

INSPECTION REPORT

ST WINEFRIDE'S CATHOLIC PRIMARY SCHOOL

Manor Park London

LEA area: Newham

Unique reference number: 102774

Headteacher: Mr D Short

Reporting inspector: Mrs H Bonser
22870

Dates of inspection: May 8th – 11th 2001

Inspection number: 196932

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Church Road
Manor Park
London

Postcode: E10 6HX

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Appropriate authority: The Governing Body

Name of chair of governors: Mr D Graves

Date of previous inspection: June 10-11th 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22870	Hilary Bonser	Registered inspector	English	The school's results and achievements; Teaching and learning; Leadership and management.
11575	Catherine Fish	Lay inspector		Attitudes, values and personal development; Care and welfare of pupils; Partnership with parents.
23434	Marie Gibbon	Team inspector	Art and design; music; special educational needs; English as an additional language.	Curriculum learning opportunities; personal, spiritual, moral, social and cultural development.
32048	Russell Grigg	Team Inspector	Mathematics; history; geography; physical education; equal opportunities	
10428	Tom Simpson	Team inspector	Science; Information and communication technology; design and technology; Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Winefride's Catholic Primary School is a voluntary aided school situated in Manor Park in the London borough of Newham. It draws most of its pupils from the local community, although some come from further away. It is larger than average in size, with 310 pupils from 4 to 11 years of age. At present, it has similar numbers of boys and girls. Sixty-eight per cent of them come from ethnic minorities, with the largest groups being Black African and Black Caribbean. Twenty six per cent of pupils speak English as their second language. Pupils' attainments on entry to the school are broadly average. There are currently 21 per cent of the pupils with special educational needs, which is similar to the national average. Pupils come from a variety of backgrounds, some of which are considerably disadvantaged. The number of pupils known to be eligible for free school meals is above average. The school is a member of the Manor Park Education Achievement Zone that was set up last summer.

HOW GOOD THE SCHOOL IS

St Winefride's Catholic Primary School is now a very effective school with many strong features. Standards in English, mathematics and science have risen rapidly from well below average to above average by the age of eleven because the quality of teaching is now good. This means that pupils achieve well overall by the time they leave the school at the end of Year 6. Pupils behave well and are very keen to learn. The headteacher, governors and staff work together very well as a team to improve standards for all pupils and are fully committed to continuing this. The school provides very good value for money.

What the school does well

- Standards have risen to above average in English, mathematics and science by the time pupils leave the school because the quality of teaching has improved considerably and pupils are now taught well.
- The headteacher, governors and all of the staff work together very effectively to overcome weaknesses and to bring about rapid improvements in teaching and the standards of work.
- The school cares very well for its pupils, providing good support and guidance for them; together with the excellent relationships between all members of the school community, this contributes very well to their very positive attitudes towards school.
- The school promotes pupils' personal, spiritual, moral, social and cultural development very well, successfully encouraging them to behave well, to get on extremely well together and to work hard.
- The school provides a good range of learning opportunities that are relevant to all pupils and help to interest and motivate them well.
- The very good partnership with parents makes a very good contribution to pupils' learning.

What could be improved

- Standards in some aspects of information and communication technology which are not yet high enough.
- Further improve the use made of assessment to help pupils make even better progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1999, when it was judged to no longer require the special measures recommended in the last full report in June 1997. There has been a very good response to the key issues identified two years ago, as well as very effective continuing improvements in other areas identified as weaknesses in the inspection in 1997. In particular, those relating to teaching and leadership and management have been transformed into strengths of the school. Very good improvements in the quality of teaching have been brought about in a relatively short time. The judicious recruitment and retention of staff, a rigorous and ongoing programme of monitoring and support, together with a very well planned programme of in-service training have contributed to this. More able pupils are now challenged more fully. Governors take a much more active role in the management of the school.

The national literacy and numeracy strategies are now implemented well and very consistently. There have been further improvements in the positive attitudes and behaviour of pupils. The increasing impact of these changes can already be seen in the considerable improvements in the achievements of pupils of all abilities and in the remarkable rise in standards over the last two years. There is a strong determination in the school to continue to raise standards and the quality of teaching and learning, which is backed by effective action. The school is well placed to make further improvements.

STANDARDS

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

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

The performance of pupils at the end of Key Stage 2 in 2000, compared with all schools nationally, was well above average in English, mathematics and science. Compared with similar schools, performance was in the highest five per cent of schools in English and mathematics and well above average in science. Results at the end of Key Stage 1 in 2000 were in line with the national average in reading, above it in writing and below in mathematics. They were well above those of similar schools in reading and writing and in line with them in mathematics. Teacher assessments indicate that standards in science were above the expected levels. These results also show a remarkable improvement since the time of the previous inspection in 1999 and the last full inspection of 1997. Over the last four years they have risen more rapidly than the national trend and last year placed the school among the top fifty most improved schools. The improvements have been brought about by a number of factors, including better planning of the curriculum, the successful use of the literacy and numeracy strategies, but mainly by the improvements in the teaching. The school has set appropriately challenging targets to raise standards further.

Standards on entry to the school are broadly average. The full range of ability is represented but the relative proportions vary from year to year. By the age of 11, boys and girls of all abilities achieve well in English, in mathematics and science. The standards of work seen by the inspection team of the current Year 6 remains above the expected levels but are not as high as seen in the test results last year. This is because of variations in the ability range of the two groups of pupils and does not represent an overall drop in standards. The current Year 6 pupils are achieving very well in relation to the standards they reached at the end of Key Stage 1. Inspection evidence shows that the standards of work of Year 2 pupils are similar overall to those expected for their age, but exceed them in reading. The good improvements in information and communication technology have not been in place long enough to impact fully on standards at the end of Key Stage 2, where they remain below the expected levels in some aspects of the subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school, they are enthusiastic, eager to learn and work hard.
Behaviour, in and out of classrooms	Good throughout the school both in lessons and at play. No exclusions.
Personal development and relationships	Good; excellent relationships between pupils and with the adults in the school; pupils act responsibly.
Attendance	Good; above the national average.

The way in which pupils work together and respect each other is a particular strength of the school. The attitudes and approach of the pupils were very good nearly half of the lessons seen throughout the school and good in over three-quarters of them.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. It was good or better in 68 per cent of the lessons seen. Of these, 19 per cent were very good. It was less than satisfactory in only 2 per cent, in one poorly taught physical education lesson. This is a remarkable improvement from the time of the last report two years ago, when 25 per cent of teaching was unsatisfactory, and 33 per cent was good or better. As a result, pupils now learn well in many lessons across the school. This makes a significant contribution to their improving attainment and achievements as they move through the school. In the Foundation Stage and towards the end of Key Stage 2, where there is a higher proportion of very good teaching, pupils often make very good progress in lessons. Teaching is now good in English, as well as in mathematics and science, where it was unsatisfactory before. Basic literacy and numeracy skills are taught well throughout the school, helping pupils to achieve well especially in reading. Teaching is also good in information and communication technology, although this is not yet fully reflected in standards at the end of Key Stage 2. It was satisfactory overall in other subjects where enough teaching was seen to make a judgement.

The school now meets the needs well of girls and boys of all abilities, including the more able and those with English as an additional language. This is an improvement from the last report. Teachers have high expectations of the amount and quality of pupils' work. In well taught lessons across the school, pupils of all abilities concentrate well, work hard and make good progress because teachers give them interesting and demanding work. What often made the difference between these lessons and those that were satisfactory, was the quality and detail of day to day lesson planning and assessment and how well teachers kept pupils focused on exactly what they should be learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; a wide range of relevant learning opportunities for all pupils.
Provision for pupils with special educational needs	Good; pupils have clear achievable targets, are taught well and receive effective support from skilled classroom assistants.
Provision for pupils with English as an additional language	Good; teachers plan lessons carefully to ensure their needs are met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; good for cultural development, very good for spiritual and moral development and excellent for social development.
How well the school cares for its pupils	Very well; a strong emphasis on promoting pupils' self esteem contributes very well to their personal development.

The curriculum is enriched especially through the very good links with the local Catholic primary and secondary schools and the close links with the parish community. The school works very well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding leadership by the headteacher, well supported by the senior management team resulting in a very effective response to the weaknesses identified in the previous two inspections.
How well the governors fulfil their responsibilities	Very well; governors take an active and very effective part in the management of the school.
The school's evaluation of its performance	Very good; a rigorous programme of monitoring and support has contributed strongly to improvements in teaching.
The strategic use of resources	Very good; available money is used very well to support the school's priorities.

Principles of best value are applied well to all spending decisions. There are sufficient learning resources to support the curriculum and staffing levels are good overall, with a good level of support staff for pupils with special educational needs. The present accommodation does not meet the needs of the curriculum fully for physical education or children in the Foundation Stage. This should be resolved with the completion of the current building works.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school.• Their children are well taught. They are expected to work hard, do their best and they make good progress.• The school is well led and managed.• The school is approachable and responsive to their views and concerns.• The children are well behaved and the school helps them to become mature and responsible.	<ul style="list-style-type: none">• The range of activities outside the classroom.• The amount of homework their children are given.

