

INSPECTION REPORT

ST. JAMES' CE JUNIOR SCHOOL

Forest Gate, London

LEA area: Newham

Unique reference number: 102764

Headteacher: Janet Springall

Reporting inspector: Jo Cheadle
23233

Dates of inspection: 1st - 4th July 2002

Inspection number: 196905

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Tower Hamlets Road Forest Gate London
Postcode:	E7 9DA
Telephone number:	020 8534 4030
Fax number:	020 8555 3721
Appropriate authority:	The Governing Body
Name of chair of governors:	Canon John Williams
Date of previous inspection:	30 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23233	Jo Cheadle	Registered inspector	Music; equal opportunities; special educational needs.	The school's results and achievements; How well are pupils taught? How well is the school led and managed?
9577	Elaine Parrish	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31334	Barbara Atcheson	Team inspector	Maths; art; history.	
20932	Tim Boyce	Team inspector	Information and communication technology; geography; physical education.	
25799	Geraldine Lewendon	Team inspector	Science; design and technology.	How good are the curricular and other opportunities are offered to pupils?
4351	Jeanne Strickland	Team inspector	English; religious education; English as an additional language.	Pupils' attitudes, values and personal development.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. James' is a voluntary controlled Church of England school. There are currently 340 pupils on roll between the ages of seven and 11. The school benefits from the wide diversity of pupils' ethnicity, with the largest group of pupils coming from Black African backgrounds. Pupils from Black Caribbean, various white backgrounds, mixed race, Indian, Bangladeshi, and Pakistani backgrounds are represented in roughly equal proportions. Around 40 per cent of the pupils are of Christian faith, with the second largest faith group being Muslim. Two hundred and nine pupils at St. James' speak English as an additional language, which is a very high proportion in comparison with other schools. Of this group, 167 pupils are in the early stages of learning English. Over 50 per cent of pupils are eligible for free school meals, which is well above the national average. The proportion of pupils on the school's register for special educational needs is lower than the national average. However, in line with the school's inclusive policy for admissions, the proportion of pupils who are supported by a statement of special educational needs is higher than the national average. For this reason the range of learning and behavioural needs is very wide. There are currently 37 pupils attending the school from refugee families. A high proportion of pupils join or leave the school at times other than would be expected. In the current Year 6, a third of the pupils joined at various stages other than at the beginning of Year 3. While attainment on entry to the school is improving year on year, until recently, it has been below average.

HOW GOOD THE SCHOOL IS

St. James' is an effective school. By the end of Year 6, pupils' attainment matches that in similar schools. This signifies at least satisfactory achievement on their starting levels. Very good support is provided for pupils' learning English as an additional language and for those who have special educational needs. These pupils often achieve well. While teaching is satisfactory overall, there are strengths in teaching in some classes that ensure good progress in many lessons. Most pupils have good attitudes to their learning and enjoy coming to school. The school is very inclusive of all pupils and racial harmony is very good. The headteacher, supported very ably by the deputy headteacher, communicates a very clear educational vision, provides good leadership and manages the work of the school well. Governors are very supportive, are committed to the school and fulfil their statutory requirements in all aspects. In its current context, where the majority of pupils make satisfactory progress, and pupils who are learning English as an additional language and those with special educational needs make good progress, the school provides satisfactory value for money.

What the school does well

- Standards in national tests are improving.
- Standards in art are better than national expectations.
- Teachers provide good role models for pupils, helping them to work positively with each other and develop respectful attitudes.
- Pupils are cared for very well and their academic and personal needs are supported very effectively.
- The school is totally inclusive of all its pupils and the provision for the development of social, moral and personal development is very good. As a result, racial harmony is a very positive feature.
- Pupils with special educational needs and those learning English as an additional language are very well supported and make good progress.

What could be improved

- The overall quality of teaching
- The way that curriculum co-ordinators lead and manage their subjects
- The balance of subjects in the curriculum

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since this time there has been satisfactory improvement overall. In relation to the key issues from the previous inspection report, the school has made good

improvements to the curriculum and the planning of learning, with the result that learning objectives are now very precise and new learning clearly builds on previous experiences. The curriculum is strongly relevant to the needs of the pupils. The breadth and balance of the curriculum are satisfactory and there has been good improvement in the curriculum for music, religious education and physical education. Pupils are now making better progress in each of these subjects. However, there has been insufficient development in geography, history and some aspects of design and technology. Assessment procedures are now in place for English, mathematics and science and most other subjects. Better use is now made of information from assessments to set targets for new learning. The provision for pupils with special educational needs is now judged to be very good and this signifies good improvement since the last inspection. All policies and procedures are fully in line with the new Code of Practice. The school now provides well for the development of pupils moral, social and cultural awareness, with the development of pupils' multi-cultural understanding being a particular strength. In the current inspection, a higher percentage of very good and excellent teaching was observed. However, the level of unsatisfactory teaching is too high and has not decreased sufficiently since the last inspection. Moreover, the school does not yet have a long-term strategic plan to alleviate the ongoing problems of recruiting and retaining teachers. As such, they cannot ensure that the quality of teaching will improve overall, and that there is long-term positive impact on pupils' achievements and the standards.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E	E	C
mathematics	E	E	E	C
science	E	E	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% nationally	E*

Over the past three years pupils' attainment levels on entry to the school in Year 3 have been improving. Many of the current Year 3 pupils began with levels that were average in comparison with national standards. However, many pupils begin at the school in years other than Year 3. Of the current Year 6 pupils, a third began later than Year 3 and a significant proportion joined the school after Year 4. Many of the pupils joining the school at various stages during Key Stage 2 arrive with a variety of learning, emotional and behavioural needs. Some of these pupils are refugees. Some are in the very early stages of learning to speak English. In addition, the school also provides for the needs of pupils with profound learning difficulties and there are a higher number of pupils supported by statements of special educational needs than in other schools. Overall, attainment on entry to the school is judged to be below average and there are a significant proportion of pupils who enter with well below average standards.

Despite being well below average in comparison with results nationally, the results attained in the 2001 national tests by Year 6 pupils signify at least satisfactory achievement on starting levels. As result of the very good provision for pupils with special educational needs and for those who are learning to speak English as an additional language, many pupils in these groups achieve well on their starting levels. While pupils' results in mathematics and science show an upward trend, in English tests, results are declining, therefore, rates of improvement overall are below the national trend. Test results for 2002, as yet unvalidated, show improvement on the previous year in all three subjects.

Evidence from the inspection shows that in the current Year 6, standards of work are average in science and below average in English and mathematics. However, in all three subjects pupils make satisfactory progress on their prior levels of attainment. Pupils attain expected levels in religious education and physical education and above expected levels in art. Standards are improving in information and communication technology and music, and there is clear evidence of good work throughout the school. However, standards are currently below expectations by the end of Year 6 In design and technology, history and

geography standards are also below expectations by the end of Year 6 Pupils do not have enough opportunities to cover the full range of work in these subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. In general, pupils are enthusiastic about coming to school. They feel secure and value their friends particularly.
Behaviour, in and out of classrooms	Satisfactory overall. Pupils' behaviour is variable and there are some potentially very turbulent children. However, behaviour does not manifest itself in pupils being spiteful to each other or bullying one another, but sometimes in sullen withdrawal, surliness or disruption.
Personal development and relationships	Relationships are a strength. Friendships and mutual support are very evident and valued by pupils. Staff as a whole, provide very good role models.
Attendance	Attendance is in line with national averages, but the rate of unauthorised absence is high. Some pupils are late for school, a few regularly. The school takes very prompt action to remind parents and pupils of the importance of regular attendance.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	satisfactory

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 at the school is satisfactory. In 88 per cent of lessons, teaching was at least satisfactory. The quality of teaching was better than satisfactory in almost half of the lessons observed and there were lessons where teaching was excellent. However, teaching is inconsistent between classes and in some subjects, and the level of unsatisfactory teaching is too high. Teaching was judged to be unsatisfactory in 13 per cent of lessons. This has a direct impact on the progress that pupils make in lessons, their achievements overtime and the standards they attain by the end of Year 6. The school has difficulties in recruiting and retaining teaching staff. New teachers are well supported and many have developed effective teaching skills during their time at the school. However, some of these teachers are now leaving and the school is once again in the situation that new teachers will arrive, a proportion of whom will have limited teaching experience and knowledge of the National Curriculum.

Strengths of teaching include the very good role models that most teachers provide for pupils; good management of pupils' behaviour and high expectations about their attitudes to work; well planned lessons with a range of activities to ensure that pupils' interest and concentration levels are maintained and good use of learning support assistants to ensure that lessons run smoothly and pupils make equal rates of progress. The majority of teachers know their pupils well and this is significant in planning lessons that are relevant to their needs, both academic and personal. Major weaknesses of teaching include teachers' knowledge of some subjects of the National Curriculum; inconsistencies in the use of behaviour management strategies and lessons that are too long or are not delivered as planned. In a few lessons where planning is good, teachers do not make effective use of resources available to them and the actual delivery of the lesson is uninspiring for pupils.

As the school is most often in the situation where there are a good number of new or inexperienced teachers, it is good that there are clear procedures for such issues as behaviour management. For the most part, these procedures are effectively implemented and pupils' behaviour is not a concern in lessons. However, in situations where teachers have not yet developed their full complement of teaching skills, the implementation of school procedures is sometimes inconsistent, with the result that behaviour is not managed well enough. This results in lessons being disrupted and pupils make unsatisfactory progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The strength of the curriculum is its relevance to pupils' specific educational and social needs. The curriculum is adequately broad and balanced, although there is currently insufficient inclusion of history and geography, and some aspects of design and technology are not fully covered.
Provision for pupils with special educational needs	Very good. The school very effectively supports pupils with a wide range of learning and behavioural needs. The co-ordinator for special educational needs provides very good leadership for teachers and learning support assistants, and manages the provision very well. Learning assistants provide high quality support for pupils.
Provision for pupils with English as an additional language	Very good. There are very good systems of assessment and strong links between co-ordinator and class teachers. Pupils' progress is carefully tracked and recorded. Language diversity is celebrated and makes a significant contribution to good relationships and school harmony.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils' spiritual development is satisfactory. Spiritual experiences in lessons are mainly incidental, rather than planned. Moral and social development is very good. Behaviour codes are well understood, and teachers work hard to ensure their implementation. Pupils' cultural development is also a strength, and the development of pupils' multi-cultural awareness is exemplary.
How well the school cares for its pupils	Very good. There are rigorous procedures for child protection and ensuring pupils welfare that enable the school to give very high standards of care to pupils. Pupils work in a safe and happy environment. There is very good support for pupils who experience barriers to learning. Assessment procedures are satisfactory overall. Inconsistent use is made of the information gained from assessments to improve teaching and learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher manages the school effectively. She works in very good partnership with the deputy headteacher, with the result that school aims are well reflected in daily work. Key staff work very well together as a team. There are inconsistencies in the work of subject co-ordinators and this has a direct impact on the quality of provision and standards attained by pupils.
How well the governors fulfil their responsibilities	Satisfactory. Governors fulfil all of their statutory responsibilities. They are very supportive of the school and take their responsibilities seriously. They have a good understanding of the school's strengths and weaknesses. Their role in planning strategically for how the school will maintain and improve current standards is satisfactory. As yet, not enough consideration is given to the ongoing problems with recruiting and retaining teachers so as to improve, rather than maintain, standards attained by pupils.
The school's evaluation of its performance	Good. The headteacher and senior managers have a clear understanding of the strengths and weaknesses in teaching, and performance targets are set for teachers and subject co-ordinators. The head and deputy make very good analysis of standards attained by groups of pupils. This information is now being used to set appropriate targets for improvement.
The strategic use of resources	Satisfactory overall. The school is making good use of the limited resources at its disposal. However, there are now no contingency reserves and the school faces some very difficult decisions if additional financial support is not provided. Resources for learning are satisfactory, although the absence of a library and

	ICT suite has an impact on standards attained by pupils. The school accommodation, while being very clean and well cared for, is too small for the number of pupils and is therefore unsatisfactory. The school applies appropriate strategies for ensuring best value is achieved.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents are confident that their children like coming to school • Parents believe that behaviour at the school is good • Many parents are happy that teaching is of a good quality • Parents feel comfortable to approach the school with suggestions and complaints • Parents are happy that the school expects their children to do their best. 	<ul style="list-style-type: none"> • A significant minority of parents are dissatisfied with the quantity of homework • Some parents do not feel the school works closely with them.

