victorian times with that of their own. In the discussion with a group of pupils from different age groups it is clear that the pupils have a good knowledge of the significant events and people in history. Year 6, pupils show an understanding of the life at the time of Ancient Greece. One Year 6 pupil talked about what they used to wear and how they used to construct buildings. Pupils show great enthusiasm in talking about the subject. The work by Year 5 pupils shows their understanding of Anglo Saxon times. They use the artefacts and pictures from that period to describe how they might have lived.
114. It is evident from pupils' work and from the discussion with the co-ordinator that the teachers make good use of local resources and artefacts to benefit pupils' learning. Pupils visit the local museums and places of historical importance. Teachers make good use of history lessons to extend pupils' writing skills. Pupils are given opportunities to write for different purposes such as note taking, letters and stories about the past. The presentation of pupils' history work is satisfactory overall. Pupils take some pride in presenting their research, combining maps and text effectively.
115. The co-ordinator has taken over the responsibility of leading the subject recently. Although she is fairly new this role has a clear idea of the strengths of the subjects and the areas for development. Reviewing the curriculum planning is one of the areas identified for further improvement. The resources are adequate to deliver the curriculum effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. By the age of seven and eleven pupils are meeting the expectations in all areas of information technology. Standards are better than they were at the last inspection. All pupils are learning well; they are confident in using a range of ICT skills and are knowledgeable about how technology can help them in their work.
117. The provision of a well-resourced computer suite, regular access each week and a confident teaching force have all contributed to raising standards. Much of the teaching is good. Where it is best the lessons move at a good pace and there is a clear purpose for using the equipment. For example in a Year 3 lesson the teacher used the pupils earlier evaluations of the lettering on boxes they had made. This served as an introduction to learning how the word processor could be used to improve the overall impact of their lettering. The lesson proceeded quickly with each of the procedures explained carefully to pupils and displayed as a prompt sheet. A pupil with limited concentration was invited to repeat the instructions for all the class to follow, which successfully maintained his involvement. In another successful lesson pupils in Year 1 learnt how to enter information about their journey to school onto a spreadsheet. Step by step instructions helped pupils enter the necessary data. The pupils rose to the challenge of correcting data on their screen using the knowledge they were quickly gaining about task bars and short cuts.
118. The teachers' newly acquired confidence in teaching the subject encourages both boys and girls to experiment confidently for themselves. For instance pupils in Year 2 navigate their way through a set of knowledge compact discs. With the help of the teacher and teaching assistant they all learn to use the linked pages and most learnt during the lesson how to move forwards and backwards through the files. Good use was made of the time because pupils used their computer knowledge to sort out any difficulties and helped each other. Both the teacher and teaching assistant could discuss the interesting facts that were emerging and use the time to develop their reading skills. In the ICT lessons the potential of computers to extend and challenge pupils literacy and numeracy skills were used by the teachers, however the school has not yet systematically identified how the computers are to support learning in other subjects.
119. Eleven year olds have made rapid progress since the completion of the computer suite. They are confident in a range of ICT experiences including work in graphics, word processing, control and database. Higher attaining pupils are challenged to go beyond the expectation of their age group; creating a diary of their residential visit complete with hyper links to pictures taken with digital cameras.
120. The co-ordinator has high expectations of what pupils can achieve using ICT and has built up a very good level of resources to realise this. The shortfall of staff skills has been managed very well through directing funds into training and the provision of laptops. It is recognised that the quality of teaching and learning is limited by the lack of a proper teaching area within the suite. The development plan for the subject is strong on how the suite is to be maintained and developed; and shows how the co-ordinator intends to develop ICT in all curriculum areas and so make an impact on learning.

MUSIC

121. Overall standards meet the expectations for seven and eleven year olds. The quality of singing has improved substantially since the last inspection following the appointment of a music teacher and is now well above that expected. The quality of

music teaching is consistently very good; work is demanding and imaginative and as a consequence pupils are learning well.

122. The school was without a music co-ordinator for some time and there was no overall strategy for raising attainment. This has now been rectified. Music standards are being monitored and action taken to remedy weaknesses in pupils' experiences and skills. For instance xylophones have been purchased to allow pupils to work in pairs when composing and performing. A good start has been made on improving the range of percussion instruments, which appeal to pupils, such as steel drums. There are two choirs for pupils in Key Stage 2 to which most pupils join. A small band has also been brought together which is helping raise the profile of playing an instrument. All pupils receive an hour a week of very good music teaching and as a result their skills are improving.
123. Music plays a very important part in bringing together pupils from diverse range of backgrounds and abilities. Those with physical needs are given support throughout the lessons whilst those with behavioural difficulties have a learning mentor or teaching assistants join them in the lesson. This ensures all pupils gain from the lesson. All pupils are enthusiastic about music and music making. They talk enthusiastically about their participation in the Christmas production and how they are looking forward to the end of year production of Joseph. During assembly and lessons pupils listen attentively to a good selection of music from different times and cultures, and are keen to explain how it makes them feel.
124. Teaching and learning is consistently of very good quality. Music is taught by the co-ordinator who is a music specialist. The work is very well planned with clear and detailed objectives that allow for all elements of music to be taught in exciting ways. For example composing a sound track for an advertisement gripped the imagination of older pupils. The recording of their first efforts served as further encouragement to refine their composition and improve their performance. Good use was made of pupils' evaluations to help them improve and extend their compositions and improvisations. Activities are well matched to the needs of the pupils recognising weaknesses in pupils' previous attainments. For example in a Year 5 lesson a four-part melody had been written up for pupils to follow. This meant they could be taught about dynamics whilst playing the piece accurately. The lessons are infected with some wonderful two-part singing and pupils have fun playing with harmony. A lesson for Year 1 pupils helped develop pupils' literacy skills as they composed a piece entitled thunderstorm. Words such as 'pitter-patter', ' splish-splosh' served as a starter for other rhyming vocabulary. The teaching assistants helped bi-lingual learners with this new language as well as such terms as louder and softer, by becoming conductors. The result was that the pupils were able to play a full part in the success of the lesson.
125. Younger pupils sing well showing good control of pitch, dynamics and rhythm. They compose and perform simple pieces using untuned instruments. Older pupils create percussion parts to songs and compose simple melodies to accompany text. For example in a Year 6 lesson pupils linked the tune of a well-known pop song to the headlines from newspapers or adverts. Most of these pupils explored harmony as they improved on their compositions, producing pieces with added texture. Pupils in Year 5 work on the melody for 'what shall we do with the drunken sailor'.
126. The school is making effective use of the teaching expertise of the music co-ordinator to raise standards. However her impact on teachers' expertise is under developed. Class teachers play no part in lessons and because the lessons are one hour there is