The inspection team fully supports the very positive views parents have of the school. With regard to their concerns, the team found that there is a good range of activities overall outside the classroom. However, because teachers have been rightly focused on raising standards, opportunities for pupils to attend after school clubs have been limited to certain extent. Comments from parents vary as to whether there is too much homework or too little. It is set in line with the school's policy, with a generally appropriate amount, especially in Year 6.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results in the 2000 National Curriculum tests at the end of Key Stage 1, based on average points, were average in reading, above average in writing and below average in mathematics, when compared to all schools nationally. They were well above those of similar schools in reading and writing and in line with them in mathematics. This showed a very good improvement in reading and writing from the previous year and from the time of the last full inspection in 1997. Standards in mathematics fell back slightly from those of the previous year. Teacher assessments in science indicate that standards were above the expected levels. The number of pupils reaching the higher level 3 was broadly average in all four subjects. At the end of Key Stage 2, in comparison to all schools, results were well above average in English, mathematics and science. Compared to schools of a similar context, they were very high in English and mathematics, and well above average in science. The proportion of pupils reaching the higher level 5 was above average in English and well above average in mathematics and science. Variations between the performance of boys and girls overall are not significantly different from the national picture by the age of eleven.
2. These results also show a remarkable improvement since the time of the previous inspection in 1999 and the last full inspection of 1997. Over the last four years they have risen more rapidly than the national trend and last year placed the school among the top fifty most improved schools. The fact that the percentage of pupils that both met and exceeded the expected levels was well above average in all three subjects shows how well the school now meet the needs of all its pupils, including the more able. It has addressed this weakness that was pointed out in the 1999 inspection well.
3. Children's attainments on entry to the school, from observations and from analyses of the baseline assessments, are broadly average overall, with the full range of attainment represented. However, the relative numbers of higher and lower attaining pupils do vary considerably in some year groups. Pupils achieve well in all areas of their learning in the foundation stage as a result of good and often very good teaching. This year, many of the children are likely to exceed the early learning goals by the time they leave the reception classes because of the higher proportion of more able children. Past work and lesson observations show that in Key Stage 1, pupils now build steadily on the good start they receive in the foundation stage, achieving at least satisfactorily and often well, in relation to their prior attainment, for example, in reading, because teaching is good. Standards at the end of Year 2, where a quarter of pupils in this year group are on the register of special educational needs, are broadly in line with expectations.
4. When pupils leave the school at the end of Year 6, standards in English, mathematics and science are above the expected levels and pupils achieve well, whereas in the last report their progress was described as inconsistent and at times unsatisfactory. The school acknowledges that last year the range of ability in the Year 6 cohort was unusual, in that there were far fewer pupils with learning difficulties and more higher attaining pupils than in most year groups. This is why the standards reached by the current Year 6 pupils are above, rather than well above the expected standards. This does not represent a drop in standards. As lesson observations and past work show, the school continues to meet the needs of all pupils well. The current Year 6 pupils are achieving especially well in relation to their prior attainment, which was well below average in all three subjects in the 1997 Year 2 national tests.
5. These dramatic improvements in standards and achievement have been brought about by the very good leadership and management of the school, and, particularly in the last two years, by a considerable improvement in the quality of teaching, which is now good overall in English, mathematics and science. Other factors include the increasing impact of the national literacy and numeracy strategies and the consistency with which these are implemented, as well as the very

good use the school is making of initiatives, such as booster classes, for pupils in need of additional support in Years 5 and 6. Another reason is that the higher than average number of pupils with English as an additional language and those with special educational needs now receive effective support and teaching, helping them to make good progress. The good behaviour, concentration and very positive attitudes that boys and girls of all abilities and cultural backgrounds have towards their work also contributes to their achievements. As a result, the school is likely to exceed the realistically challenging targets set, as part of their wholehearted commitment to continuing to raise standards.

6. In English, standards overall meet the expected levels at the end of Key Stage 1 and are above them by the time pupils leave the school. Pupils achieve well overall as they move through the school, making sound progress in writing and speaking and listening, which accelerates towards the end of Key Stage 2, where the quality of teaching is very good. In reading, pupils make rapid progress in both key stages and standards at the end of Year 2 and Year 6 are above expectations. One reason for this is that pupils are taught a good range of reading strategies and teachers successfully promote a real enjoyment and enthusiasm for books. By the age of 11, pupils listen attentively, building on each other's ideas. The majority speak confidently and fluently in front of others, but some have difficulty in articulating their ideas clearly. The school has focused with increasing success on improving standards of writing over the last two years. Pupils learn to write in a wide variety of styles and by the end of Key Stage 2 use more complex sentences confidently with reasonably accurate spelling and punctuation. Their work is neatly presented. However, they do not have enough opportunities yet to apply the knowledge they gain in well-taught lessons in more sustained, independent writing or to practise their redrafting skills. Teachers make good use of opportunities across the curriculum to extend the range of pupils' reading and writing.
7. Standards in mathematics meet the expected levels at the end of Key Stage 1 and pupils achieve satisfactorily. By the end of Key Stage 2, standards are above expectations and pupils achieve well in relation to their previous attainment. Numeracy skills are taught well throughout the school, partly as a result of the successful introduction of the national numeracy strategy and also because the overall quality of teaching is now good. However, there are not yet enough consistent opportunities for investigative work or for pupils to explain their strategies. Teachers make limited use of opportunities in other subjects to extend pupils' mathematical skills.
8. Standards in science are in line with the expected levels at the end of Key Stage 1 and above them at the end of Key Stage 2. Standards are relatively stronger in the knowledge aspects of the subject than they are in investigative science. Pupils' standards in science at the end of Key Stage 2 are higher than they were at the time of the last inspection in 1999, and significantly higher than they were at the time of the last full inspection in 1997 and pupils achieve well. This is mainly the result of improvements in teaching over this time.
9. Standards in information and communication technology meet the expected levels by the end of Key Stage 1, but remain below those expected by the age of 11, as they were at the time of the 1999 inspection. However, there have been significant developments in the subject since that time. For example, this year a new computer suite has been constructed and is now in regular use. This is already helping to improve pupils' progress. However, there has not been enough time for the improvements to impact fully on standards at the end of Year 6, which are not yet high enough in the data handling and control and monitoring aspects of the subject. Good use is made of computers to support pupils learning across the curriculum.
10. By the end of Key Stage 1 and 2, the majority of pupils broadly meet the expected levels for their age and make sound progress overall in geography, history and physical education. Standards in music and art and design are below the expected levels as recent improvements in planning have not been in place long enough to impact fully on standards. Not enough evidence was seen of design and technology to make a judgement on the standards reached.
11. Overall, pupils with special educational needs make good progress towards the carefully identified targets in their individual education plans. This is an improvement from the satisfactory progress

described in the last report. Pupils reach appropriate standards from their starting points in most aspects of their learning. This is because the school makes good provision for them and they are well supported, both in class and when they are withdrawn for group work. Pupils on the higher stages of the special needs register and those who have behavioural and social difficulties make good progress towards targets that relate to their personal and social development.

12. Pupils who have English as an additional language make good progress through the stages of language acquisition. Most pupils achieve fluency and a good level of comprehension by the time they leave the school. The pupils who enter the school with little knowledge of English make very good progress, and achieve appropriate access to the curriculum even when they join the school at a later stage in their education. This is the result of good support both from their class teachers, the learning support assistants and the caring ethos of the school and is very good improvement from the unsatisfactory progress noted in the last report. This finding is supported by the school's own analysis of the Key Stage 2 national test results. Higher attaining pupils now also achieve well as teachers generally give them appropriately challenging work. No significant differences in the achievements of boys and girls or of groups of pupils from different cultural backgrounds were noted during the inspection.

Pupils' attitudes, values and personal development

13. Overall, pupils' attitudes, behaviour and personal development have improved considerably since the previous full report; since the interim report, the good behaviour that was identified at the top of Key Stage 2 has been extended throughout the school. Pupils' attitudes, personal development and relationships are very good overall, with parts that are excellent.
14. Pupils enjoy coming to school and this is evident in the great enthusiasm with which they approach everything that the school has to offer. All parents responding to the questionnaire recognise this very positive approach in their children. In more than 80 per cent of lessons seen, pupils' attitudes and behaviour were good and in about a half they were very good. Pupils show their keenness to learn through the positive approaches they make to their learning. They listen well to each other and to the teacher, pay good attention and are keen to take part in the lesson. They show interest and enthusiasm, are well focused and work industriously. In a Year 6 science lesson, pupils were attentive and keen to contribute to whole class discussion and settled well to individual written tasks and focused well on what they were learning. Similarly, in a Year 2 information and communication technology lesson, pupils were very attentive during the whole class discussion and were very interested in the topic and activity they were asked to do. In such cases, pupils learn well and often very well. Even when the task set is hard, they are responsive and involved, trying hard to do what is being asked of them. Where pupils' attitudes fell below satisfactory, this was due to disorganisation and unsatisfactory management in a poorly taught physical education lesson. Outside the classroom, pupils are also enthusiastic about what they do. They are keen to attend Mass in church, they enjoy the after school activities that are available and talk enthusiastically about their work and trips they have made.
15. Behaviour overall is good. There are some minor incidents in classes where the behaviour of a very few detracts from the often very good behaviour of the majority. However, pupils respond very well and quickly to the consistently applied sanctions described in the behaviour policy. The high expectations of good behaviour are reinforced at the start of the school year and at other times when necessary. Pupils are well aware of the sanctions and strive hard to meet the high expectations set. Behaviour out of lessons is also good; there are constraints currently in the outside areas available for play during the building works, but pupils play considerably and safely together and behaviour is good. Nearly all parents agree that behaviour in school is good. Pupils joining the school from elsewhere sometimes test the system, but they soon respond well to the consistent handling and strong expectations. Pupils spoken to during the inspection say they have no concerns about bullying. They say that on the rare occasions when it happens, it is dealt with swiftly and effectively. This reflects the excellent relationships that exist within the school. There have been no exclusions from school in the last year.