The inspection team considers that behaviour is satisfactory and that there are both strengths and weaknesses in teaching. Inspectors judge that the quantity of homework is satisfactory and is appropriate for the ages of the pupils. Inspectors disagree that the school does not work closely with parents, as there is clear evidence of the school's strong commitment to building a close partnership with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Over the past three years, pupils' attainment levels on entry to the school in Year 3 have been improving. Many of the current Year 3 pupils began with levels that were average in comparison with national standards. However, many pupils begin at the school in years other than in Year 3. Of the current Year 6 pupils, a third began later than Year 3 and a significant proportion joined the school after Year 4. Many of the pupils joining the school at various stages during Key Stage 2 arrive with a variety of learning, emotional and behavioural needs. Some of these pupils are refugees. Some are in the very early stages of learning to speak English. In addition, the school also provides for the needs of pupils with profound learning difficulties. Overall, attainment on entry to the school is judged to be below average, and there is a significant proportion of pupils who enter with well below average standards.
2. In the 2001 national tests, Year 6 pupils attained well below average levels in English, mathematics and science. Results were average in comparison with schools where a similar proportion of pupils are eligible for free school meals. The school has a much higher percentage of pupils who are learning English as an additional language than most schools. The number of pupils supported by statements for their special educational needs is also higher than the national average, as the school works well to provide an inclusive education for pupils of all ability levels. In this context, results at the end of Year 6 signify at least satisfactory achievement on the starting levels of the vast majority of pupils. The school has clear evidence to show that pupils who start in Year 3 and take tests in Year 6 make at least satisfactory progress. Pupils who join the school at stages later than Year 3 are well supported and the majority also make satisfactory progress on their starting levels. As result of the very good provision for pupils with special educational needs and for those who are learning to speak English as an additional language, many pupils in these groups achieve well on their starting levels. English results over time have shown a downward trend that the school has worked hard to improve. Realistic targets for test results have been set for each cohort. This is a difficult task, because the mobility rate at the school is high, and pupils often leave or start in Years 5 and 6. Pupils' results in mathematics and science show an upward trend overall. Test results for 2002 are as yet unvalidated, however, results in all three subjects show improvement on the previous year.
3. Inspection evidence shows that in the current Year 6, standards of work are average in science and below average in English and mathematics. However, in all three subjects pupils make satisfactory achievements on their prior levels of attainment and their numeracy and literacy skills are well developed through other subjects of the curriculum. Pupils are strongly encouraged to practise their growing spoken language skills in particular, which is very appropriate to their needs. Pupils attain standards that are above national expectations in art and achieve well. This is an improvement since the last inspection. In religious education pupils attain standards that are in line with the expectations of the Agreed Syllabus. Standards have improved since the last inspection. In physical education standards are also in line with expectations. In both subjects, pupils' achievement is satisfactory. Standards are improving in ICT and music, and there is clear evidence of good work throughout the school. While pupils make at least satisfactory achievements in both subjects, there has been insufficient time for improved provision to have an impact on overall standards attained by the end of Year 6, which are currently below expectations. Pupils develop their ICT skills adequately in other subjects, making the best use of available resources in classrooms. While some aspects of the design and technology curriculum are not yet fully covered in lessons, pupils make satisfactory achievement on starting levels, but attainment by the end of Year 6 is similarly below expectations. In geography and history standards are below expectations and pupils make unsatisfactory achievement on prior attainment

levels. Standards in these subjects have declined since the last inspection. Pupils do not have enough opportunities to cover the full range of work in either subject.

4. The school makes good use of performance data to compare itself with other schools and to analyse the results attained by groups of pupils within the school. There are noted, but not highly significant, differences in the attainment of boys and girls in mathematics, with boys attaining slightly better results overtime. Action has been taken to address this issue through teaching, and there was no reported evidence of variations in the participation or attainment of boys or girls in lessons observed during the inspection. The school carefully tracks progress by ethnicity and no variations were observed in the standards attained by any particular ethnic group. The school is very inclusive of all pupils and teachers work hard to match work to a wide range of ability levels, previous experiences and emotional and behavioural needs. In the school's current situation, where many teachers are new to the profession or have little experience of the National Curriculum, levels of achievement have been maintained at a satisfactory level, because there is good support for teachers and strengths and weaknesses in teaching are clearly identified. Pupils with special educational needs and those who are learning English as an additional language achieve well overall, because teachers and support staff are very appropriately experienced and generally longer serving. The stability of the provision for both of these groups of pupils means that they currently make better progress than their peers. The school is highly aware of the need to ensure consistency in the quality of all teaching, so that rates of progress are equally good for all pupils.

Pupils' attitudes, values and personal development

5. Pupils enjoy school and appear secure and confident in classrooms and playground. This is confirmed by the parents' views. Most pupils are interested in participating in school activities when given the opportunity. They respond with enthusiasm to good teaching and, in the best lessons seen, they were alert and eager to talk. This was especially the case when they were encouraged to take an active part and develop their own ideas. In some lessons and assemblies there is passivity rather than lively participation, often because pupils are only required to answer teachers' questions and a more active role had not been planned for them. When the teaching is not sufficiently interesting or challenging pupils are usually compliant and ready to do their best, but there is a lack of excitement in their learning. In general, attitudes to school are both positive and appreciative.
6. Behaviour is satisfactory overall and often good, though in some classes, teachers have difficulties with a few pupils who are disruptive or uncooperative. The school has a good behaviour code and an excellent record of behaviour management. Classroom rules are displayed, discussed and made meaningful to pupils. Although there were exclusions in the past school year, there have been none this year. As a result of the school's clear and consistently applied guidelines, many pupils make good achievements in aspects of their personal and social development, and they learn to behave sensibly. Although many pupils have difficulties in concentrating and listening well, they are very aware that this is expected of them in lessons. Although unsatisfactory attitudes and behaviour were occasionally observed during the inspection, the majority of pupils were still able to learn. By the end of Year 6, the majority of pupils demonstrate appropriate attitudes and behaviour and these qualities are viewed positively by local secondary schools. Pupils arriving at the school mid-year, often with little English and sometimes with a troubled personal history, are skilfully introduced to the norms and expectations of the school community and helped to feel safe and welcome in it. Pupils are polite to visitors and treat the school buildings and property well.
7. Although the school provides some opportunities for the development of initiative and personal responsibility, these are currently too limited. In some lessons pupils are not encouraged to show initiative or, where appropriate, to take a lead. Extra-curricular activities are more extending, and pupils' performances in the production of "A Midsummer Night's Dream" provided very good examples of personal responsibility and good teamwork. Even on these evenings, however, pupils

were not given opportunities to be involved as ushers to welcome parents. This is an area that was found lacking in the previous inspection. There have been some improvements but pupils are now ready for more.

8. Relationships among pupils and between pupils and teachers are very good. Respect for the values and traditions of others, is fostered very successfully and imaginatively and is one of the most striking features of school life. No evidence of bullying, sexism or racism was seen during the inspection. Pupils from a variety of backgrounds and speaking a variety of languages, work and play well together, learning that different traditions and customs are a source of interest and celebration. Teachers also represent a range of backgrounds and languages. Staff attitudes, with good leadership, contribute much to the harmony of this successful and inclusive multi-ethnic community.
9. Attendance is satisfactory and is in line with national averages. There is a higher than average rate of unauthorised absence, due mainly to a few parents failing to give a reason for absence. Extended holiday also have a negative impact on the attendance rates of some pupils. Registration is carried out quickly and effectively. There are straightforward procedures to record and report absences. Many pupils are late for school, some regularly. Although this means that some pupils miss the morning assembly because they are late, lessons that follow generally start on time.

HOW WELL ARE PUPILS TAUGHT?

10. As reported at the time of the last inspection, the overall quality of teaching at the school is satisfactory. In 88 per cent of lessons, teaching was at least satisfactory. The quality of teaching was better than satisfactory in almost half of the lessons observed and there were lessons where teaching was excellent. In 12 per cent of lessons, teaching was very good or excellent. However, teaching is inconsistent between classes and in some subjects and the level of unsatisfactory teaching is too high. In 12 per cent of lessons observed during the inspection, teaching was unsatisfactory. This is a similar percentage to that reported during the previous inspection and continues to have a direct impact on the progress that pupils make in lessons, their achievements over time and the standards they attain by the end of Year 6. The school has difficulties in recruiting and retaining teaching staff. Fortunately, some teachers have been at the school for a longer period of time and are providing the necessary stability, experience and quality to ensure that pupils make satisfactory achievements. New teachers are well supported and many have developed effective teaching skills during their time at the school. However, some of these teachers are now leaving, and the school is once again in the situation that new teachers will arrive, a proportion of whom will have limited teaching and National Curriculum experience.
11. The school is very fortunate to have a good balance of men and women teaching staff and teachers from a variety of ethnic backgrounds. Without exception teachers are respectful of pupils and encourage them to feel positive about themselves. In the context of the school, this is an important aspect of teaching that encourages confidence and a sense of pride in personal achievements. Pupils are treated fairly and in turn learn to treat each other fairly. As a result, bullying and oppressive behaviour is almost non-existent. As pupils learn to work together, they are also taught to recognise when there are barriers that stop them learning effectively. Teachers help pupils to develop sensible attitudes to overcome these barriers. In an English lesson in Year 6, when one pupil was having a minor altercation with a neighbour, another pupil intervened and separated the pair so that he and others could get on with their work. His attitude was calm. He explained why he needed to intervene and how it would help everybody. Teachers set this example for pupils in the majority of lessons. They explain the reasons why they are paying attention to the behaviour of certain pupils. All inspectors noted that in the best lessons, teachers avoided using “don’t” and “stop”, but instead used comments such as “why don’t you try....?”, or “do you think it may be better if.....?”. The impact of this is that pupils feel that they are

making choices for themselves, they clearly understand how they are expected to behave and they develop good attitudes to their work and to working with each other.