no time in the week for teachers to follow up the lessons in their classes and so develop their skills.

PHYSICAL EDUCATION

127. Only two games lessons were observed during the inspection; both in Key Stage 2. The teaching and learning in both lessons was very effective and boys and girls reached a standard above what is expected. This is a considerable improvement on the quality of standards reported in the last inspection, however there is not sufficient evidence to form a judgement about overall standards or teaching of seven and eleven year olds.
128. The school has done all it can to broaden the range of outdoor work that was criticised before. Guidelines to support teachers have also been introduced since the last inspection and this has helped improve teachers' expertise and pupils learning.
129. The characteristics of both successful lessons were the high expectations teachers had of pupils' behaviour, their very good subject knowledge and organisation. In a football skills lesson there were regular breaks in the practice session to work on new skills such as passing with the instep, controlling and striking the ball. The teacher was careful to choose both boys and girls for demonstrations and sensitive in the way he managed the evaluations. Both lessons typified the pupils' very good behaviour as they worked conscientiously in pairs and then small groups to reach the targets set by their teachers. One pupil missed his turn in order that another could have one more go to improve. Both teachers pay particular attention to developing the skills of the lower attainers through praise and quick intervention.
130. Most pupils in Year 3 pass, dribble and strike a ball accurately with a hockey stick. They use space well and have a growing awareness of game strategies for instance avoiding advancing players. Year 5 pupils strike footballs accurately and most succeed in a sending the ball through a narrow 'goal mouth'. Their control of footballs on the ground is good. Pupils in Key Stage 2 learn to swim and most reach the expected standard by the age of ten.
131. Resources have been improved to provide a full range of game skills. There is still no assessment system to monitor the effectiveness of pupils' physical development or to judge whether standards are high enough. This is identified as a priority by the recently appointed co-ordinator.

RELIGIOUS EDUCATION

132. Few religious education lessons were observed during the inspection. Other evidence was gained from examining samples of pupils' work and from talking to pupils and staff. Achievements for all pupils are satisfactory over time and by the age of eleven pupils are meeting the expectations of the agreed syllabus. This is a better picture than at the time of the previous inspection.
133. By the end of Year 2, most pupils are familiar with special books such as the Bible and the Qu'raan, with special festivals such as Christmas and with stories from the Christian and Jewish religions. Teachers provide appropriate opportunities for pupils to communicate their own experiences about special times and celebrations. By exploring the customs and traditions associated with Christian and other religious festivals and ceremonies, pupils are helped to develop the awareness that others have experiences different from their own. Pupils demonstrate knowledge of a "supreme being" and of spiritual leaders, such as Jesus and Muhammad.

134. In Years 3, 4,5 and 6, pupils increase their knowledge of Christianity and are introduced to Islam, Hinduism and Sikhism and learn about some of the values, beliefs and customs associated with these religions. By the age of eleven, most pupils know about the key events in the lives of important religious leaders such as Jesus and the importance of rules in the lives of believers, for example, the Five Pillars of Islam and the Buddhist's eightfold path. Through illustrations and written work, they demonstrate an awareness of the different approaches to worship, prayer and sacred writings and their importance to believers.
135. There was insufficient observation of lessons to judge the overall quality of teaching. However, in the two lessons seen teaching was satisfactory. In Year 2, pupils learned satisfactorily about the importance of Israel as a special place to Jewish people. While in Year 6, pupils developed a satisfactory understanding about the place of religious buildings in conveying something of the beliefs of people who worship in them.
136. An examination of pupils' books and folders indicates that there is little recorded work in religious education and what there is, with the exception of Year 6, is included with work in history and geography. By contrast, in Year 6, the teacher finds interesting ways to record work such as in paintings and in illustrated books, for example, about the Easter story. Good use is made of literacy skills to tell the story from different points of view. This opportunity to reflect on the experiences and feelings of the various characters makes a significant contribution to pupils' spiritual awareness and evokes some very sensitive thoughts. For example, in writing from the point of view of Pontius Pilate one pupil wrote, "I hung my head in shame when I think what I let happen."
137. Marking is inconsistent and is not used as well as it could be to support pupils' literacy skills or to develop and extend pupils' understanding of religious education. Resources, especially photographs and artefacts are very limited and this has a detrimental effect on learning as teachers sometimes resort to poorly reproduced photocopied images in black and white.
138. There has been satisfactory improvement to the curriculum since the last inspection. The subject is now taught in accordance with the Locally Agreed Syllabus. However, there is not enough detailed guidance to help less confident teachers in planning lessons. There are still no assessment procedures to ensure pupils' progress in gaining knowledge and their ability to discuss fundamental issues is being monitored. The school enhances the curriculum with visits to places of worship such as churches and a mosque and through the use of representatives of different faiths as speakers in assemblies.