16. Relationships across the whole school are excellent. The ethos of the school is very firmly based on respect for others and for oneself and this fosters very positive friendships and support amongst the whole school community. Pupils are very aware of the effect their actions may have on others, as this is part of the basis of the strong Christian ethos within the school. There are more than sixty nationalities within the school, but there is no racial tension of any kind. Pupils celebrate both the differences and similarities amongst their peers and live in racial harmony with each other. Pupils have a conscience and know the difference between right and wrong. Pupils show each other very high levels of respect. For example, in lessons they give each other the time and space to think and to answer without being made to feel pressurised or awkward.
17. Pupils' personal development is very good; it is being very well developed through areas such as the personal, social, health and citizenship policy and recently introduced school council, which is developing well. Pupils enjoy being involved in the day-to-day running of the school, such as returning registers and checking that only pupils with permission are in the building during breaks. Older Key Stage 2 pupils are chosen to be heads of house each term; they collect the much coveted house points each week, so the winning house can be announced in the achievement assembly on Fridays. Pupils' personal development is very well promoted through meditation sessions that gives them good opportunities to think about themselves and their experiences, what they have learned and how they would feel in different situations and circumstances. There are still, as in the previous full report, some missed opportunities for pupils to display the independence and initiative of which they are capable, but these are developing.
18. Attendance at school is good. The level is above the national average for primary schools. The level of unauthorised absences for last year was also above the national average. However, the marking in registers this academic year show few unauthorised absences, indicating an improvement in this area.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The school has successfully addressed the weaknesses in teaching noted in the key issues at the time of the last inspection. As a result, the quality of teaching is now good overall and pupils learn well in many lessons. This, in turn, has had a considerable impact on the improvements in attainment and pupils' achievements as they move through the school, and continues to do so. The quality of teaching was satisfactory or better in 98 per cent of the lessons seen. It was good or better in 68 per cent of lessons and very good in 19 per cent of these. This is a remarkable improvement from the time of the last report two years ago, when about 33 per cent of teaching was noted as good or better, with 25 per cent that was unsatisfactory. It is due to a number of factors such as the judicious recruitment and deployment of staff, the sharing of good practice and more focused teaching arising from the now effective implementation of the literacy and numeracy strategies, with the associated staff training. The quality of planning has continued to improve and the consistency of approach with which teachers implement this provides better continuity of learning for pupils. Teachers now have high expectations both of pupils' behaviour and the quality of their work to which pupils respond very well indeed. A rigorous and ongoing programme of monitoring and support, together with a very well planned programme of in-service training, has contributed strongly to the improvement.
20. Teaching is now good across the core subjects of English, mathematics and science, compared to a high proportion of unsatisfactory teaching at the time of the last full report. This makes a significant contribution to the improving standards evident in these subjects. Teaching is also good in information and communication technology, although it is too soon to see the full impact of this improvement on standards at the end of Key Stage 2, as other good developments in resources and the planning of the curriculum are more recent. In other subjects, teaching is satisfactory overall and, as a result, pupils generally achieve as they should. Design and technology and geography were not being taught at the time of the inspection, so no judgement could be made. The quality of teaching is good in the foundation stage and in both key stages and this consistency is reflected in the good achievements of pupils as they move through the school. In the foundation

stage and towards the end of Key Stage 2, there was a higher percentage of very good teaching, and pupils make very good progress in these lessons.

21. Basic literacy and numeracy skills are now taught well throughout the school, helping pupils to achieve especially well in reading and to make good progress in many lessons. One reason for this is that the relatively new team of teachers has worked hard to implement the national literacy and numeracy strategies consistently, effectively helping pupils to build on previous learning. Other reasons include the good opportunities provided for pupils in need of extra support, through the good use of initiatives such as very well taught booster classes in both English and mathematics and the good use of the additional literacy strategy. Pupils with special educational needs and those with English as an additional language are given effective support. The expertise of teachers has been strengthened through recent and continuing training. This helps them, for example, to use questioning and intervention well to extend pupils' skills and understanding. In a very well taught English lesson for Year 6 pupils, the teacher used his expertise very well in skilled questioning to help pupils deepen their understanding and identify how dialogue is used to develop characterisation and then to apply well what they had learnt in the subsequent written task. In a well taught mathematics lesson for lower ability Year 6 pupils, the teacher used his expertise very well both in particularly clear explanations and in questioning pitched at exactly the right level. It meant that he was able to structure the discussion about working out the length of time from Bonfire Night to Christmas Day in a way that took the pupils' learning forward in small, systematic steps. A particular strength is the way that teachers use opportunities in all subjects to extend pupils' vocabulary, as well as the range of their reading and writing. As yet, they do not make full use of planned opportunities for pupils to practise their numeracy skills in other subjects.
22. Overall the quality of teaching and support for pupils with special educational needs is good and pupils develop their skills and learning well. Teachers plan and organise lesson activities that are effectively matched to pupils' needs. The good support of learning support assistants contributes significantly to pupils' good progress. Both teachers and learning support assistants know their pupils well and there is close liaison, both formally and informally, to monitor pupils' responses and achievements. Targets on the individual education plans identify clearly the next small stages in pupils' learning, setting goals that are realistic and easily assessed. These are regularly monitored and reviewed against pupils' achievements. Classrooms have a friendly, secure atmosphere where pupils can confidently work well with other pupils and with their teachers and support assistants. The whole school emphasis on recognising all pupils' achievement is an important factor in pupils' good progress.
23. Pupils who have English as an additional language are taught and supported well. Teachers and support assistants monitor pupils' progress closely and use a range of useful strategies to plan activities and develop pupils' understanding. This is an improvement from the time of the last full inspection. Their good knowledge of pupils' achievements and the very good relationships that all pupils have with each other and with the adults in the school develops confidence well and pupils feel encouraged to use and develop their language skills. The annual review of pupils' language acquisition levels conducted by the local authority Language and Literacy Development Service provides clear and useful benchmarks against which the school can judge its own provision. Teachers' awareness and skills in teaching pupils who have English as an additional language are given effective support by the Curriculum Support and Professional Development Service who work in the school for half a term every other year.
24. In many lessons, there are strong features that contribute to the very positive attitudes pupils have to their learning. These are rooted in the mutual respect that is so clearly evident and the excellent relationships between all staff and pupils throughout the school. Teachers have a thorough knowledge of individual pupils that they use sensitively to support them and promote their self-esteem. They listen to and value pupils' ideas, helping them to develop their confidence in expressing them. Many very good examples of this were seen in lessons across the school. It means that all pupils are keen to share their ideas and learn readily from their mistakes. Teachers brief and deploy classroom assistants well, so that their skilled support has a very positive impact on pupils' learning. Many good examples were seen of teachers using effective questioning

techniques to both consolidate and extend pupils' learning, ensuring, for example, that boys and girls were equally involved.

25. A particular improvement since the time of the last inspection is that all teachers now have high expectations of both pupils' behaviour and the amount and quality of their work. In almost all lessons, they help pupils to meet these by creating a calm, secure and purposeful atmosphere that is underpinned by very good classroom and behaviour management. They are careful to choose resources and contexts for learning that are relevant to the pupils and arouse their interest. In many lessons, they use a good range of strategies to keep up a brisk pace and sense of urgency. For example, they frequently re-focus pupils on the main objectives of the lesson and use time targets effectively, reflected in comments such as, 'Ten seconds and you should have started,' to which pupils respond immediately. As a result, pupils listen well and are keen to contribute to class discussions. They settle very quickly and sensibly to group activities, showing how very well they can concentrate and work independently – in spite of the almost constant noise from the building works – they often produce a good quantity of thoughtful work. Another significant improvement is in the way that teachers generally now provide more able pupils with challenging work that stretches them. This is reflected in the number of pupils reaching the higher level 5 in the Year 6 national tests last year.
26. There were some elements of teaching, where examples of very good practice were seen, but where there was some inconsistency between teachers. These frequently made the difference between good and very good teaching and satisfactory lessons. All teachers now plan termly and weekly work together, within their phase groups, ensuring that pupils of the same age in different classes have similar experiences and opportunities. However, there is some variation in the quality and detail of day to day planning and assessment, which is reflected particularly in how well lesson objectives and the choice of activities are matched to the needs of pupils. A very good example was seen in a science lesson for Year 5 and 6 pupils about electrical circuits. Very detailed planning and careful assessments of pupils previous work ensured that the activities were fully relevant to the learning objectives and were very well matched and challenging for pupils of each ability group. This had a very positive effect on the pace of pupils' learning. Good examples were seen during the inspection week, such as that in a mathematics lesson for reception children, of teachers adjusting what had been planned for the next day, in the light of pupils' responses. By contrast, in a Year 3 mathematics lesson, most pupils found the timetable they were given too complicated to use in order to practise the intended mathematical skills and this limited their learning. In one, poorly taught physical education lesson, not enough account was taken of pupils' differing levels of skills or of health and safety issues in planning and managing pupils' activities. These lacked a clear focus and structure and consequently pupils learnt very little and standards of work were low.
27. All teachers have clear learning objectives for lessons that are displayed prominently. However, the effectiveness with which these are shared with pupils varies. Where teachers ensure that pupils fully understand the objectives at the beginning of the lesson and use them to keep pupils tightly focused during the lesson, they help to reinforce pupils' understanding and their awareness of their own learning. In some lessons, however, the objectives are couched in quite difficult language that is not fully explained to pupils and, as a result, they are not clear about what they should be learning. Plenary sessions are sometimes used well to help pupils not only review, but to extend what they have learnt and also to set the context for what they will learn next. A good example of this was seen in a Year 5 literacy lesson. The teacher used examples of pupils' work very well to extend their skills by helping them to summarize the key points of their arguments rather than just reading out what they had written. In some lessons, plenaries are brief and superficial and pupils visibly lose interest. Teachers make appropriate use of assessment information to set half-termly targets for pupils in English and mathematics. However, because they do not share these effectively with pupils, or use them as a tool in lessons for helping pupils to know precisely what to do to improve their work, their impact on their progress is limited.

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

28. Overall the school provides a good range of relevant and worthwhile learning opportunities that promote its aims effectively. It includes all subjects of the National Curriculum and meets all statutory requirements. Total weekly teaching time and time allocation for individual subjects are appropriate to meet the needs of the curriculum.
29. The school places a strong emphasis on the teaching of English and mathematics. The National Literacy and Numeracy Strategies have been fully and well implemented and teachers are confident in their management. Standards in both these areas of the curriculum have significantly improved as a result. There are policies for all subjects and the school has introduced the Qualifications and Curriculum Authority schemes of work in all subjects other than literacy and numeracy. The school's 1999 inspection identified the need to provide greater challenge for the more able pupils. The school has addressed this issue effectively and teachers plan together, in year and phase groups, with appropriate regard for the needs of pupils of all abilities. This is reflected in the improved test results in the year 2000.
30. Curricular provision for pupils with special educational needs and for pupils who have English as an additional language is good. There is good provision for pupils' literacy support through the Additional Literacy Support programme and where the learning support teacher and assistants work with individual pupils or with small groups. Individual education plans are carefully formed and regularly reviewed. Targets include goals for literacy, numeracy and behaviour. The needs of pupils with statements are well met, and their annual reviews provide a good focus for further improvement. There is effective provision for pupils who have English as an additional language. Teachers' planning includes a range of appropriate strategies for ensuring the needs of pupils with English as an additional language are met.
31. The school offers a good range of after school activities during the year which include the school choir, reading, art and craft and information and communication technology clubs. There are an appropriate range of sports clubs, such as netball, football, athletics, judo and cricket. However, in the light of the emphasis on raising standards, there has been some reduction in the number of the opportunities for pupils to take part in after school activities. The curriculum is enhanced well by a range of outside visits and visitors to the school. Members of the local services such as the Fire Brigade, the police and the school nurse take part in school assemblies and members of the local and diocesan clergy are regular participants in school masses. Notable people such as international athletes Chris Akabussi and Kate Howey broaden pupils' experiences and ambitions. Year 5 pupils have the opportunity to visit a residential environmental centre and to take part in a 'Springboard' course in mathematics and all classes have at least one school trip each year.
32. The school makes good provision for pupils' personal, social and health education. There is a clear policy in place, which reflects and is consistent with, the ethos and aims of the school. It includes the school's planning for the development of the teaching of the citizenship element. The school has a planned programme for the teaching of sex education that has been carefully and sensitively discussed and agreed with governors and parents. A similar high level of discussion and involvement is planned for the school's proposed programme for drugs education. It is currently trialling a commercial scheme to cover elements of health education.
33. There are very good links with the local community which make a positive contribution to pupils' experience and learning. There is a very strong partnership between the school and the adjoining church community, which is reflected in all aspects of the work and life of the school. Pupils take part in services in the church on a weekly basis and the school has benefited from the support of the church community during the recent rebuilding project. The school is beneficially involved in projects with the their local Catholic Secondary schools and older pupils in Key Stage 2 have the opportunity to take part in additional physical education, design and technology and information and communication technology activities. These projects are one aspect of the very good

relationships the school has with their feeder secondary schools. These help significantly when pupils transfer at the end of Year 6. Other organisations, such as West Ham United football club, has been involved with the school in academic projects over the past three years.