12. The school's wholly inclusive policy is well cultivated by individual teachers, and the commitment to ensuring that all pupils have equal access to the curriculum is commendable. As a result, the good support that is provided by specialist teachers for pupils learning English as an additional language and those with special educational needs, is well extended by class teachers in lessons. Teachers pay careful attention to the range of needs within their class and the majority of teachers plan lessons well. Lessons have clear learning objectives that are shared with pupils at the start of lessons and throughout the course of the lesson. As a result, pupils have a very good understanding of what they are learning and why. This is an improvement since the last inspection. Lessons are generally well linked to previous learning, building on and reinforcing existing skills and knowledge. In an excellent mathematics lesson in Year 3, this constant reinforcement of the learning objective was well rewarded, when a pupil new to the school who was learning to speak English, declared very confidently to the teacher that he had understood. The match of work to ability groups within each class is most often good. This is a strength considering the very wide range of pupils' needs. In classes where there are pupils supported by statements for their special educational needs, teachers are consistent in their attention to including pupils in general class activities wherever possible and relevant. In all cases they provide work that is suitable for the needs of the pupils and this ensures that they make good progress. This work is planned in conjunction with the special educational needs co-ordinator and very well supported by learning assistants during lessons. In the best lessons, teachers ensure that learning support assistants provide just the right amount of support for highlighted pupils, while allowing a good level of independence, which encourages their confidence and positive attitudes among their peers. Learning support assistants are skilled in recognising quickly when pupils are ready to work independently and provide very good support for other pupils at these times.
13. Teachers work well together to plan for learning and, for the most part, lessons are planned to a consistent format and standard. Longer serving and more experienced staff have provided very valuable support for new colleagues and this has ensured that most teachers have gained good knowledge of the National Curriculum and the needs of the pupils very quickly. However, in some cases, what is planned to be an effective lesson does not always have the required impact, simply because the content is delivered in flat and uninspiring style. In some instances this is because teachers lack confidence in subject knowledge or in teaching to the recommendations of national strategies. This was evident in a Year 5 mathematics lesson, where the guidance from the national strategy was followed too closely and the needs of the pupils were not sufficiently taken into consideration. The topic was too complicated for the lower attaining set, who needed much more consolidation of basic mathematical skills. In such lessons, pupils carry out time filling activities for too long, rather than accomplishing a specific objective in half the time. While in most cases pupils continued to behave suitably in such lessons, in a few lessons it was very evident that pupils were bored and their behaviour deteriorated. The net result of this was that pupils made unsatisfactory progress in their learning.
14. The setting of pupils according to prior attainment in mathematics has been successful in helping to raise standards for pupils in Year 5. The school is open to using a range of teaching arrangements to ensure that pupils have the best opportunities to make progress. In the best lessons, teachers use a range of methods and a quick change of activities to ensure that pupils' concentration levels are maintained. In a PE lesson in Year 6, as result of the teacher's good subject knowledge and skills, demonstrations were used to good effect and in timely bursts to keep a check on how well pupils were progressing. In a music lesson in Year 5, the teacher's use of a range of activities, including listening to taped music, whole class board work, and pair and group discussion, meant that pupils were kept on task despite a late start, after a wet lunch break, when behaviour could easily have been hard to manage.

15. As the school is most often in the situation where there are a number of new or inexperienced teachers, it is good that there are clear procedures for such issues as behaviour management. For the most part, these procedures are effectively implemented and pupils' behaviour is not a concern in lessons. However, in situations where teachers have not yet developed their full complement of teaching skills, the implementation of school procedures is sometimes inconsistent, with the result that behaviour is not managed well enough. This results in lessons being disrupted and pupils make unsatisfactory progress. For example, in a PE lesson in Year 3, a combination of limited curriculum knowledge and lack of experience meant that teaching did not hold pupils' attention at all times throughout the lesson. When pupils were not concentrating well their behaviour deteriorated. As the teacher tried to carry on with the lesson, rather than addressing the behaviour via the school procedures, behaviour became worse and the lesson, and therefore the learning, were disrupted.
16. In the vast majority of lessons where teaching and learning were judged to be unsatisfactory, teachers were well aware of their own strengths and the areas in which they need to develop. During the course of the inspection it was very evident that most teachers were reflecting on their own practice and making changes, even after discussion with inspectors. The vast majority welcomed feedback and professional dialogue. This was a positive feature of their work and showed their commitment to and capacity for improvement. The headteacher and senior managers have created this supportive and constructive atmosphere in which to improve the quality of teaching and learning. They work effectively to support teachers and develop their skills. In the current situation this hard work is repeated year on year, as some teachers join the school for only a short period of time. The headteacher, senior managers and governors all recognise that the essential factor in raising standards is to secure a more permanent complement of teachers who will benefit from the good support the school offers and have a longer term impact on pupils' learning.

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

17. The school curriculum is particularly relevant to the needs of pupils at the school, supporting the acquisition of language skills and social and personal development. It is satisfactorily broad and balanced. At present, the taught curriculum does not include enough history and geography, and some aspects of design and technology are omitted. This means that pupils do not have equal access to all subjects of the National Curriculum. The national strategies for literacy and numeracy have been fully implemented and are being used effectively to raise standards. There are policies in place for all subjects that generally give teachers adequate guidance about how a subject should be taught. The school has adopted nationally agreed guidelines for all National Curriculum subjects and these have been used wisely to produce effective schemes of work. This has improved the consistency in the way that pupils' knowledge and skills are built on as they progress through school, which was a weakness at the time of the last inspection. Short-term planning has been improved, incorporating learning objectives, and a common format is used across the school. Homework is used satisfactorily throughout the school to consolidate learning in English and mathematics. The curriculum is planned effectively to provide pupils with an appropriate range of interesting and relevant opportunities and the overall time allocated to subjects is appropriate.
18. There is good provision for personal, social and health education (PSHE). Much of pupils' learning is through other subjects. For example, there are opportunities in religious education to explore feelings and relationships. In science, pupils are taught about healthy eating and care of the body, including drug awareness. Older pupils receive sex education in line with the school's policy. Assemblies with a moral or social theme contribute to the maintenance of good behaviour and social development, and "circle time" enables pupils to discuss their personal feelings in a thoughtful way. There is a considerable emphasis on developing the pupils' skills both in lessons

and throughout the school day, in a variety of creative ways. This results in pupils developing a real ownership for many areas of school life. A school council has recently been formed, with two representatives elected from each class. Pupils value these responsibilities and take them seriously. Currently there are few opportunities for pupils to take responsibility and use their initiative. The school is involved in a local Healthy Schools project that is starting to make a good contribution to the curriculum. Adults are very good role models and give priority to developing pupils' self-esteem, widening their social experience and developing a growing interest in learning. These values are implicit in the school's ethos.

19. The school provides a good range of extra-curricular activities and clubs for all pupils. The staff provide a good range of activities outside lessons to enhance pupils' learning. Clubs are organised for all age groups and all are well supported. At present there are after-school clubs for homework, dance, drama, choir, recorder, French, creative arts, football and cricket, including coaching from visiting experts. The early morning breakfast club is a facility much appreciated by parents. It is currently not as well attended as in previous years. Visiting artists and musicians of various ethnic backgrounds further enhance the quality of pupils' learning.
20. The school's provision to ensure the equality of access and opportunity within the curriculum is very good. The only negative feature is the current inequality in delivering the full range of opportunities for aspects of geography, history and design and technology. The school is successful in its aim that boys and girls of all ages, and abilities and beliefs, work and play well together. The strong inclusion policy supports the high pupil mobility rate, by ensuring that pupils are well supported and quickly made to feel secure in school. Pupils' progress is effectively monitored to ensure they achieve as well as possible, sometimes in the very short period of time that they spend at the school. A teacher has been recently allocated responsibility for gifted and talented pupils, and the school has begun to identify these pupils. The inspection confirms the view of the headteacher that "the school provides an inclusive curriculum".
21. The local and wider community make a good contribution to the pupils' learning and personal development. Family literacy and numeracy workshops are currently held at the school and family ICT workshops take place at two nearby secondary schools. There are links with local services such as health, police and the fire brigade. Visits are made to locations within the Borough, to central London, and to rural areas, and are linked to a variety of topics. For example, Year 6 pupils take part in a business/community link with Pizza Express in Stratford. The school is an active member of the Newham Education Business Partnership. Effective links both with infant and the secondary schools ensure that pupils' needs are well known, minimising the disruption for pupils moving to a new school. There are regular meetings between the headteachers and subject co-ordinators from the infant school, which shares the school site. There is good liaison with St. Saviour's church whose rector leads special assemblies at harvest, Easter and Christmas. The British Legion also assists with a Remembrance Day assembly. There are close links with the local emergency services and with the Park Rangers. The school makes good use of the library service. All pupils visit the Public Library. Local drama, opera and music groups visit the school to perform for the pupils. Good use is made of local community resources for outside trips.
22. Provision for pupils' spiritual development is satisfactory, and daily assemblies meet the requirement for collective worship. Although ways of offering pupils spiritual experiences are not identified or planned through subjects, there are occasions when these occur across the curriculum, for example in art, music and literature. Work in religious education helps pupils to recognise the place and the power of religious belief in human life. They learn about faiths that may be new to them and are shown the importance of respect for other faiths and cultures.
23. The school's provision for pupils' moral development is very good. There is a clear school behaviour code, shared with parents, which most pupils understand and observe. This is supported by class rules in every classroom. These help pupils to appreciate the effect their actions can have on the work and the feelings of others, and to see that they share a responsibility for the well being

of the whole community. Pupils understand the difference between right and wrong and in circle time and other lessons they are able to discuss moral issues and choices. Staff in the school provide good role models and they have high expectations of pupils' behaviour and response. No incidents of bullying, racism and sexism were seen, and pupils' support of one another, in lessons and playground, is an admirable feature of school life.

24. The social development of pupils is also very good. The school welcomes pupils from many cultures and backgrounds, speaking many languages, and achieves an exemplary level of harmony and social integration. Pupils speak warmly of school friendships. One pupil, who came to the school speaking virtually no English, saw her fellow pupils as good language teachers. Activities such as after-school clubs and the regular music and drama performances foster a sense of sharing and joint endeavour. This is also seen in the way pupils work together in class, in pairs or groups and readily praise the achievements of others.
25. Although the school views the daily assembly as an important time for the school community to come together, the social value of this experience is significantly diminished by the absence of the class teachers. In all four assemblies observed during the week of the inspection, it was disappointing to see teachers withdraw after bringing their pupils to the hall. Valuable opportunities for making links in lessons are also lost if teachers are not present. For example, an interesting assembly on American Independence Day introduced pupils to some American history and music, with contributions from two American teachers on the staff. There was much that could have been usefully followed up in class.
26. Provision for pupils' cultural development is very good. The decision to use July 4th for an American assembly illustrates the school's imaginative approach to cultural and multi-cultural awareness. When music is played in assembly, pupils are told something about the composer and the associations. Art work displayed around the school shows a rich range of experiences and stimuli, representing a number of cultures and traditions. Pupils read and write poetry: in Year 6, one class was enjoying work by Sylvia Plath and Grace Nichols. Lively examples of pupils' own creative work appear in many classrooms. In the short version of *A Midsummer Night's Dream*, presented during the week of the inspection, there was solo and choral singing and the speaking of lines from the Shakespeare text. Despite the lack of a school library, teachers do their best to foster library skills and enthusiasm for reading. Visits and visitors introduce pupils to new places and experiences.
27. The value accorded to the various languages and cultures represented in the school is evident in many aspects of its work and the school is fortunate in the variety of languages spoken by its staff. Pupils who are learning English as an additional language are encouraged to take pride in their developing bilingual or multilingual competence. Words and phrases from their own languages are used and displayed, and English speakers also benefit from this growing awareness of language variety and contrast. When pupils were heard reading during the inspection, two Year 6 pupils, one speaking Swedish and the other Gujerati, brought a book and a newspaper in their own language as well as their English book. They read from both and were able to explain some of the meaning and content to a listener unfamiliar with their first languages. This was one of many examples of the school's success in helping pupils to understand and appreciate the multi-cultural society in which they live, both in school and outside.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school's procedures for child protection, for ensuring pupils' welfare and for monitoring behaviour and attendance are very good and are a strength of the school. Procedures to monitor and support pupils' academic progress and personal development are good. Assessment procedures have been improved and appropriately implemented since the last inspection. Overall improvement in this area of the school's work has been good.

29. All adults make a positive contribution to the school's caring ethos. They pay close attention to protecting pupils from harm and to promoting their health, safety and general well being. Pupils are encouraged to talk to adults about anything that worries them. Their confidence in the security and support that the school provides helps them to concentrate on their learning. Child protection procedures are very effective and well understood by the staff. They handle any issues in a very sensitive manner. The health and safety policy is comprehensive, and is vigilantly overseen by the site manager and the headteacher. There are no outstanding health and safety concerns and the whole school site is very clean and well maintained. Pupils are encouraged to buy fresh fruit at break times and salads are always provided at lunchtimes. All pupils are well supervised in school and in the playground. The quality of care provided by lunchtime supervisors is good.
30. The school makes very good provision for pupils with special needs and there is good liaison with outside support agencies. Learning support assistants are patient and encouraging and make a good contribution to pupils' learning. There are clear procedures to identify pupils early and provide the extra help that they need. The school follows all the recommendations of the new national Code of Practice. There are good induction procedures for pupils entering Year 3 from the infant school, and pupils in Year 6 are well prepared for their transfer to secondary school, with very good support from a full time teacher employed as a learning mentor.
31. There are very good procedures to promote good behaviour and the school functions as a calm and orderly community. Most parents who replied to the questionnaire felt that behaviour was good. There was no evidence during the inspection of bullying or harassment, and pupils are clear that they must report any such incidents to an adult. A distinct strength of the school is the way in which pupils from different backgrounds and ethnic origins play happily together.
32. Very effective measures promote good attendance and every effort is made to ensure that parents know they must inform the school if their child is absent. Parents who do not speak English are helped with translations of letters they may use to notify the school. The vast majority of parents are very co-operative and there are rigorous systems in place to follow up any absences that have not been correctly notified. There is clear evidence of the school's strong commitment to improve attendance. Every opportunity is used to reinforce the message to parents of the importance of regular attendance. It is made plain to parents in the prospectus, at induction meetings and in frequent communications, that they must inform the school if their child is absent. The school takes great care to monitor the absence rates of all pupils and to watch for any patterns of irregular attendance emerging.
33. Some parents request extended leave during term time. The school tries hard to discourage such requests, pointing out the disruption this will have on their children's education. Any pupil not returning after the agreed time is taken off roll. In spite of the school's best endeavours, extended leave during term time is having an adverse affect on rates of attendance for a few pupils. The school tries to encourage pupils to take responsibility for their own attendance, by awarding certificates for the pupils and the class with the best attendance.
34. Teachers know their pupils well, recognise their needs and respond quickly to them. Most teachers meet in year groups to discuss pupils' progress, and work together well to seek remedies for any problems. Although most teachers build up a good picture of pupils' strengths and weaknesses in their work and behaviour, their personal development is not yet formally recorded. The school readily acknowledges pupils' achievements, particularly when they have made efforts and tried hard. There is a good system of certificates, awarded by the headteacher in school assemblies, which are greatly prized and encourage pupils to work well and do their best.
35. The quality of assessment procedures was identified as a key issue in the previous inspection. The school has made satisfactory progress in this area and assessment procedures are now satisfactory. The school now successfully tracks pupils' progress and better use is made of the

information to inform planning and ensure that learning targets are carefully matched to all pupils' abilities. Teachers have also implemented an agreed whole school assessment policy and produced a comprehensive system of assessment procedures. The school makes good use of the optional national assessment materials and other nationally available tests. The results of these tests and other assessments are carefully analysed by the headteacher and deputy head and the information is used to set suitable targets for groups of pupils. The tests also provide useful information on the impact of levels of mobility, the proportion of pupils with special educational needs and those pupils who need extra help with learning English as an additional language. Targets are set and discussed with pupils so they know how well they are doing in mathematics and English. These targets are not yet specific enough to ensure that pupils know exactly what it is they need to do to improve further. The quality of marking varies from a simple tick to an encouraging comment, but there is generally a lack of advice about how pupils can improve their work. The school has started to closely track the progress of groups of children of different abilities in each class in mathematics, reading and writing.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The school is committed to building a close partnership with parents. The quality of information provided for parents, particularly about their child's progress, is very good. This shows good improvement since the last inspection. In the inspection questionnaires and at the pre-inspection meeting parents registered their strong support for the school. This is not matched, however, by the contribution that parents themselves make to their child's learning which is judged to be unsatisfactory.
37. The school has put considerable thought into the way it communicates with parents and the quality of the information provided is very good. A well-illustrated welcome booklet for new parents has been produced in six different languages, which, together with the school prospectus, gives very clear information about the life of the school. The headteacher, deputy head and learning mentor spend time with new parents to ensure that the school's routines are understood, and they encourage parents to share any concerns they may have with teachers. Several members of staff are always on hand to assist with translations. The annual reports on pupils' progress are now very good indeed and give parents a very clear idea of the standards attained in each subject of the curriculum and how well pupils are progressing. There is a good system of letters and newsletters about school activities and the topics that pupils will follow. The school provides termly consultation meetings when parents can discuss the progress their child has made. Parents of children with special educational needs are always invited to reviews of their individual education plans.
38. The school is welcoming to parents and relationships with staff are relaxed and friendly. In the questionnaires, almost all parents said that they felt comfortable in approaching school with suggestions or complaints. Parents are invited to become involved in the life of the school by helping teachers in the classroom and on school trips. Most parents have signed the home/school partnership agreement. Whenever possible, crèche facilities are provided to encourage parents to come into school and refreshments with an international theme were provided at the last Governors' annual general meeting. Although most parents demonstrate their interest in the school by attending consultation evenings and supporting school events, a significant number of parents do not support their children's learning at home, for example, by listening to them read or by helping with homework. Currently, only a few parents help in the classroom. There is no parent/teacher association, although a few former parents come to a Tuesday coffee morning to discuss ways of helping the school at social events. Attempts by the school to encourage more parents to attend have not proved successful, but the determination to succeed is unflinching. The school recognises the many pressures facing families and, in particular, the difficulties many have in speaking English. In an attempt to overcome these problems, the school holds organised literacy and numeracy workshops to help parents understand how their children are taught. Approximately

ten parents attend these workshops and speak very highly of them. There are also family computer clubs for St James' parents, run at the City Learning Centre and at a local secondary school.

39. In the questionnaires, some parents raised concerns about the amount of homework their child receives, and the way in which the school works with parents. The inspection team found that the amount of homework is suitable for the ages of the children and is used well to extend their learning. Inspectors also consider that the school works very hard to establish and maintain an effective partnership with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The headteacher has a very clear educational vision for the school's work. Her aims are shared with staff and very evident in the day-to-day life of the school. She is very hardworking, has high expectations and leads the school well. Her management of the school, particularly in maintaining staffing levels, financial matters and analysing assessment data, is effective and ensures that standards are maintained despite ongoing concerns. The deputy headteacher, who very efficiently leads and manages special educational needs work at the school, supports the headteacher well. Both are aware of their individual strengths and they work together successfully. Senior managers are conscientious and are committed to improving the work of the school. The quality of leadership and management of subjects of the curriculum varies and is unsatisfactory. In some subjects, such as art and design, music and ICT, leadership is strong and this is evident in the positive climate created for pupils to develop their skills. These co-ordinators manage their subjects effectively, focussing on key areas for development to ensure that the provision improves. The impact of this is that standards attained by pupils are now improving. In other subjects, co-ordinators do not have this whole school vision and therefore subjects are not well established in the curriculum and teaching is not well enough supported to improve standards. The headteacher, deputy and senior managers provide good support for those co-ordinators who require it, but, because teachers return to their home countries, or move to new schools as result of promotion, the continual need to ensure that new managers are trained well, and that planned developments are implemented is inefficient use of their time.
41. The headteacher, deputy and senior managers are highly aware of the strengths and weaknesses of the school. Agency staff and overseas teachers have made a valued contribution to the work of the school. However, the arrival of new or temporary teachers, sometimes unfamiliar with English systems, has inevitably made demands on the senior management in terms of induction and training needs. These needs have, generally, been well met. The headteacher has succeeded in maintaining a team of teachers who support the ethos and aims of the school and understand the requirements of the curriculum. The commitment of a small core of teachers who have been at the school for a longer period has helped to give stability and coherence during a period of change. The temporary appointment of an experienced support teacher has provided extra assistance and an opportunity for team teaching. Senior managers have worked well together to monitor, evaluate and support teaching and learning, in the face of continual staffing problems. The level of staff mobility has increased since the previous inspection and the headteacher and governors have worked hard to sustain staffing at the levels adequate for the delivery of the curriculum. Currently, these levels are satisfactory, but problems of recruitment and retention of staff are a continuing concern. The governors are very knowledgeable of the school's recruitment picture and retention problems and the difficulties faced by many schools locally and nationally. However, as yet, a strategic plan to deal with this issue in the long term has not been formulated. The school makes good provision in many areas and pupils' attainment is slowly improving. Thinking strategically to make sure that standards continually improve, rather than are maintained for the interim is now an essential requirement for consideration by the governors. The headteacher works closely with the LEA, but governors do not yet involve themselves as much as they could do to ensure that the school is supported in every way possible.

42. There has been a significant improvement since the previous inspection in staffing provision for the large number of pupils, over half the school roll, who learn English as an additional language. Many of these pupils are in the earliest stages of learning English. Leadership and management in this area are very good and class teachers and assistants are given useful information and advice as these pupils move up through the school. The school is well served by a number of teaching assistants and by its non-teaching staff. All contribute to making the school a friendly and welcoming community in which pupils can feel secure and valued. The school's performance management system is well established, despite the difficulties of continuity caused by frequent staff changes. Interviews have taken place and targets have been identified, with review dates set and lesson observations following regularly, wherever possible. Records are thorough and well organised and the professional development plans for staff are related to individual needs and to the school improvement plan.
43. The headteacher is a prudent financial manager and her control of the school's financial matters is good. This is an improvement on the position found in the previous inspection, when financial management was judged to be sound. Budgets are set appropriately, priorities for development are realistic and the day-to-day financial management is carried out very effectively, given the constraints of a very limited budget. Finances are very tight, but the small amounts available are used well to support the school's priorities for improvement.
44. Specific grants for such areas as special educational needs and English as an additional language are used very effectively to provide the very good provision found throughout the school. Financial planning has provided a good staffing ratio up to this point, despite the enormous difficulties of recruitment and retention and the cost of employing expensive agency staff. This has placed an enormous strain on the school's budget and the school has now used up any cash reserves retained as a contingency fund. Without further financial support the school is facing some very difficult strategic decisions in the coming year and will have great difficulty in maintaining some of its very high quality, but costly support systems for pupils. Bids are appropriately obtained for items of major expenditure and suitable advice is obtained from the Local Education Authority. Spending is monitored carefully and governors are all kept well informed through the provision of regular budget statements. Informal monitoring takes place to ensure that the school is spending wisely, but the governing body has not yet established effective formal procedures for judging the effectiveness of their spending decisions and the impact on pupils' learning. For example, detailed consideration of the best value achieved from the continual need for managers to support teaching staff new to the school has not yet been measured in terms of its long term impact on standards attained by pupils. The school makes appropriate use of modern technology in financial management. The last auditor's report judged financial procedures to be good and the only minor recommendation, was immediately addressed.
45. The school's accommodation is unsatisfactory. There is not enough space for the number of pupils on roll. There are two mobile units; the older of the two does not have toilet facilities or access to water for art lessons. There is no library, which seriously limits the ability of pupils to improve their skills for study and research. There is no computer suite and there are no separate rooms to cater for pupils with special educational needs, one of whom has to use the hygiene room in the infant school. There are no separate rooms to provide confidentiality during counselling which is a vital part of the school's work in supporting many of its pupils. There is also only one entrance making the reception area a main thoroughfare and not a secure area. The staff room is not large enough to house all the staff and the administration area is insufficient to accommodate staff and equipment. The main building, however, is well maintained and is very clean and tidy. The environment is greatly enhanced by the very good quality of the displays of work in classroom and public areas.
46. Overall, resources are satisfactory. While there is no school library, class libraries are good and the school makes effective use of the public library. Resources in science, art and music are good,