34. The school's very good provision for pupils' spiritual, moral, social and cultural development is founded in the cohesive aims and values of the school and the very close links between the school and the local Catholic church community. In the school's 1999 inspection, the report also found that provision for the pupils' spiritual, moral, social and cultural education was a strong feature of the school.
35. Provision for pupils' spiritual development is very good. The Christian ethic is reflected in all aspects of school life. There is excellent support from the parish priests and weekly masses, whole school achievement assemblies and Feast Day masses are celebrated in the church. Although worship is mainly Christian, the traditions and celebrations of other religions are acknowledged and reflected in subjects in the curriculum. Assemblies are thoughtfully planned and a quiet, reverent atmosphere is created to which pupils respond very well. Requirements for collective worship are met. Pupils have very good opportunities to experience calm, silence, reflection and prayer in assemblies and in the planned curriculum of the school. There are planned times for each class to take part in meditation and prayers are said at the beginning and end of the school day and before lunch. Awareness of religious belief and practice are threaded through the subjects of the curriculum and reflected in class discussions and pupils' questions in subjects such as history, when pupils discuss attitudes to war and its effect on people's actions.
36. The school makes very good provision for pupils' moral development. The school environment is calm and orderly with very clear expectations and recognition of good behaviour and attitudes. 'Golden Rules' are prominently displayed throughout the school and acceptable attitudes and behaviour are promoted very effectively through the school's well-implemented policies. Pupils have a very clear idea of what is right and wrong at levels appropriate to their ages and negotiate their class rules at the beginning of the year. A constructive, consistent system of rewards and sanctions underlines the rules for behaviour, with rewards such as house points and weekly certificates given by the headteacher at the end of each week. All staff in the school are very good role models for pupils. The consistent and caring way in which issues are dealt with promotes pupils' appreciation of tolerance and fair play very effectively. Moral aspects are taught very well and pupils show a keen awareness of their responsibility towards property and the environment.
37. The provision the school makes for pupils' social development is excellent and parents agree that the school is helping their children to become mature and responsible. The school is a close knit community which includes pupils, staff at the school, parents and the local church in a strong partnership. Pupils feel that the society represented by the school has their welfare at heart. The school has a warm and welcoming atmosphere. Relationships in the school are very good and all adults in the school provide an atmosphere in which all individuals are well respected and very good value is given to all pupils. This encourages the development of pupils' social skills very effectively. Pupils with special educational needs and pupils who have English as an additional language are very well integrated into the caring community of the school and into all activities offered by the school.
38. Pupils are taught strategies for dealing with difficult situations and very good opportunities such as class discussion time, headteacher's assemblies and the school council encourage and allow pupils to share their experiences and concerns. Good opportunities are given for pupils to work together in class and to share resources and equipment. They are also given responsibility for tasks suitable to their ages and stages of development both within the classroom and around the school. Older pupils act as monitors at lunch times and younger pupils undertake small tasks in the classroom. Pupils are encouraged to develop their commitment and awareness of those less fortunate than themselves in activities such as the raising of funds to support the work of organisations such as CAFOD. For example, the school raised £1,000 to support the Mozambique appeal in the year 2000.

39. Cultural provision in the school is good. The school ethos has strong regard and respect for the many cultures represented in the school and this regard is seen through many elements of the curriculum, assemblies and in the resources purchased by the school. The school's annual International Day celebrates very effectively the rich cultural heritage reflected in the school. Parents, pupils and staff take part in concerts, activities, music and food from many parts of the world and the event is seen as a high point of celebration by all who participate. In the curriculum, appropriate emphasis is placed on the contribution of Black and Asian and other communities to the history of Britain. A good range of cultures is represented in the texts which pupils study in literacy and famous people from different cultures, such as Nelson Mandela are given a high profile in assemblies. There is a good range of bilingual texts representing a number of the main languages in the school. Music from Western and other cultures is reflected in assemblies and in the songs sung in assemblies and in the weekly hymn practice. The school has a good range of musical instruments from other cultures. However there are some missed opportunities in the planned curriculum for art and music to explore and celebrate the rich range of music and art represented in the many different cultures which contribute to the life of the school. Further opportunities are provided by visitors to the school, such as musicians from the Music Academy, and there is a planned visit to the Secret Garden later in the term. Other faiths are studied in religious education and western artists, such as Kandinsky and Picasso, are appropriately studied in art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The previous full report showed that the school's provision for personal support and guidance and for the welfare of its pupils was good; the position regarding these aspects has improved and it is now very good. The school works very hard to create and maintain an atmosphere in which pupils feel valued and safe and in this it is very successful. Pupils develop high levels of confidence, self-belief and self-respect.
41. The school takes very good care of its pupils. Its arrangements for child protection are very good. The headteacher is the designated teacher and he has recently undertaken further training; the school has good links with the relevant outside agencies. The health and safety of the pupils is safeguarded through a series of good, thorough policies and procedures, including those for first aid. There are good details of pupils with specific medical needs that could require emergency treatment. Pupils are very well supervised throughout the day, including by trained supervisors at lunchtime. Fire drills are held termly, fire alarms, appliances and electrical equipment are tested regularly.
42. The headteacher introduced a new behaviour policy when he started at the school four years ago. This policy has been very successful in raising the standard of behaviour in the school. It is based on respect for both oneself and for others. The policy is consistently applied, with teachers setting high expectations of behaviour. Any serious incidents of misbehaviour are very well recorded and monitored by the head. Parents are involved, if necessary, and are supportive of the school. The school also has very effective procedures for monitoring and eliminating bullying. It is fortunate in having the support of the Catholic Children's Society in this area, if it is needed.
43. Although there are no formal procedures for monitoring pupils' personal development, pupils are known very well by the teachers. This is shown in pupils' annual reports, where the details given on their personal and social development are very good. These show not only their attitudes to learning and to others, but also those skills the pupils have acquired that help them with their learning. This shows very high levels of knowledge and involvement by the teacher with the pupils. The school has made very good use of funding from the 'Excellence in Cities' scheme to provide a learning mentor, aimed primarily at supporting older pupils in Key Stage 2. She has been in post since October. She works very well with teachers, pupils and parents to identify and find ways of tackling problems that may be hindering pupils' learning. Pupils have ready access to her and she is able to arrange longer discussions if this is necessary. Although she has yet to receive any training in this area, she is currently doing a course with an element relating to disaffected pupils included in it. Her presence in school means that pupils have not only their teacher and other adults to approach with

any concerns, but also an independent listener. Problems have been tackled well, showing how beneficial the provision is for pupils.

44. Attendance is very well monitored and promoted. Although the level of attendance overall is good, that for unauthorised absence last year was above what might have been expected. Problems of attendance sometimes relate to underlying difficulties that might affect pupils. The learning mentor therefore regularly monitors both attendance and lateness of all pupils, looking for patterns which may indicate a problem. Parents are sent letters if they do not volunteer a reason for an absence and, if there is no response, the matter is referred to the educational welfare officer. The intervention of the learning mentor is having a positive effect on the rate of unauthorised absences that appears in the registers.
45. Procedures for monitoring and supporting pupils' academic progress are good overall. The care and support of pupils with special educational needs and for the pupils who have English as an additional language are good. Teachers and learning support assistants know the pupils they work with well. The whole school ethos is well reflected in the way all pupils have opportunities to take part in all school activities. Teachers and support staff value highly the contributions of the pupils they work with and they give good recognition to their achievements. This is particularly true for those who are on the higher stages of the register for special educational needs and those few pupils who enter the school at the early stages of learning English. Pupils' needs are quickly identified when they enter the school and consistent and appropriate arrangements are made for the review of their needs. There is good liaison with outside agencies who provide useful support. The school is effectively supported by the local education authority in the identification of the needs of pupils who have English as an additional language. Good records are maintained of the progress of pupils who have special educational needs against their targets. The records of those who have English as an additional language are maintained appropriately by the class teacher but are not yet formalised as a separate system.
46. The school has sound procedures for assessing pupils' attainment and progress across the school. This is similar to the judgement made in the school's last inspection. The school makes careful analyses of the results of national tests and maintains useful records of the optional tests for Years 3, 4, and 5 and a good range of standardised assessment tests for reading, spelling and mathematics. Through these records the school is able to track the progress of individual pupils throughout the school. The school makes appropriate use of this information to set realistic and relevant whole school targets and to identify those pupils who would benefit from 'booster' classes in literacy and numeracy or additional support in class. However, it does not yet sufficiently use the information to set class, group and individual targets. There are good procedures in mathematics and English for regularly assessing and recording pupils' progress. However there are weaknesses in the assessment and recording of the investigative elements of pupils' work in science and mathematics and in speaking and listening in English. The school's planning for the development of assessment has identified these areas as priorities.
47. There are currently no formal assessment procedures in information and communication technology or in the foundation subjects either to assess pupils' attainment or to identify strengths and weaknesses to support the next stages in pupils' learning. Many subject co-ordinators are new to the role and to the school and have concentrated initially on the implementation and development of new schemes of work. The school is now beginning to move towards establishing manageable systems and has already included this in the development plan for assessment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school works very hard to develop, foster and maintain very good relationships with the parents of its pupils. The positive position at the time of the previous full report, and as mentioned in the interim report, has been built on very successfully. Parents feel that the headteacher and his staff keep them well informed about the life of the school. This started when the headteacher quickly involved parents in the need to improve many aspects of the school, in particular behaviour, soon

after he took up his appointment. The partnership between home and school has developed very well from this positive beginning.