well organised and matched to the demands of the curriculum. In all other subjects resources are adequate. In history there are inadequate artefacts to give pupils a first hand experience of objects from the past. The lack of a computer suite limits the ICT curriculum, but the school does make satisfactory use of the reasonable resources to be found in classrooms. Good use is made of ICT facilities at the local City Learning Centre for whole class sessions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. In order to improve the standards that pupils attain in all subjects, the headteacher, senior managers and governors must give urgent attention to the following areas for development:
- (1) Improve the overall quality of teaching by ensuring that the school has a strategic plan for recruiting and retaining staff, so that the efforts of good support for teachers and the development of their skills have a long-term positive impact on the standards that pupils attain. (Paragraphs 10, 11, 14, 16, 36, 51, 57, 64, 80, 84, 92, 102)
 - (2) Improve the role of curriculum co-ordinators so that subjects are led with a clear vision of how learning should be promoted and developed, and managed in such a way that appropriate strategies and actions are implemented in order for necessary developments to take place. (Paragraphs 35, 54, 61, 82, 88)
 - (3) Ensure that pupils have opportunities to experience the full curriculum for all subjects of the National Curriculum. (Paragraphs 17, 71, 81, 85)

In addition to the above key issues, the headteacher, senior managers and governors should work in partnership with the LEA to ensure that the school accommodation is adequate for the number of pupils on roll.

OTHER SPECIFIED FEATURES

The provision for pupils learning English as an additional language

48. The school makes good provision for the pupils, now over half the school population, who speak English as an additional language. This provision has improved markedly since the previous inspection, when there was no co-ordinator for this area. Since the start of the current school year, a specialist co-ordinator spends two days weekly in the school, and a second teacher provides two days support for pupils in the earliest stages of learning English. A policy statement has been written, an action plan drawn up and the target of raising the achievement for pupils learning English as an additional language (EAL) across the curriculum is being met.
49. Pupils arrive at the school with a widely varying range of competencies, both in English and in their own languages. On arrival all pupils are assessed, their stage of English identified and their needs defined. Consultation with class teachers and subject co-ordinators aims to ensure that curriculum planning takes account of the needs of EAL pupils. The quality of class teachers' planning for these pupils is not yet consistent across all classes, but some good examples were noted in several year groups. Support for pupils learning English is given in the classroom. For a small group of new arrivals, or those with very little English, there are good weekly sessions with the co-ordinator.
50. Each class teacher is provided with a pack giving strategies and suggestions for teaching pupils who are learning English as an additional language. Teachers can seek further advice from the co-ordinator, who monitors the progress of these pupils as they move on through the stages of learning English. Some good team teaching was observed, with the EAL support teacher working in carefully planned partnership with the class teacher. The aim, which is well met, is to provide full access to the National Curriculum and to enrich the experiences of both bilingual and monolingual pupils. Dual language use is promoted as a positive attribute in classrooms and valued as a resource. Boxes of books and other resources are available to each class.
51. Parental support and involvement are encouraged. Parents and carers are invited to visit classes, and, if they wish, to bring and talk about artefacts and resources from their own country or to tell or translate stories. A few parents have responded positively to this invitation. Teachers who speak other languages also contribute, and the school is creating an environment in which the culture, background and languages of all pupils are respected and valued. In this environment, pupils learning English as an additional language are making good, and sometimes very good, progress and many are achieving average standards in the national tests at the end of Year 6.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

55

Number of discussions with staff, governors, other adults and pupils

23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	4	18	23	7	0	0
Percentage	5	7	33	42	13	0	0

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

Information about the school's pupils

Pupils on the school's roll

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

340

Number of full-time pupils known to be eligible for free school meals

167

Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs

9

Number of pupils on the school's special educational needs register

51

English as an additional language

No of pupils

Number of pupils with English as an additional language

209

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

44

Pupils who left the school other than at the usual time of leaving

45

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.6

Unauthorised absence

	%
School data	2.0
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	41	31	72

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	24	34
	Girls	19	15	23
	Total	37	39	57
Percentage of pupils at NC level 4 or above	School	51 (55)	54 (57)	79 (68)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	24
	Girls	16	14	17
	Total	32	29	41
Percentage of pupils at NC level 4 or above	School	44 (43)	40 (55)	57 (49)
	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	57
Black – African heritage	86
Black – other	3
Indian	37
Pakistani	24
Bangladeshi	44
Chinese	3
White	52
Any other minority ethnic group	34

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	
Black – African heritage	2	
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	1
Other minority ethnic groups		

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

Teachers and classes**Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	16.3
Number of pupils per qualified teacher	21
Average class size	28

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	216.02

Financial information

Financial year	2001-2002
	£
Total income	829930
Total expenditure	850394
Expenditure per pupil	2508.53
Balance brought forward from previous year	32818
Balance carried forward to next year	12354

Recruitment of teachers

Number of teachers who left the school during the last two years	6.6
Number of teachers appointed to the school during the last two years	7.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	5.3
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	318
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	1	2	0
My child is making good progress in school.	51	36	9	1	3
Behaviour in the school is good.	50	42	4	0	4
My child gets the right amount of work to do at home.	30	45	16	7	2
The teaching is good.	46	44	4	2	4
I am kept well informed about how my child is getting on.	46	42	11	0	1
I would feel comfortable about approaching the school with questions or a problem.	56	35	6	1	2
The school expects my child to work hard and achieve his or her best.	60	35	2	2	1
The school works closely with parents.	27	48	16	3	6
The school is well led and managed.	41	40	7	3	9
The school is helping my child become mature and responsible.	42	46	2	2	8
The school provides an interesting range of activities outside lessons.	36	45	8	2	9

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

ENGLISH

52. In the 2001 National Tests, pupils' attainment was well below the national average in English, and this represented a sharp decline in the standards reported in the previous inspection, which then matched the national figure. There was no significant difference between the attainment of boys and girls. Attainment in mathematics and science has been rather better than in English, with trends more steadily upward over the past four years.
53. There have been some significant changes in the school intake and population since 1997 and these results must be considered in the light of these. There is now a very much higher number of pupils at the school who are learning English as an additional language, and many are in the earlier stages of learning. They include a number of refugee children who have entered the school at different times in the school year. Attainment on entry to the school is now improving, but the skills and knowledge of those who have entered in recent years, including last year's Year 6 pupils, have been below average. In comparison with similar schools, therefore, attainment in English is average. A further encouraging sign is that although confirmation and national comparisons are not yet available, the Year 2002 results show an increase of 11 per cent in the numbers attaining the expected Level 4. When all these factors are taken into consideration, the achievement of pupils in English over the past year has been satisfactory, with further indications that it is improving in some of the work seen during the inspection.
54. Standards in reading are at a satisfactory level overall, with a wide range of attainment, from the low levels of those pupils at an earlier stage of learning English to several who are reading at Level 5. In Year 3, the majority of pupils enter the school having attained the reading levels expected for their age at 7. Basic reading skills are being steadily improved through the school and reading for pleasure successfully encouraged. Pupils with special needs and those speaking English as an additional language are making particularly good progress. The shared and guided reading practice in the literacy hour is being used more effectively in some classes than in others. Though helpful to readers who are average or below, the content and pace of the chosen text does not always challenge the higher attainers.
55. Classroom libraries have been generally well stocked, but the school still lacks a school library, an important resource if a fuller range of library skills is to be acquired by all pupils. The school does its best to compensate for this by visits to the Public Library, and by Year 6 most pupils have some idea of the layout of a library and how books are classified. Dictionaries and reference books are well used in most classes. Higher attaining and some other pupils in Years 5 and 6 name their favourite writers and books, have some idea of genre and talk relevantly about plot, character and setting in the books they are reading.
56. Pupils do not read aloud enough individually in class, either prose or verse. When poetry and stories are read aloud, it is usually the teacher who reads, and few strategies are used for involving other readers successfully. The range of speaking and listening activities is in general too limited. There is good pair and small group talk in lessons, but fewer examples of pupils conveying findings to the whole class, taking part in, or leading discussions and presentations. The use of drama, improvisation and role-play is uneven and there is scope for more of these, not only in English, but also across the curriculum as a whole.
57. In writing, as in reading, the use of the Literacy Strategy has contributed to some useful teaching of basic skills. Most pupils have a good understanding of the grammar features required at each level of learning, and their use of punctuation and sentence structure improves satisfactorily. Handwriting, though not always good, has improved since the last inspection and it is pleasing to see many special needs pupils taking pride in the writing and presentation of their work. Moving

on to Level 4 demands more ideas and more adventurous vocabulary choices than some pupils are currently able to manage, but stories and poems have been used as an effective stimulus to writing. In one excellent lesson seen, the teacher used poems very creatively, to encourage and extend pupils' understanding of how word meaning relates to context. Some very interesting examples of vivid and powerful poems written by pupils were on display. In general, reading and good talk about reading has produced better writing than some of the frameworks for writing, which in one lesson seemed to be a mechanism that inhibited rather than stimulated creativity.

58. The school does well to plan extra time for creative writing. In these sessions, and in the literacy hour, most of the writing targets and modes required in the National Curriculum have been covered. Pupils write letters and reports, stories, poems and play scripts. They use writing to argue and persuade and to comment on the books they are reading. The over-use of worksheets criticised in the previous inspection report has been remedied. Very few were seen in use, other than in some work for special needs pupils and bilingual pupils, where they were appropriate. There is now scope for more links between the literacy hour reading and writing, and other subject areas. One good example seen was the use of a science report as material for study in the literacy hour.
59. A very good feature of the language work in the school is the awareness of other languages that is being developed. Pupils whose first language is not English are encouraged to take pride in their bilingual competence, and words and phrases in a variety of languages are seen and heard around the school. Pupils in one class had described themselves briefly in a sentence in their own language, and this was on the wall accompanied by the translation they had written in English. Two Year 6 pupils who were heard reading brought their English books, and also a story in Swedish and a newspaper in Gujarati. They read aloud from both.
60. The quality of teaching is variable but satisfactory overall. The lessons observed ranged from one outstanding to one unsatisfactory lesson. A number of satisfactory lessons would have been better if the pace had been brisker and the basic lesson plan interpreted more creatively by the teacher. In the best lessons, teachers brought their own ideas to flesh out these plans, shaping them to the needs of their classes and drawing on their own knowledge and experience to extend and exemplify. In these lessons the target was not merely to meet the lesson objectives, but in doing so, to give pupils pleasure in books, language and ideas; a pleasure which was obviously shared by the teacher. Where this was missing, lessons lacked that spark of excitement in the learning that is the outcome of the best teaching.
61. The need for pupils to evaluate their own work and progress is recognised. Targets set for each pupil are kept in accessible files in each classroom and pupils are expected to check their progress towards these targets. However, reference to them is not always clear in teachers' marking of written work. Although marking is usually regular, teachers do not always show pupils how they are progressing, how a piece of writing may relate to previous writing and to any important targets set. Praise and comments on effort or presentation are encouraging but when a piece of writing is marked pupils need to know with some precision how well they have succeeded in the task and how they might improve. In the best marking seen, response to the ideas and content in pupils writing acts as a real incentive to effort and creativity.
62. English resources are reasonably good, and will be immensely improved when the school library has been added. In literacy sessions, shared texts are not always satisfactory and more use could be made of Big Books and overhead projection, so that the text is readily visible to all pupils. Some good use has been made of outside resources, such as visits and visitors. The regular productions of plays and concerts make a valuable contribution to pupils understanding of language and pleasure in using it. This term a number took part in a short version of A Midsummer Nights Dream with evident enjoyment and benefit.
63. The previous co-ordinator successfully introduced the literacy hour, before she left last year. The

new co-ordinator has successfully re-drafted the English policy, so that there is clear guidance for teachers. Current leadership and management are satisfactory, but much support has been provided by the headteacher. More lead needs to be given to teachers, especially as many are new to using the Literacy Strategy, in order to give the subject the prominence and prestige needed in the context of the school and make lesson more exciting and stimulating. The long-term key task now, is the sharing of good practice to improve of the quality of teaching in all years.

MATHEMATICS

64. In national tests in the Year 2001, results in mathematics for the 11 year old pupils were well below the national average. In comparison with schools where a similar number of pupils are eligible for free school meals these results were broadly in line, with an above average percentage of pupils achieving Level 5 and above. Inspection findings indicate that overall levels of attainment at the end of Year 6 are below those found nationally. There are, however, a small proportion of pupils in Year 6 who will reach standards that are above average for their age. This is not an improvement on the previous report where mathematics was found to be in line with the national average. Results are affected by the fact that, until the recent entry into Year 3, attainment on entry generally below the national average; a higher than national average proportion of pupils are supported by a statements of special need and a high pupil mobility, particularly refugees, start at the school in year groups other than Year 3.
65. The quality of teaching in mathematics is satisfactory overall, but varies from class to class. Some unsatisfactory teaching was observed, but there were also examples of very good and some excellent teaching seen. Overall attitudes to the subject are satisfactory, but where the quality of the teaching was very good, pupils' learning and attitudes were found to be very good. Where teaching was unsatisfactory, both the learning and attitudes were found to be unsatisfactory. Learning objectives are made apparent in all lessons, so that the pupils are able to focus on what they are to learn. Key vocabulary is clearly visible and used well by teachers, so that pupils' mathematical language is enriched. Lessons are well planned and the pace of most lessons is brisk. This maintains pupils' interest and enthusiasm. There are isolated occasions where time management is poor, for example when pupils sit on the mat for over 40 minutes with a limited amount of participation.
66. Teachers ensure that pupils develop their mathematical skills effectively in other subjects, such as ICT and science where there are links with data handling, measuring and recording were observed. In art, pupils develop good understanding of pattern. In design and technology and geography there are times when opportunities for pupils to measure are limited. Due emphasis is placed on all attainment targets, although pupils do have difficulty in producing accurately drawn shapes and graphs and this is an area for improvement. There is strength in numeracy skills throughout the school. Pupils with special needs are well supported and this enables them to make good progress, particularly in understanding and using numbers. Higher attaining pupils are identified, but in some classes they are not consistently faced with challenging tasks. Progress is satisfactory, with most pupils achieving standards that are a true reflection of their mathematical ability by the end of Year 6 The numeracy strategy is fully implemented throughout the school. The strategy has given structure to the scheme of work, and ensures that pupils are building on previous learning experiences as they progress through the school.
67. In a Year 3 lesson where the teaching was judged to be excellent, pupils were totally engrossed as they worked together to learn that ten tenths is equal to one whole. Because the lesson was appropriately challenging, the pupils worked hard to achieve the learning outcome and the teacher skilfully provided encouragement and consolidation, so that all pupils talked confidently about what they were doing, using subject specific vocabulary and good thinking skills. The pace throughout the lesson was excellent. Higher attaining pupils were challenged, while pupils with special educational needs were well supported, with the result that all made excellent progress. Another Year 3 lesson, where the quality of teaching and learning was judged to be good, had challenge, with pupils really trying hard and applying themselves well to the task. They used the number facts that they knew well, for example doubling and partitioning, but there were gaps in their knowledge and understanding, and pupils found it difficult to explain their working. The majority of pupils worked out $\frac{1}{4}$ and $\frac{1}{3}$ of a given number but found it difficult to explain their thought process. In lessons where pupils needed more support and consolidation to achieve their learning, targets set for learning were only satisfactory although the teaching was good. Pupils could work out $\frac{1}{5}$ and

2/5 of a number with the teacher's support, but were not sufficiently secure in their learning to work out 3/5 or 3/4 of a given number without support.

68. In Year 4, pupils derived quickly all number pairs that total 100, and knew how to use the calendar to find out dates. Pupils confidently talked about their mistakes and worked collaboratively in pairs to find correct answers. Higher attaining pupils used the fact that four quarters equal one whole in relation to a leap year. They multiplied two digit numbers by partitioning and used, read and wrote consecutive numbers. Pupils in Years 5 and 6 are set according to ability. In the top set in Year 5, pupils counted confidently backwards and forwards in fours from -20 to +20. When converting larger units to smaller units of capacity, higher attaining pupils wrote the scale on the jug and others followed suit as the task progressed, so that by the end of the task they could all write the scale. They responded well to good spoken challenges from the teacher when estimating the capacity of the larger jug, explaining fully and clearly how they reached their answers. In the lower ability set, pupils were challenged to find the answer to the same problem with appropriately matched work, but only about half the class could estimate the size of the jug or its capacity. The same lesson given to the middle set had challenge, but for some pupils it was the challenge was too great and they quickly lost concentration.
69. Leadership and management in the subject is satisfactory, but the subject co-ordinator, as yet, lacks the confidence to provide a positive lead for the subject. Much data is collected from national test results and yearly non-statutory tests. This data is analysed to show where gains are made in pupils' learning and which groups of pupils need to be targeted for specific input. Individual pupil targets are set, but these are not consistently monitored. This is an area for improvement. The school sets realistic whole school targets for improvement, and Year 6 pupils are offered extra opportunities to develop mathematical skills in a lunch time club. This is a positive feature.

SCIENCE

70. Attainment in science tests at the end of Year 6 is well below the national average for all schools, but is average compared with similar schools. Inspection evidence shows that standards of work in the current Year 6 are broadly average overall, as a result of the recent improvement in the attention given to the development of scientific skills through investigation and exploration. Almost all pupils have a satisfactory knowledge and understanding of the aspects of science they have covered, and in a number of higher attaining pupils show good levels of understanding.
71. In Year 3 pupils were able to discuss changes between seedlings in and out of the propagator and, through practical work, how temperature affects growth. Pupils in Year 4 have developed their understanding that air resistance is a force that slows objects moving through air and that larger surfaces offer more resistance. Many were able to see the relationship between surface area and rate of fall and to explain this in the planning session. Pupils in Year 5 were able to identify and understand that plants produce flowers that have male and female parts. A few children used the computer microscope to look closely at and identify different parts of the flower. In Year 6 children have a satisfactory knowledge of electric currents and can describe how a burglar alarm works.
72. Teaching in science is satisfactory overall. In three of the six lessons seen it was good. An examination of pupils' books and displays around the school shows that pupils cover a good range of work. The teaching in Year 6 is at least satisfactory and this leads to satisfactory learning over the year. However, the scrutiny of work suggests that there are some discrepancies between classes, particularly in the depth of coverage of key ideas, for example, that of change of state from solid through liquid, to gas. Occasionally there is overlap between year groups. Pupils in both Years 3 and 5 are doing similar work on the growth of plants.

73. In all lessons teachers begin by telling pupils what they will learn. Where teachers have secure knowledge they use probing questions well to find out what pupils already know and understand, and then extend or consolidate their learning. For example, in Year 4 after pupils had investigated air resistance using parachutes of different sizes, the teacher posed the question “What is the relationship between surface area and rate of fall?” In two investigative lessons pupils’ learning was good because of the clear planning and structure. A well-constructed planning format was used to enable pupils to decide how to ensure the fairness of their tests. They were allowed to carry out their tests in pairs or groups. Effective questions as the pupils worked enabled them to carry out their tests fairly and report their results and conclusions. Pupils with special educational needs and those learning to speak English as an additional language achieve well, because of the good support they receive from teachers and support staff. Where the teaching is good it contributes to pupils wanting to learn. In these lessons there is a real sense of enjoyment and enthusiasm for work. Pupils co-operate well when working in groups and show good independence when given the opportunity. Science is used to consolidate mathematical skills as pupils in all classes record their own work. For example in Year 3 they measure the height of seedlings. Pupils record their results using appropriate charts, tables and graphs, and ICT is used appropriately for this.
74. Leadership of science is good. However, the co-ordinator, as yet, does not have clear information about what is going on in each year group through the monitoring of pupils’ work or from lesson observations, and therefore, management of the subject is currently satisfactory. The co-ordinator is aware of the need to update the subject policy to include national guidance and the requirement for inclusion for all pupils in effective learning.

ART AND DESIGN

75. The attainment of 11 year olds is above that expected for their age. This is an improvement on the previous inspection, where standards were found to be in line with national expectations at the end of Year 6. This improvement has resulted from training teachers to develop their knowledge and confidence, lead by a strong subject manager whose own subject knowledge and enthusiasm shines through.
76. Teaching is very good with some excellent teaching and as a result, pupils make very good progress. Teachers’ planning is both detailed and clear. Teachers have good subject knowledge and make very good use of the good quality resources that the school has to offer. In one excellent lesson seen, the very good work of all the pupils was enhanced by the use of well-chosen music as a background, tying in perfectly with the continuous lines that the pupils were drawing as they worked on pattern studies, based on the work of Klimt.
77. Across the school, pupils with special educational needs and those who learn English as an additional language make good progress. As a result of the good support that they receive from learning support assistants, they achieve in line with that of their classmates. Challenging work is set for the higher attaining pupils in order to extend their learning equally as well as others. Attitudes to the subject are very good. Pupils listen to their teacher in rapt attention. Where the teaching is excellent, pupils work in an atmosphere that is free from any tension, totally absorbed in the task as they work with care and attention.
78. Lessons seen, and work on display and in pupils’ sketch-books show that, throughout the school, all pupils are given good opportunities to respond to, explore and collect aesthetic starting points for their work. They are presented with stimuli from artists and craft workers from different times and cultures. Postcards from Spain inspired a well-executed Gaudi collage. Aboriginal paintings were the starting point for carefully designed patterns, with great attention to detail and the authenticity of the colours used. Fruit was used to motivate some very accomplished observational drawings, which showed a mastery of bold line, delicate line and different textures.