49. There was a high percentage return of the questionnaires, although there was a low turn out for the meeting prior to the inspection. All responses show a very high level of support for the school in all but two areas. Parents indicated that they are particularly pleased with the fact that their children like school, the good progress they make, together with the high expectations and the way in which the school help their children to become mature and responsible. Parents also feel that the teaching is good and the school is well led. Inspection findings support fully the positive comments made by parents. Parents are less happy with the range of activities outside lessons and the amount of homework their children receive. Inspectors feel that there is a good range of activities outside lessons, but that the availability has been limited to a certain extent, while teachers have been rightly focusing on raising standards. The use made and amount of homework is found to be satisfactory and in accordance with the school's policy. There are as many parents who consider too much homework is set as those who consider too little is set.
50. The information that parents receive is very good. There is a weekly newsletter that gives the dates and times of all events and activities for the week. There is also advanced notice of forthcoming dates, giving parents time to make any necessary arrangements. Other information sent is more specific to particular classes. The governors' annual report to parents is clear, lively and attractive; it won an award from the local education authority last year. Parents receive a good quality report each year in the spring term; pupils' personal and social development, English, mathematics and science are particularly well reported. They are given a good opportunity to discuss this report with their child's teacher and agree future targets. In addition, parents have opportunities to discuss their children's progress during the autumn and summer terms, although parents are welcome to talk to teachers about concerns or problems at any mutually convenient time. Many parents were observed talking to teachers after school; this ability to approach teachers informally is appreciated by parents. A curriculum map is provided for parents so they know what their children are doing and can support them by undertaking research and discussion of the topics with them. The school has held curriculum presentation evenings, although some of these have not been well attended. However, consultation evenings, concerts, assemblies and Mass are well supported by parents. During the inspection, the achievement assembly in the church on Friday was well attended. The welcome the parents received and the response they made showed how much work the school and church have done with parents in creating a family atmosphere.
51. The school and the parents work effectively together to support pupils with special educational needs and those who have English as an additional language. Parents are involved in all review processes and encouraged to contribute to the evaluation of the support their children receive. Parents of pupils who have limited English are provided with the services of a translator to ensure that communication is clear and effective. This close partnership with parents is an important factor in the good progress made by both pupils with special educational needs and those who have English as an additional language.
52. Parents are encouraged to come in to school to help; many of the school's non-teaching staff started as volunteers. This has a very positive impact on pupils' learning. Two parents accompanied Year 4 pupils when they went swimming, which meant that only one teacher had to go. The 'Friends' were only set up four years ago; during that time they have organised a large number of events and the amount of money they have raised is large. This has been used to support the school in its work. Parents are consulted about aspects of the curriculum, most recently about the personal, social and health education policy, particularly the sex education component; parents appreciate this. The number of parents who have signed the home school agreement is high. Many parents give their children good support at home, particularly in the early stages of learning to read, by listening to them regularly. The school makes stringent efforts to ensure that parents who do not speak English are fully involved by providing translators when and where necessary.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The overall leadership and management of the school is very good. There has been a very good response to the key issues identified in the previous report two years ago, as well as very effective continuing improvements in others areas identified as weaknesses in the last full inspection in 1997. In particular, those relating to teaching and aspects of leadership and management, such as monitoring and evaluation, have been transformed into strengths of the school. For example, just in the last two years, the quality of teaching has improved dramatically from unsatisfactory in nearly a quarter of lessons to good overall. This has been brought about the judicious recruitment and retention of staff, a rigorous and ongoing programme of monitoring and support, together with a very well planned programme of in-service training. The national literacy and numeracy strategies are now implemented well, very consistently. The increasing impact of these changes can already be seen in the considerable improvements in the achievements of pupils of all abilities and in the remarkable rise in standards over the last two years. However, the recent nature of developments in information and communication technology means that they have not yet fully impacted on standards at the end of Year 6. In addition, there have been further improvements, for example, in the positive attitudes and behaviour of pupils and in the effectiveness of the governing body's role in raising standards.
54. The headteacher, ably supported by the deputy headteacher and senior management team, provides outstanding leadership. His role in creating and maintaining a very effective, positive climate for change, in shaping and motivating a new staff team, regaining the confidence and support of parents and securing the full commitment of all to school improvement has been a critical factor in the rapid and successful improvements made. The response of the staff to this, through high-quality teamwork, mutual support, sheer hard work and the dedication of all to improving the quality of teaching and learning for pupils, has, and continues to be excellent. A very clear, common sense of direction and purpose is rooted in a strong vision of the Christian mission of the school, which is shared by the whole school community. It is focused successfully both on raising standards and pupils' achievements, irrespective of ability gender, background or culture, promoting their spiritual, moral, social and cultural education and providing a high level of care and support for them. The excellent relationships, teachers' very good knowledge of pupils, the way they promote self-esteem and recognise achievements are some of the many examples of how the school's aims and values are seen in practice daily. This makes a strong contribution to the personal development and very positive attitudes and good behaviour of the pupils.
55. The senior management team is fully involved in all decision-making, as well as contributing effectively to the smooth day-to-day running of the school. The presence of the phase leaders on the team enables them to monitor curriculum developments effectively because they maintain an overview of the whole school as well as of their own year groups. Co-ordinators continue to take increasing responsibility for developments in their subject. They carry out focused monitoring of aspects of their subjects each term, as well as monitoring planning and the outcomes of pupils' work, although they do not yet monitor teaching. They lead a working party to identify priorities and draw up an action plan for their subject as part of their involvement in school development planning.
56. The co-ordinator for special educational needs has a very good understanding of her role. She carries out her duties responsibly and maintains appropriate records of pupils' progress and contacts with outside agencies. She provides a very good role model in her own class teaching and support and liaises regularly with teachers and with learning support assistants. The school has good arrangements for liaison with the secondary schools that most pupils will attend, with visits from staff in the secondary school and detailed discussions of pupils' particular needs. The school fully meets the requirements of the Code of Practice for special educational needs. There is a designated governor, who has developed a good understanding of her role and as a parent and learning support assistant is in a good position to support and inform the governing body on issues relating to special educational needs. The school has only recently begun to formalise the provision for pupils who have English as an additional language. There is no specifically named co-ordinator but the responsibility is designated as part of the role of the Language co-ordinator. The teacher

who has this responsibility has a clear and effective understanding of her role, but recognises that the formal systems for separately monitoring and assessing the progress of pupils who have English as an additional language are only just developing.

57. The determination and capacity of the school to raise standards further, by improving the quality of teaching and learning, is seen in the ongoing highly focused and intensive programme of lesson observations. These are led by the headteacher and deputy, who are well supported by local education authority inspectors. The subsequent discussions and action points agreed with teachers, together with very good arrangements for professional development, have contributed very significantly to the improvements in teaching. An important part of this has been the very good induction and support for newly qualified teachers and other teachers new to the school. The effectiveness of this is reflected in the remarkable consistency of approach in, for example, the management and organisation of pupils and in the literacy and numeracy hours, considering how relatively short a time the present team has been in place, as well as in the overall quality of teaching.
58. Increasing use is now made of performance data to track pupils' progress through the school. Test results are carefully analysed to identify weaknesses in the curriculum or in the achievements of particular groups of pupils so that appropriate remedial action is taken. For example, all classes now have additional English lessons each week to improve their writing skills. Results are also used to identify pupils in need of additional support through booster classes or the additional literacy strategy. The detailed analysis of performance in English, mathematics and science, is used to review and set annual targets for Years 2 and 6. However, as yet, targets are not used fully as tools in the drive to continue to raise standards, as none are set for other years or classes or to target those pupils who may exceed the expected levels. Existing targets are not yet linked to individual or group curriculum targets. The school already has plans to address this from September.
59. Governors are fully committed, involved, well-organised and very supportive of the school. They now carry out their responsibilities and fulfil their role as critical friends very well. They have a very clear view of the strengths and weaknesses of the school, supported by regular visits to school and some lesson observations, but in particular through their active involvement in the working parties that draw up the well-constructed annual school improvement plan. This makes them especially effective in monitoring progress towards the targets identified, through their own observations as well as by receiving reports and presentations from the co-ordinators involved and detailed evaluative reports from the headteacher. It also means that the very good financial planning fully supports the school's priorities and that spending decisions are based on improving the educational standards of pupils. A good example of this is the way that the number of support staff has been increased. They now make a very positive contribution to the good progress made by pupils with special educational needs. Funds allocated for the provision for pupils with special educational needs are used to good effect.
60. Very good use is also made of specific grants. The finance committee are especially alert to and adept at securing any available grants, for example, for premises repairs and improvements. As a result, more money from the school budget has been available to target on resources to support pupils' learning. Budget expenditure is monitored regularly by the headteacher and finance committee so that finances are kept in good order and costs easily determined. The school ensures through competitive tendering and consultation that they obtain best value for money when purchasing resources and services. The governing body has also compared school expenditure with that of other similar schools to help evaluate the effectiveness of spending decisions.
61. There is a good number of suitably qualified teachers. They are deployed effectively to promote higher standards in a way that enables more experienced teachers to work alongside less experienced colleagues and to promote the spread of good practice. The recruitment and retention of staff is very thoughtfully managed by the headteacher and governing body. It has resulted in a stable team, promoting continuity of learning for pupils and one that is well balanced in terms of gender and cultural background, providing very good role models for the pupils. Learning support

assistants are well qualified and well motivated. They form an effective partnership with teachers and are a significant factor in the good progress of pupils. The school is well supported at lunchtimes by mealtime assistants and the premises staff maintain the buildings well. Administrative staff provide calm, efficient support.

62. There are adequate resources now, which are used well to support pupils' learning in all subject areas. The corridors and classrooms are enhanced by attractive displays that celebrate pupils' work and achievements. These are a credit to the hard work of the staff in the face of tremendous disruption caused this term as a result of the building works. A temporary library in a nearby parish room is well used to teach pupils library and retrieval skills, pending the completion of the new buildings.
63. Present accommodation is unsatisfactory. The lack of a suitable hall restricts the teaching of some aspects of the physical education curriculum, especially for pupils in Key Stage 2, although the school works hard to provide alternatives through, for example, links with the Catholic secondary school. There is no suitable outdoor play area for the reception children. However, major buildings works taking place this year should resolve this situation from September.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education further:

- a) Raise standards further in some aspects of information and communication technology at the end of Key Stage 2 by continuing to develop the priorities already identified by the school and especially by*:-
- ensuring that all aspects of data-handling, control and modelling are taught to a sufficiently high level.
 - improving planning so that it supports teachers in helping pupils to build systematically on their existing skills.
 - establishing assessment procedures that enable teachers to match tasks more closely to pupils' needs.
(see paragraphs 9,26,47,124,126,127)
- b) Further improve the use made of assessment to help pupils make even better progress by*:-
- establishing procedures for assessing the development of speaking and listening skills in English, using and applying mathematics and investigative skills in science.
 - ensuring consistent procedures are put in place for assessing the foundation subjects.
 - involving pupils fully in the targets set for them ensuring clear links between these and the annual numerical targets that are set.
(see paragraphs 26,27,46,47,58,74,95,99,109,116)

In addition to the above, the following points for development should be considered for inclusion in the action plan:-

- Raising standards in art and design and music. (see paragraphs 11,100,128)
- Improving indoor facilities for physical education and the outdoor provision for pupils in the foundation stage when the current building works are complete.* (see paragraphs 63, 70,136)

**The school has already identified these areas for development.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	49	31	0	2	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	310
Number of full-time pupils known to be eligible for free school meals	N/A	104

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	66

English as an additional language

	No of pupils
Number of pupils with English as an additional language	82

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	21	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	25	23
	Girls	20	20	18
	Total	43	45	41
Percentage of pupils at NC level 2 or above	School	93(77)	98(80)	89(95)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	25
	Girls	20	18	19
	Total	44	42	44
Percentage of pupils at NC level 2 or above	School	96(80)	91(91)	96(84)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	19	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	19	18	18
	Total	33	33	34
Percentage of pupils at NC level 4 or above	School	94(61)	94(68)	97(82)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	15
	Girls	17	18	18
	Total	29	33	33
Percentage of pupils at NC level 4 or above	School	83(50)	94(66)	94(68)
	National	70(68)	72(69)	79(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	77
Black – African heritage	69
Black – other	17
Indian	16
Pakistani	6
Bangladeshi	0
Chinese	0
White	45
Any other minority ethnic group	36

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	24
Average class size	28

Financial information

Financial year	1999/2000
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£

Education support staff: YR– Y6

Total number of education support staff	10
Total aggregate hours worked per week	300

Total income	525237
Total expenditure	552372
Expenditure per pupil	1879
Balance brought forward from previous year	54576
Balance carried forward to next year	27441

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	310
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	62	36	2	0	0
Behaviour in the school is good.	49	44	5	2	0
My child gets the right amount of work to do at home.	32	44	15	7	2
The teaching is good.	55	42	1	0	2
I am kept well informed about how my child is getting on.	47	44	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	29	6	1	1
The school expects my child to work hard and achieve his or her best.	70	26	2	1	2
The school works closely with parents.	45	45	7	2	1
The school is well led and managed.	60	36	2	0	2
The school is helping my child become mature and responsible.	53	43	2	0	2
The school provides an interesting range of activities outside lessons.	29	41	11	8	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Children's attainment on entry is generally around average. However, this year it is slightly above average. Children are admitted to school twice a year – in September and January. There is a good induction programme, including visits for children and parents to increase confidence and help the children to settle in quickly.
65. Teaching in the foundation stage is at least good and is frequently very good across all the areas of the curriculum. The teachers plan well together to ensure that the children in both classes have equal access to a full and rich programme of learning experiences. The management of the children is a particular strength of the teaching. This is firm but pleasant, and ensures that all the children are fully on task and concentrate well. Methods are appropriate to the age of the children. For example, they are enabled to learn through a wide range of practical experiences, using water and sand trays and role-play areas. However, in order to prepare them for Key Stage 1, they are also gradually being introduced to the rigours of the literacy and numeracy strategies. The children respond well to their learning environment. They are well motivated and achieve well. Most have already attained the early learning goals in all the areas of learning and many are working securely within the lower levels of the National Curriculum. There are particular strengths in communication, language and literacy and in mathematical development. The only area of weakness is that there is no suitable outside play area. This situation is currently being addressed as part of the building programme. Provision for children in the foundation stage has improved significantly since the time of the previous full inspection in 1997 when teaching was found to be unsatisfactory in two fifths of lessons.

Personal, social and emotional development

66. Personal, social and emotional development is given a high priority. At the time of the inspection, for example, there was a focus on valuing oneself and others. Routines are well established and the children feel secure in what they are doing. All the adults set a good example. The children are treated with respect and their opinions are valued. This is reflected in the children's responses, and relationships are good at all levels. Activities are planned to help the children to develop the ability to share and to take turns. These include memory card games and socially interactive situations created in the role-play areas. Registration times are used well to support personal, social and emotional development. These regularly include moments of prayer and reflection. As a result of the good teaching and the positive influence of all the adults, many of the children are achieving the early learning goals now, and most will do so by the end of the year. A significant proportion is likely to exceed them.

Communication, language and literacy

67. The children communicate confidently with visitors and make them feel welcome. They enjoy listening to and telling stories. They can explain which are their favourites. They listen attentively to their teachers and follow instructions well. Most of the children have acquired a good sight vocabulary and already have well developed phonic skills for their age. Many have a good knowledge of book related terminology, being familiar, for example, with concepts such as 'author' and 'illustrator'. They respond well to the mood of books and have a good level of comprehension. Higher attaining children read books such as 'Big Barry Baker and the Bullies' fluently and expressively and are working well within the National Curriculum. Most of the children are able to write simple sentences – in some cases with the support of adults. They explain what is their favourite toy; write about people who help them in school and share what they like about the story of 'Dustbin Fred'. The teaching of language and literacy is good. Most of the children will achieve the early learning goals by the time they enter Year 1 and the more able will exceed them.

Mathematical development

68. Mathematical development is taught very well. Most children will have achieved the early learning goals by the time they leave the reception classes. Many have already exceeded them – in some cases, significantly. For example, most children can count beyond ten, add and subtract objects within ten and read numerals at least up to ten. They have an above average understanding of symmetry, being able to create symmetrical patterns using pegboard and cut out butterfly shapes, or complete simple balancing pictures. Most can make realistic estimates of numbers of objects. They know the names of two and three-dimensional shapes and can order different lengths. Lower attaining children can discuss events that regularly take place at different times of the day.

Knowledge and understanding of the world

69. The children have many opportunities to develop this area of their learning. For example, they make good use of the ICT suite to develop their computer skills. Most can load a program and manipulate a mouse well to dress and undress a screen 'teddy'. In this aspect most are already working well within Level 1 of the National Curriculum. They are able to sort and classify materials into different types and can explain their reasons for doing so. They explore jelly in terms of shape, texture and smell, and are aware that most substances dissolve better in hot water. They can describe accurately what is happening in a simple, teacher led investigation. They understand the need for healthy eating and appreciate that some things need electricity to make them work. The children are given the opportunity to develop an understanding of chronology through sequencing events. Teaching is again good and sometimes very good. Most of the children will have achieved the early learning goals by the time they enter Year 1.

Physical development

70. Despite the restriction of not having an appropriate outdoor play area, the children are making appropriate progress in this area and all will have reached the expected level by the end of the year. Most understand the changes that take place in their bodies during exercise and appreciate the need for their own safety and that of others. They use the hall regularly for physical activities. They move confidently during lessons and expend considerable energy. They use shape and space well when moving around in the role of different animals. They have a good control over their different body parts and use their imagination effectively. They enjoy their lessons and work hard to improve their physical skills. Planning documents indicate that they will be given the opportunity to develop their bat and ball skills later this term. The teaching is good.

Creative development

71. The children have a wide range of opportunities to develop their creative skills. They have many chances to sing informally and to listen to different kinds of music. They also have the chance to play simple instruments. They construct mosaics from different materials. They successfully mix colours and produce successful charcoal drawings of plants, exploring their shapes and the patterns of their leaves. A selection of natural and non-natural objects is used to produce a number of attractive prints, with children exercising their own choice of colours and materials. Again, the teaching is good and most of the children will have reached the expected level by the time they enter Key Stage 1.

ENGLISH

72. Results from the 2000 national tests, based on average points, show that standards in reading were in line with national averages and above them in writing. The proportion of pupils reaching the higher level 3 was also broadly average in both reading and writing. In both areas, standards were well above those of similar schools. The results show very good improvement from the previous year, when they were well below average. Results in English at the end of Key Stage 2, based on average points, were well above the national average and very high in comparison with similar schools. The proportion of pupils reaching the higher level 5 was above the national average and

well above that of similar schools. Overall, standards in the subject have improved substantially since the last inspection, and over the last four years, rising more rapidly than national trends. Differences in the performances of boys and girls are not significantly different to the national picture, with girls reaching higher standards in writing than boys, especially in Key Stage 2. Inspection evidence from lesson observations and the work of current Year 2 and Year 6 pupils show that standards overall in English meet the expected levels at the end of Key Stage 1 and are above them at the end of Key Stage 2. Standards in Year 6 are not quite as high as last year, when there were considerably fewer pupils than usual with learning difficulties in that particular group. It is not an indication of any drop in standards overall and pupils achieve well in relation to their previous attainment. This is evident from the careful monitoring of pupils that is carried out as they move through the school. The school is likely to exceed the targets set for the current year group.