79. As part of the BBC Arts project, artist Chris Malcomson visited the school. From him the pupils learned ‘to bring the invisible (imagination) to life’. An appreciation of poetry through painting resulting in some strong paintings, where paint had been used with confidence in the style of oils, with bold lines and vibrant colours.
80. Pupils work in two and three dimensions, and in different scales. A large totem pole showed how Year 6 pupils had used many different techniques to obtain the highly patterned finished article. On a smaller scale, pupils have used clay to replicate Maori facemasks from observations of ancestral carvings. In Year 4, pupils have designed chairs and decorated the finished 3D article in the style of artists from the past, with an obvious appreciation of the work of those artists chosen. ICT is used successfully, for example in Year 6, where software was used to create surreal pictures. Sketchbooks are used to good effect throughout the school, as pupils experiment with ideas, record observations and plan designs.
81. In an excellent lesson seen in Year 6, the teachers’ very good knowledge, understanding and enthusiasm impacted directly on the aspirations of the pupils, who achieved very high standards. The pupils were totally absorbed at all times and able to evaluate their own work and that of the artist, Klimt, using subject specific vocabulary with confidence. The resulting pattern studies were all successfully executed and showed a very good understanding of the skills and concepts involved. In a similar lesson, which was judged to be very good, the teacher set high standards, encouraging pupils to strive for excellence. Pupils collected information from Klimt and their own environment, which they explored to further develop their own ideas. They experimented with colour, mixing with a good degree of match in order to convey the idea of Klimt’s work. Pupils listened to the teacher and were able to modify and improve their own work, using the paintbrushes carefully, painting with great skill and accuracy.
82. Leadership and management in the subject are very good. The co-ordinator is both confident and competent. She has very good subject knowledge and understanding and her own expertise and enthusiasm inspires staff to have high expectations. She promotes a broad and balanced curriculum, increases staff confidence in their own expertise and ensures that there is a wide and varied spectrum of artwork in school. Although the co-ordinator has collected samples of pupils’ work, these are not yet formalised as a portfolio to use when assessing levels. This is an area for further development along with the implementation of the embryonic record of assessment, set against government guidelines, that the co-ordinator has developed.

DESIGN AND TECHNOLOGY

83. Standards attained by 11 year olds are below those expected for their age. Examples of work completed by last year’s Year 6 pupils reveal that the quality and finish are lower than that anticipated at the end of the key stage. Also, discussions with pupils at present in Year 6 provide evidence that they have an insecure understanding of the purpose or process of evaluation. However, they do have a secure understanding of the purpose of design and the need to follow rules of safety and hygiene when using tools and preparing food.
84. Due to timetabling arrangements, it was only possible to observe two lessons in this subject. Based on this evidence and evidence from work samples, teaching and learning are satisfactory. Pupils are encouraged to think about key considerations when designing and evaluating what they make. This was evident in one lesson observed in Year 4, when pupils designed, made and evaluated purses. They understood that they needed to think about the appearance and purpose of their designs and were consolidating their skills in sewing, joining and assembling materials. Some thoughtful evaluative comments were made about their purses and pupils were able to explain the techniques they used and the importance of trying out different methods. Careful planning and good preparation of resources to provide an activity that pupils found stimulating, were the best features of a generally satisfactory lesson that resulted in satisfactory progress in learning.

85. Long and medium term curriculum plans show that over the key stage pupils experience an appropriate range of activities to meet the requirements of the National Curriculum. Unfortunately, this clarity is not translated into all individual lesson plans and therefore practice does not always match intentions. The level of improvement in the subject has not been maintained since the previous inspection, when standards were found to be average. This is partly a result of staff changes and because the subject has not enjoyed a high profile in the school. However, the newly appointed co-ordinator has an overview of planning throughout the school and the curriculum has been usefully reviewed to bring it into line with national guidance. Little has yet been done to check directly on teaching, learning or pupils' progress, but the co-ordinator is growing in awareness of the role, and of the strategies that need to be used in finding ways to promote improvement.

GEOGRAPHY

86. Most pupils make insufficient progress and, as a result, attain standards that are below the national expectation by the end of Year 6. This is because in most classes, insufficient time and emphasis is given to the subject, the leadership and management of the subject is weak and a significant number of staff lack the required subject knowledge to teach the subject appropriately. Given these conditions, most pupils do not achieve their potential in the subject, irrespective of their age, gender, prior attainment or social circumstance. Pupils with special educational needs make unsatisfactory progress, as do those for whom English is an additional language. This is not as positive a picture as that reported in the previous inspection, when standards were judged to be broadly in line with national expectations. This deterioration in standards is partly attributable to the greater emphasis now given to other subjects in the overall curriculum.
87. Since pupils have had so little exposure to the subject, most have only a very limited knowledge and understanding of the skills and concepts that underpin the subject. Their knowledge and appreciation of the locality around the school is very narrow and most pupils have only a limited knowledge of the country in which they live. Few pupils in Year 3 could accurately locate London on a map of the United Kingdom and many could not accurately name the main continents and oceans of the world. Most pupils in the Year 4 classes have only completed a very small amount of work during the year and the books in one Year 4 class contain evidence of only two pieces of work being completed in the subject to date. Pupils have a suitable understanding of some of the activities that take place on the River Thames and whilst they remember, with enthusiasm, the work they have completed in their topic on the rainforest, much of this work is language and art based. It therefore makes little contribution to the development of key geographical skills and concepts. The work in the books produced by pupils in Year 5 is generally of a better standard than that found in the rest of the school and includes some appropriate work on the pupils' likes and dislikes of features in the local area. Pupils are given some satisfactory opportunities to develop simple mapping skills. There is currently no completed work in geography in the books belonging to pupils in Year 6 although walls reveal that a study comparing Forest Gate with Maldon has recently been completed.
88. The teaching and learning observed in lessons that during the inspection were predominantly satisfactory, but the overall impact of this teaching is unsatisfactory, since too little work is completed and much of what is done is at a very superficial level. Pupils in one Year 3 class, for example, had very little understanding of the differences between human and physical features in the landscape. Many pupils in the class had great difficulty in interpreting aerial photographs or mapped representations of the local area since they did not understand the concept of a birds-eye view. Pupils generally have satisfactory attitudes to their work and behave appropriately in lessons. However, in some of the lessons observed pupils became restless when the work set was either too easy or too hard for them or if the activity continued for too long. The quality of written geographical work is unsatisfactory in many classes. This is mainly because many pupils do not

take sufficient care with handwriting and presentation, and much of the marking lacks sufficient rigour.

89. The curriculum lacks sufficient breadth and insufficient emphasis is given to geographical enquiry and the development of skills. The coverage of the elements of the subject is superficial and is insufficient to foster the systematic development of concepts and skills. The subject provides some opportunities for pupils to develop their literacy skills, but insufficient opportunities are provided for pupils to further develop their numerical or ICT skills. Considering the many opportunities offered by the rich ethnic blend of pupils found in the school, studies in geography are currently not making a sufficient contribution to the cultural development of its pupils.
90. The leadership and management of the subject are unsatisfactory. The scheme of work identifies the broad topics to be covered, but does not provide teachers with sufficient specific information about which specific skills and concepts are to be taught, and to what level. The co-ordinator has recently devised a simple assessment and recording framework, but this has yet to be implemented. Levels of subject knowledge are variable and considerable in-service training will be required to improve the quality of teaching and learning and raise standards throughout the school.

HISTORY

91. The attainment of 11 year olds is below that expected for their age. Standards, which were found to be in line with national expectation at the end of the key stage at the time of the last inspection, have deteriorated. There has been insufficient emphasis placed on the subject, as core subjects have taken precedence. There is no formal assessment of standards and the co-ordinator is not only new to the role, but also new to the school and the country, and so has not had time to become fully confident in her understanding of the requirements of the curriculum. Pupils with special educational needs and those with limited English language skills receive appropriate support to participate fully in the lessons, but make equally limited progress.
92. Teaching in the two lessons seen was satisfactory, but the content of both lessons did not engage all of the pupils all of the time. Although the teachers worked hard to sustain interest, the nature of the activities gave too many opportunities for pupils to coast or misbehave. Teachers use good questioning skills to enable pupils to structure their arguments. An interactive activity ensured that the whole class was involved in participation in the formation of a human pyramid to represent the Ancient Egyptian hierarchy. Lack of both pace and space, however, had a negative impact on the pupils' ability to maintain concentration for the duration of the whole task.
93. Achievement over time is unsatisfactory, with little evidence of a coherent development of concepts, skills, knowledge and understanding. Too little time is devoted to the subject to enable pupils to study it in sufficient depth. In Year 3 there is brief coverage of the appropriate study unit, which affords pupils scant amounts of new knowledge and understanding. There is little evidence to suggest that pupils are working to capacity. In Year 4, pupils are beginning to have an idea of chronology, but there was no written evidence that identified or provided reasons for the events that happened in Ancient Greece.
94. In Year 5, higher attaining pupils explain the reasons for the different levels of hierarchy. They know that a scribe is important because of the need to record events. In another lesson, pupils compared the Ancient Egyptian hierarchy with that found in a school, and so were able to relate their understanding to their own experience. Lower attaining pupils, however, found concentration difficult and did not remain on task. In Year 6, higher attaining pupils produced an appropriate amount of work, but lower attaining pupils did not have the literacy skills to record their knowledge and understanding. Some pupils have mistaken ideas about what evacuees would pack in their cases; tights, video games, batteries and mobile phones. Pupils compare and contrast women's lives before and after the war successfully, but although the main areas of study are covered, they

are not covered in sufficient depth to increase pupils' knowledge and understanding of Britain since 1930.

95. Attitudes to learning and behaviour are satisfactory with some pupils, mainly girls and higher attaining pupils having good attitudes to their work. Pupils want to work hard when the teaching is stimulating and interesting. However, when teaching is not geared to the needs of the pupils, a significant minority become unsettled, and take every opportunity to sharpen pencils, fidget and distract from the task in hand.
96. Leadership and management in the subject are not effective. The co-ordinator is only recently appointed and is new to both the school and the country. She does not have the experience to lead and manage the subject efficiently and effectively, in order to promote high standards and good quality teaching and learning. There is no formal monitoring and evaluation of teaching and learning, and, although an assessment grid is in the process of being formulated, it has yet to be implemented. These two developments, together with due emphasis placed upon the subject in order to provide a coherent development of concepts and skills will greatly assist in the raising of standards in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. Pupils are making satisfactory progress overall. Pupils in Years 3 and 4 are attaining standards that are in line with national expectations, but many pupils in Years 5 and 6 are not achieving the required standard because they have only been receiving the current good quality provision for 18 months. Achievement is broadly satisfactory for all groups of pupils irrespective of gender, ethnicity, prior attainment or social circumstances. Pupils with special educational needs are very well supported and make good progress, as do those pupils for whom English is an additional language. Standards at the end of Year 6 are not as high as those reported in the previous inspection. However, there is no indication that standards have diminished and there are clear indications that recent high quality training and the purchase of new computers have had a very positive impact on standards. The school attributes the apparent decline in standards to an increase in expectations in the intervening period. Inspection evidence supports this judgement.
98. Pupils have generally good skills in those aspects of the subject that have been specifically taught to them in the last 18 months. Many older pupils, however, do not have a secure basis of ICT use and capability on which to build and there are, therefore, significant gaps in their knowledge across a wide range of aspects. Pupils in a Year 3 class can use the shape and fill tools from different graphics packages appropriately to develop a range of different images. Pupils in two different Year 5 classes demonstrated a similar level of skill to that found in Year 3 when completing a similar activity. Most pupils in Year 6 have only experienced a narrow range of activities and have yet to develop the level of competence that would be expected for their age. They are, however, confident users and are gradually making good their shortfall in skill and understanding.
99. The quality of teaching is generally good and is resulting in at least satisfactory and sometimes good learning. Good teaching does not always result in more effective learning because of inadequate numbers of computers available for the teaching of newly acquired skills. The school has well-developed plans in train to build and equip an ICT suite but, in the meantime, has made arrangements whereby pupils can gain access to the computers in other classrooms on a rota basis. Good use is also made of local secondary school facilities. While this makes very effective use of all the computers in school, the quality of learning is often no better than satisfactory since pupils are working without support in other classrooms. As a result, their concentration sometimes lapses and the quality of work is not always of an appropriate standard. However, this arrangement has a positive impact on pupils' personal development, since it encourages them to be independent and to solve their own problems, but it can sometimes have a negative impact on the learning in the other classes as some staff have difficulty dealing with the resultant disruption. Teachers generally have good subject knowledge. They plan their lessons with great care and

explain tasks very carefully, making sure that pupils understand exactly what is involved. They generally have very secure discipline and, through their careful questioning, do their utmost to ensure that pupils get every possible opportunity to learn effectively. Plenary sessions are used very effectively to pull together the strands of the activity and to give pupils very good opportunities to evaluate the success of their own learning during the lesson.