73. Standards overall in communication, language and literacy broadly meet the expected levels when children start school and are now above them by the time pupils leave the school. Evidence both from lessons and past work shows that boys and girls of all abilities and cultural backgrounds achieve well in relation to their prior attainment as a result of good teaching. Towards the end of Key Stage 2, where teaching is often very good, pupils often make very good progress, achieving very well in relation to their prior attainment. For example, the standards of the present Year 6 cohort were well below average at the end of Key Stage 1 and have now risen to above the expected levels for their age. This is a marked improvement since the time of the last inspection, when pupils' progress was described as inconsistent, and at times unsatisfactory, across both key stages. A number of factors have contributed to this. For example, there has been a considerable improvement in the quality of teaching, the national literacy strategy has been implemented well and very consistently. There have been further improvements in the good behaviour and positive attitudes pupils have towards their work. They are keen to learn and work hard. More able pupils are now given appropriately challenging work. Pupils with special educational needs, those with English as an additional language and lower attaining pupils also now make good progress. Those in need of additional support are identified at an early stage and the special needs co-ordinator, class teachers and classroom assistants work closely together to help these pupils to do well. An example of this is the good progress made by a number of pupils as a result of the effective use of booster classes and the additional literacy strategy. It is reflected in the high percentage of these pupils who reach the expected standards in English by the end of Key Stage 2.
74. The majority of pupils meet the expected standards in speaking and listening at the end of both key stages and some exceed them. By the age of seven, many pupils engage in conversation with adults confidently. They listen carefully to the teacher and to each other. Most, but not all, speak audibly when replying to questions in lessons and add detail when prompted. By the end of Key Stage 2, pupils listen very attentively to their teacher and to each other. They make thoughtful and at times perceptive contributions to discussions and begin to build on each other's views. Some high attaining pupils use an extensive vocabulary with confidence. For example, in a Year 6 lesson about persuasive writing, one pupil raised the subject of subliminal messages and described them succinctly. Some pupils, however, have difficulty in expressing their ideas clearly and fluently. At present there is not a sufficiently structured approach to support pupils in developing this aspect of their speaking skills. Nevertheless, they are still very keen to contribute. This is because all teachers show interest and place evident value on what each pupil has to say.
75. Pupils in both key stages develop confidence in speaking in front of large groups and learn to adapt their speech appropriately, through regular opportunities in assemblies. A very good example of this was seen in a Year 5 assembly about the contribution of different cultural groups to the war effort during the Second World War. Teachers successfully extend pupils' vocabulary in all subjects through their consistent emphasis on pupils understanding and using the technical terms and challenging vocabulary correctly. Year 1 pupils, for example, understood the meaning of a 'split digraph', while pupils in Year 3 used the word 'dilemma' appropriately in their own responses, following a well led discussion to explore its meaning. This also has a positive impact on increasing pupils' sight vocabulary when reading.

76. Standards in reading are above the expected levels at the end of both key stages. Girls and boys of all abilities achieve well, making consistently good progress as they move through the school. One reason for this is that phonics skills are taught very well and teachers make good use of guided reading sessions in the literacy hour, as well as opportunities across the curriculum to help pupils to apply these successfully. In a Year 2 literacy lesson for example, the teacher not only used skilful questioning to help pupils to establish the characters and setting of the story they reading together, but also to learn how to use the context to establish the meaning of unknown words such as 'crew'. By the age of seven, pupils read an appropriate range of books with reasonable fluency and accuracy and with good expression. They have a good sight vocabulary and use a good variety of ways to tackle unfamiliar and often quite difficult words. Some higher attaining pupils show an increasing understanding of plots and characters. One boy, for example, was able to explain the motives of one of the bears in 'A special place for Edward James'.
77. By the age of 11, boys and girls enjoy reading an appropriate range of books and show a good understanding of what they read. Pupils talk with interest about different authors they have read, giving reasons for their preferences. A particular strength is the enthusiasm for reading that pupils throughout the school show. Many of them regularly visit local libraries and teachers make good use of timetable lessons in the school library to teach children how to locate books and retrieve information. Teachers make very good use of guided reading sessions to deepen pupils understanding of themes and characterisation. In Years 5 and 6, for example, the teachers used pupils' familiarity with the books of Roald Dahl to extend their understanding of different techniques used by the author to develop characterisation and their skills of comparing different characters using evidence from the text.
78. Pupils with learning difficulties and those with English as an additional language are given additional effective and well-matched support. One of many good examples of this was seen in a very well focused guided reading session for three Year 4 pupils at a similar stage of English acquisition. The teacher constantly checked their understanding with good questioning and supported the development of their vocabulary, correcting errors such as the use of 'short' for 'close', in a positive way that encouraged the pupils to persevere.
79. Standards in writing meet the expected levels of the end of both key stages. Pupils now achieve at least as they should in relation to their prior attainment, and some achieve well. One reason for this is the extra time given each week in all classes to the teaching of specific writing skills. This reflects the commitment within the school to continue to raise standards in writing. Teachers also make good use of opportunities in other subjects for pupils to practise different forms of writing such as explanations in science of forces and friction and weather reports in geography. There has been good improvement in the weaknesses noted in the previous inspection of 1999 in pupils' awareness of grammatical structures, handwriting and extended creative writing. Teachers show good understanding of the national literacy strategy. In a literacy lesson for Year 1 and 2 pupils, for example, this resulted in the teacher using well chosen resources to help pupils develop a good understanding of sentence formation and differing verb tenses. By the end of the lesson the majority of the Year 2 pupils could identify simple past tense structures.
80. Teachers have implemented the new handwriting scheme effectively. Pupils now develop their skills systematically across the school with the result that in Key Stage 1 most pupils form their letters well and they are of a consistent size and orientated correctly. By Year 4 and beyond, pupils of all abilities are writing neatly in ink, their work is well presented and they take evident pride in it. Other ways in which the school is focused on improving pupils' writing over the last two years include carefully selected resources to stimulate boys as well as girls and the use of writing partners. Teachers have also sampled and moderated writing across the school to increase their own awareness of how pupils' skills are developing.
81. By the age of seven, almost all pupils write in simple sentences, often with full stops and capital letters and with some use connectives. Spelling is reasonably accurate or phonetically plausible. They write in a variety of forms including letters, poems and descriptions of favourite characters and begin to apply what they learning about story structure to their own writing. Some higher attaining pupils begin to use more structured sentences and interesting vocabulary, as in 'The Great

'Escape' - a good example of lively writing, which engages the readers' interest. By the age of 11, the majority of pupils use more complex sentences with increasingly accurate punctuation, which some begin to use for effect such as 'C--- c---can I please----?' Spelling is reasonably accurate although some pupils still make basic errors both in grammar and spelling. Some begin to use more adventurous vocabulary such as, 'Suddenly the mystical rug shifted to the left', but many do not yet incorporate into their own writing the range of vocabulary they use in oral work. Higher attaining pupils adapt their style confidently for different purposes and audiences using for example, colloquial language in dialogue, interweaving this with action and descriptions. Pupils often make very good progress both in literacy hours and in extended writing lessons in learning good range of strategies and techniques for improving their writing, including the use of recognised authors as models. However, they do not have enough opportunities to practise and apply what they have learnt independently in sustained writing over time, or to retrieve to re-draft their own work to improve its contents and structure, as well as its accuracy.

82. In the very well taught lesson for Year 6 pupils, a number of features helped them make very good progress in refining their skills of persuasive writing. The teacher used very skilful questioning to stimulate an interesting discussion about advertising that quickly engaged the full attention of pupils. They were very keen to contribute their ideas, which the teacher continually extended with comments such as, 'What else? -- explain a bit more -- why would they do that?' He gave a very clear explanation of the basic structure of many advertisements, using examples that were very relevant to pupils. This evoked thoughtful comments, for example, from lower attaining pupils such as, 'That's risky because people might not respond,' when talking about negative questioning. In setting up the writing task the teacher skilfully integrated the teaching and use of comparative and superlative adjectives into the overall objectives. The quality of the initial discussion, together with very high expectations of both the content and amount of work, motivated pupils very well and enabled almost all to successfully apply what they had learnt in writing persuasive advertisements of their own. Some higher attaining pupils showed considerable originality in their ideas and phrasing questions such as, 'Are you worried about your children's vitamins?' to attract parents to buying broccoli soup for five-year-olds!
83. The quality of teaching is good overall. In the lessons seen it was good or better in 86 per cent of them. Of these it was very good in 29 per cent. No unsatisfactory teaching was seen during the inspection. There has been a significant improvement since the last report in the amount of teaching that is good or better and this is a key factor in the good progress pupils now make in their learning throughout the school. Towards the end of Key Stage 2, where a most of the very good teaching was seen, many pupils make very good progress. This was illustrated in a very good lesson for pupils in Years 5 and 6, based on contrasting characters from 'Matilda' and 'The Twits'. The teacher not only shared the clear lesson objectives with the pupils at the beginning of the lesson but referred to them throughout, so that at each stage pupils knew exactly what they should be learning. This was also true of the subsequent group activities, which had specific objectives that were very well matched to the needs of each group. In the introductory session, the teacher used her own very good subject expertise and knowledge of pupils to target challenging questions that kept them on their toes and clearly extended their understanding. For example, 'What we found so far? -- What has Roald Dahl done differently on this page to the previous page? - How was the language in the extract yesterday used differently?' Pupils were expected to justify their preferences of the descriptions of Mr Wormwood or Mr Twist, which many were able to do successfully. One higher attaining pupil, for example, explained that it was because there was only one character to focus on and he (Roald Dahl) was using similes to describe him. Word level work was skilfully included in the discussion. Probing questioning really made pupils think and took their learning forward very well, for example, in understanding how the conjunction 'however' can change the direction of an argument. Boys and girls were equally keen to respond and to suggest relevant very thoughtful ideas.
84. Some lessons were less effective, although satisfactory, because learning objectives were less clear and not used as well to keep pupils focused on their work. There are a few variations in the amount and quality of work expected in group activities and how well matched these are to the needs of pupils. In some lessons teachers do not make purposeful use of the plenary session to reinforce and extend pupils' learning. Although teachers now set targets in reading and writing for

each group within the class, these are not shared effectively with pupils to help them know precisely what to do next to improve their work.