100. The curriculum is broad, balanced and relevant and meets the needs of all the pupils very well. Access to the subject has been carefully considered and the school has purchased a range of software and hardware to ensure that all pupils can use computers, whatever their disability. The scheme of work is a detailed document that provides very effective support to staff when they are planning individual lessons. The subject makes a significant contribution to the teaching of literacy and numeracy and is beginning to be used as a learning tool in several other curricular areas.
101. The co-ordinator provides good leadership and management and has been effective in driving up standards throughout the school. He monitors planning and outcomes, and has been given several opportunities to monitor teaching and learning in other classes. He has produced a very good assessment and recording procedure that has recently adopted by the LEA. Resources are satisfactory overall, but the school is aware of the need to cluster machines together to enable the “hands-on” teaching of specific skills.

MUSIC

102. Standards in music are currently below expectations by the end of Year 6. However, the overall provision for music has improved since the last inspection, and there is evidence of good work in other year groups. Standards are improving throughout the school as a result of stronger subject co-ordination and greater whole school recognition of the subject and the opportunities it presents to enthuse and interest pupils. As a result of useful in-service training and good teamwork, many members of staff now feel confident to teach music. Pupils sing tunefully and with enjoyment. They are led well in developing their singing and performing skills, and show confidence and talent.
103. Extra-curricular activities enhance pupils’ learning well. There are numerous visitors to school ranging from a female musical ensemble, to Sikh dhol drum, players from the local secondary school. The school makes good use of the LEA music provision and there are visiting teachers, who coach violin and recorder. All pupils have the opportunity to learn to play a musical instrument. Pupils are involved in regular after school practices for performances to parents and the local community.
104. Only two music lessons were observed during the inspection. In one lesson, teaching and learning was good and in the other, it was unsatisfactory. Both lessons were equally well planned, following the school’s agreed curriculum that is based on a very appropriate and interesting published scheme. In both lessons, teachers included a range of very suitable activities to interest pupils, develop their musical skills and challenge them to make progress. In both lessons, pupils demonstrated very positive attitudes to music and were confident to perform. In the good lesson, led by the co-ordinator, strong subject knowledge and his developed behaviour management skills were the key elements that ensured that the lesson was well paced and that pupils maintained their concentration. This was a hard job, since the lesson took place after a wet break time when pupils were late to have lunch and arrived back to class at intervals during the start of the music session. The teacher made good use of one pupil’s language skills to introduce a Brazilian carnival song. This was compared with Mexican taped music. Pupils demonstrated very good listening skills as they identified the changing rhythms and created their own additional clapping rhythms. The teacher’s high expectations of how pupils would behave, and his firm and consistent instructions and warnings, ensured that pupils make good progress, despite high spirits and boisterous moods.

105. Management of pupils' behaviour was the key element of the second lesson that resulted in an unsatisfactory grade for teaching and learning. The teacher's good planning for the lesson was difficult to deliver, as pupils' behaviour was poor. As a teacher new to the profession, working in the country for the first time, her inexperience in dealing with such disruption meant that, despite all efforts, a productive working atmosphere could not be established. Making good use of ICT with a power point presentation, pupils were introduced to the words of a new song. Many tried really hard and sang well, quickly learning the new tune and listening carefully to the teacher's strong lead. However, working in a cramped space and influenced by the very inappropriate behaviour of a couple of boys, concentration lapsed and pupils made unsatisfactory progress.
106. Leadership and management in the subject are good. The co-ordinator has good subject knowledge, is a competent musician and strives to give the subject a high profile in school. He is well supported by a number of teachers who also play instruments and are ready to participate in performances and work with pupils to develop their skills. The co-ordinator and colleagues work hard on after school activities to give pupils the chance to show their developing skills in concerts and performances. This is a very positive feature of the provision that could be further improved by considering the opportunities for pupils to use their initiative and develop sensible and responsible attitudes by "running the show themselves". There are enough pupils at the school with real talent and confidence to lead their peers, with the supervision and direction from adults, in the organisational aspects of such performances. The capacity for improvement in music is good and the potential for outstanding work is high.

PHYSICAL EDUCATION

107. Pupils generally make satisfactory progress as they move through the school and the majority attain standards that are in line with the national expectation in dance, gymnastics and swimming. Standards in games and athletics generally exceed the national expectation. This is a similar situation to that found in the previous inspection. Levels of achievement are satisfactory for almost all pupils, irrespective of their age, ethnicity, prior attainment or social circumstance. Boys are generally better at games whilst girls generally have better movement skills. Pupils with special educational needs achieve satisfactory standards, as do those for whom English is an additional language.
108. Pupils in Year 3 are generally strong and athletic and the quality of their movement is generally good when taking part in co-operative games involving a parachute. Pupils in a Year 4 class complete the warm up involving various aerobic exercises very capably, but the quality of performance dips to an average standard when they devise sequences of stretches and balances on the floor and on apparatus. Pupils in Years 5 and 6 are developing satisfactory skills in volleyball. Standards in competitive games are greatly enhanced for some older pupils by their involvement in extra-curricular activities and matches against other schools. The school attains appropriate standards in swimming and is aware of the need to review the timing of its procedures, since many pupils join the school after the swimming is taught in Year 4.
109. The quality of teaching and learning is satisfactory overall, but spans the range from unsatisfactory to very good. The better teaching was generally observed in games and athletics lessons. Teachers have appropriate subject knowledge and, because of their careful planning, they generally organise their pupils very effectively. Most teachers have very effective class management skills and as a result learning proceeds at an appropriately brisk pace. Weaknesses in the one unsatisfactory lesson observed and in lessons that were judged to be satisfactory overall included fragile discipline, the amount of time lost at the beginning of the lesson as pupils get changed, and the limited opportunities provided for pupils to take responsibility for setting out and putting away apparatus and equipment. The teaching of games and athletics is generally good because staff have particularly good subject knowledge in these areas. Pupils generally enjoy their work in PE and apply themselves with great enthusiasm and vigour. The girls generally maintain their concentration longer than the boys and, as a result, they produced better sequences of movements because of better application. While some pupils exhibit challenging behaviour, overall standards of behaviour are generally satisfactory provided the teacher has secure discipline. Where discipline is weak, standards of behaviour are unsatisfactory, and even poor on occasions, and the quality of learning suffers.
110. The curriculum is broad, in that it contains all the required elements, but the co-ordinator is aware that some minor adjustments need to be made to the balance between the different elements, with greater emphasis being given to improving fine movement skills through gymnastics and dance, particularly for the boys. Links with literacy are satisfactory and teachers take great care to use the correct technical vocabulary. The curriculum is greatly enhanced by the range of extra-curricular sports. The co-ordinator provides the subject with suitable leadership and management and has an appropriate awareness of the strengths and weaknesses that exist. He monitors planning, but has not been given opportunities to monitor teaching and learning in other classes. There are no agreed, formal procedures for assessing or recording the attainment or progress of individual pupils in most aspects of the subject.

RELIGIOUS EDUCATION

111. Attainment and progress in religious education have improved since the previous inspection, when progress throughout the school was judged to be unsatisfactory. Sufficient curriculum time is now given to the subject. A policy and scheme of work, based on the local Agreed Syllabus, have been

- written by the headteacher, who is now acting as co-ordinator. From the scrutiny of work and observation of lessons, it is evident that most pupils are making satisfactory progress in their knowledge and understanding in religious education. Standards by the end of Year 6 are now in line with the expectations of the Agreed Syllabus.
112. In the previous inspection, few examples of written work were seen and the current use of well-kept subject exercise books has been an important improvement. Work in books in each year shows clearly that pupils are learning from, as well as about, religion. Work covered in Year 3 has introduced the study of belief and festivals in Christianity and three other world faiths. Pupils have written about Jewish festivals, Sikh stories and beliefs and Muslim prayer customs. They have read and discussed parables and stories from the Bible, considered the Ten Commandments and thought about rules adhered to by other religious groups. In one class, particularly lively and interesting work was well marked, with questions and comments to stimulate further thought and discussion. This good practice is not yet widely shared. Comments such as “Do you think Christmas is the best time of year?” and “What other festivals do you like and why?” extend pupils learning and provoke more thought than “Well done - you have achieved the learning target”.
113. In Year 4, the curriculum includes some interesting work on feelings, friendship and the environment, as pupils consider “Nature and the World” and “Self and the Community”. Some very thoughtful writing on friendship and about peace shows that work in RE makes good links with pupils’ personal and social education and their education for citizenship. In this year there is currently some inconsistency in the amount of work covered in each class, and also in the quality of teachers’ responses in marking.
114. In Year 5, there is work on rituals and ceremonies in various faiths. Study of the way in which believers express their faiths in ritual and worship helps pupils to identify their own beliefs and to respect and understand those of others. Ethos and attitudes throughout the school as a whole give strong support to this valuing and respecting of other faiths. This is an aspect of the school’s work that is given serious attention and not merely lip service. Written work clearly shows that members of one faith can write thoughtfully and well on aspects of other faiths. In Year 6, the curriculum draws together and consolidates work covered by pupils in previous years. In two lessons during the inspection, the effects of faith in society and its institutions were considered. The example chosen, the Quakers in industry and education, made considerable demands on teachers’ knowledge. In one class, not enough thoughtful preparation meant that inaccurate information was given and pupils drew misleading conclusions.
115. In the four lessons observed, pupils responded well, showing interest and readiness to learn. The demands of the curriculum mean that teachers need not only adequate subject knowledge, but also confidence and flexibility in managing discussion and answering questions, which were sometimes difficult. One lesson, despite some good features and the teacher’s positive attitude with pupils, was unsatisfactory, because subject expertise was inadequate. Opportunities for extending knowledge were missed and pupils were left with some misconceptions about the Quakers and their work, past and present. In a good lesson, the story of Guru Nanak was used as a starting point for lively discussion on need and self-sacrifice. Pupils were challenged to think about moral choices they might make themselves and to realise how uncomfortable such decisions could be. This lesson would have been even better if valuable time had not been wasted on cutting and sticking activities, and if the conclusion had been as lively as the introduction, when drama was used well as a starting point.
116. Subject leadership and management are good. The headteacher has created systems for planning, improved resources and set up a framework for monitoring developments in the subject. Assessment and moderation procedures are now in place. The subject has made very encouraging progress since the last inspection. Further improvements will depend on more careful preparation by all teachers, as they tackle a challenging and rewarding subject.