85. Teachers have worked hard and successfully to implement the national literacy strategy consistently so that pupils build effectively on previous learning. The co-ordinator, who manages the subject very well, has made a very good contribution to this through the in-service training that new colleagues receive, careful monitoring and reflective evaluation, and well paced and focused development of appropriately identified priorities. The results of this can be seen in the overall significant improvement in standards. There is good range of termly and annual assessments that is used increasingly well to track pupils' progress across the school and to identify those in need additional support, as well as to identify and address areas of weakness in the curriculum. As yet, the school targets that are set for the end of each key stage are not sufficiently linked to curricular targets in class. The curriculum is enriched through events such as world book days and book fairs. Careful attention is given to ensure that resources for the subject reflect the needs of the different groups pupils within the school and are not discriminatory. Good use is made of opportunities within the curriculum to discuss moral issues such as bullying and to incorporate the use of books and stories from different cultures. This reflects the aims of the school very well and contributes very well to pupils' spiritual, moral, social and cultural development as well as to their very positive attitudes to the subject.

MATHEMATICS

86. Results from National Curriculum tests in 2000 show that standards at the end of Year 2 were below the national average but in line with similar schools. Past work and lesson observations indicate that standards are now broadly in line with national expectations and are similar to those at the time of the previous report.
87. The results from the 2000 national tests at the end of Key Stage 2 showed that standards were well above the national average and were very high in comparison to schools in similar contexts. Based on evidence obtained during the inspection week, standards are above the expected levels. These are not quite as high as last year as there are more pupils with special educational needs in current Year 6 group. Over the last four years standards have risen above the national trend at both key stages. The overall improvement in mathematics can be largely attributed to effective teaching and leadership that has successfully implemented and monitored strategies to raise standards. In light of the emerging trend that girls do not do so well as boys at Key Stage 1, the school has started to monitor performance by gender.
88. Pupils achieve satisfactorily. By the end of Key Stage 1, pupils in Year 2 have a secure knowledge of place value to 100 and can describe simple number sequences, such as counting on and back in ones, twos and tens from a given two-digit number. Higher attaining pupils can mentally recall their 2, 3, 4, 5 and 10 times tables. Most pupils know the names of common shapes and can describe their respective properties. They can read the time to the hour, and are beginning to read times to the half hour and quarter hour on an analogue clock. Pupils are less certain in applying their knowledge of multiplication and addition when solving problems involving number, money and the measurement of time.
89. Pupils in Year 6 achieve very well and have made very good progress since 1997 when standards at the end of Key Stage 1 were below average. Their rate of progress is due to good teaching and their improved literacy skills, which enable them to read, understand and discuss work more readily. By the age of 11, pupils know how to work accurately with percentages, decimals and fractions. They can calculate, for example, two-thirds of six and seven-eighths of 16. They use a variety of written and mental computations accurately and have a secure knowledge of number, although low-attaining pupils find division particularly difficult. All pupils readily use strategies such as 'rounding up' when dealing with awkward sums. They can collect and represent discrete data appropriately using graphs and diagrams, as well as draw conclusions from statistics.
90. Pupils with special educational needs and those who have English as an additional language make good progress because they are well supported in lessons. Specific numeracy targets, such as

knowing certain multiplication tables, are set as part of individual education plans and these targets are closely monitored by the co-ordinator. In the classroom, support staff work closely alongside teachers which ensures that individual progress is monitored.

91. The quality of teaching in school is good overall and demonstrates secure subject knowledge and understanding. Work in number, shape, measures and, in Key Stage 2, handling data is generally well taught throughout the school, although there is insufficient attention given to using and applying mathematics. Where teaching is effective, pupils are encouraged to apply their mathematical knowledge and understanding to 'real life' problems. For example, in one 'booster' lesson, a group of Year 6 pupils were able to discuss strategies necessary to answer problems such as how many hours in the week. However, pupils in both key stages generally have too few opportunities to pursue mathematical investigations in the world around them. Teachers manage pupils in a very positive and effective way, which contributes to their good attitudes towards the subject. The vast majority sustain concentration well and show interest in their work, listen attentively and try hard to answer the teachers' questions. Pupils value learning, behave well in class and keep to the tasks set. Their work is usually well presented and organised.
92. Throughout the school, teachers seek to develop mathematical language by displaying lists of key vocabulary and, in the majority of lessons, by carefully explaining terms. This helps pupils make progress. For example, Year 5 pupils were able to interpret data from bar charts accurately using and understanding terms such as 'mode', 'range' and 'frequency'. However, occasionally teachers do not 'unpack' language, which means that pupils write learning objectives off the board into their workbooks without understanding what they really mean. This is particularly the case with lower-attaining pupils.
93. The national numeracy strategy has been successfully established and has had a positive impact on raising standards. Generally, teachers provide a clear focus for lessons, maintain a brisk pace, and set tasks appropriate to the needs of pupils when they work independently. Effective use of daily mental maths sessions has increased pupils' knowledge, understanding and confidence when working with numbers. All pupils feel involved when they use their personal white-boards to record answers to sharp questions on number problems and teachers use this opportunity to check pupils' understanding and progress. Where the numeracy hour is well managed pupils know what is expected of them during the main activity and by the end of the lesson. Where teaching is less effective, the plenary phase is often rushed and pupils are not given the opportunity to explain their own approaches, share ideas and seek out ways to overcome difficulties.
94. Pupils have a few opportunities to develop numeracy in other subjects. For example, pupils at Key Stage 2 produce graphs to record the measurement of forces in science, while younger pupils use simple co-ordinates in geography. Older pupils also use computer programs to make geometrical shapes, create repeated patterns and display data in the form of bar charts, although overall insufficient use is made of information and communication technology in mathematics across the school.
95. The subject is very well led by a hard-working co-ordinator who is enthusiastic about raising the profile of mathematics in the school. There are sufficient resources in place to support all aspects of the subject. Good assessment procedures are in place, except for investigative work, and help the school identify pupils who need particular support. For example, 'booster' and 'springboard' classes are held by the co-ordinator for Year 5 and 6 pupils in need of additional support to reinforce mathematical concepts. Information obtained from effective monitoring is also used to provide clear, practical guidelines to colleagues on ways of improving teaching and learning. The co-ordinator is fully aware of the areas to develop within mathematics, and has incorporated many of these within the school development plan.

SCIENCE

96. In the Year 2000 teacher assessments of seven year olds, results were above average in terms of the percentage of pupils gaining the expected Level 2. The percentage reaching the higher Level 3 was average. In the national tests of eleven year olds, results were well above the national average.

Results in statutory science assessments at the end of Key Stage 2 have improved significantly over the past few years, above the national trend. The findings of the inspection are that standards at the end of Key Stage 1 are currently in line with those expected for their age. This year's Year 6 has a higher proportion of pupils with special educational needs and standards are not now as high as reached in last year's National Curriculum assessments. However, they are still above the expected levels. Standards are relatively stronger in the knowledge aspects of the subject than they are in investigative science. Children enter the school with average knowledge and understanding. Their achievement, therefore, is good overall. Pupils' standards in science at the end of Key Stage 2 are higher than they were at the time of the last inspection in 1999, and significantly higher than they were at the time of the last full inspection in 1997. This is mainly the result of improvements in teaching over this time.

97. Pupils at the end of Key Stage 1 have a clear understanding of several aspects of human and animal life. They appreciate, for example, the need for healthy diets and understand the life cycles of humans, animals and plants. They can distinguish between natural and man-made materials and realise that some substances can return to their natural state after heating, while others will not. Prior to carrying out an investigation into the effect of the height of ramps into the distance model vehicles will travel, they make sensible predictions, with some beginning to understand the concept of 'fair' scientific testing. Year 4 pupils carry out an investigation into conductivity with varying degrees of success, but have a good knowledge of relevant scientific vocabulary. By the end of the key stage, pupils are able to construct a series of electrical circuits of varying levels of complexity. Most are able to draw conventional circuits, predict their effectiveness and test this. Most also have a clear idea of the way animals adapt to their environment and can give examples of this.
98. Pupils are frequently enthusiastic about science and their attitudes and behaviour in lessons are good overall. Frequently they are very good. They generally settle quickly to tasks and focus well on these, co-operating well in pairs or groups. The quality of teaching ranges from satisfactory to very good, but is good overall. Introductions to lessons are often stimulating for the pupils so that even the youngest are very attentive during preliminary discussions, making sensible contributions when appropriate. Learning objectives are consistently explained so that the pupils are clear about what they are trying to achieve. Questions are generally challenging and expectations are usually high. Methods are appropriate. In some lessons, however, work set is not matched closely enough to the needs and aptitudes of different pupils, which means that some find it too hard and some find it too easy. In some lessons that focus on investigative science, experiments are too teacher directed, which prevents more able pupils from having appropriate control over their own learning or developing their investigative skills to the fullest possible extent. A particular strength is the way that teachers manage pupils. Discipline is positive and effective in achieving good behaviour and relationships. Pupils' opinions are respected and valued.
99. There are appropriate planning structures in place for science and the full statutory curriculum is delivered. Assessment strategies are in place for the knowledge elements of the subject, but not for investigative science, which impinges on teachers' ability to match work set accurately to the needs of different pupils. The co-ordinator is enthusiastic and knowledgeable, and has a clear idea of where the subject now needs to be developed further.

ART AND DESIGN

100. During the week of the inspection art and design lessons were seen in all years but not in all classes. Judgements were based on these lessons seen, analysis of pupils' work and discussions with teachers and pupils. Although pupils' work seen in some classes meets the expected standards, overall standards are below those expected at the end of Year 2 and at the end of Year 6. In the school's last full inspection in 1997 standards were in line with national expectations. This represents a fall in standards since that time. One reason for this is that the school has been focusing strongly and appropriately on raising standards in literacy and numeracy.
101. The quality of teaching and learning is satisfactory at both key stages. Some good lessons were also seen in both key stages. The school introduced the Qualifications and Curriculum Authority units of work in the current academic year. However, as these units have not yet been fully

implemented they have not had time to have an impact on pupils' attainment. Prior to this time there was no scheme of work for the subject and as a result some aspects of the subject were not sufficiently emphasised and the teaching of basic skills had not been taught in a sufficiently progressive way. This has impacted adversely on the rate of progress that pupils make through the school and in the breadth of their experience. However, in the lessons seen, pupils, including those with special educational needs and English as an additional language, achieved satisfactorily and at times well. Pupils have good attitudes to their work and concentrate well.

102. Where teachers are confident in the teaching of the subject, explanations focus clearly on the most relevant teaching points and as a result pupils are given good opportunities to offer their ideas in discussions and good opportunities to develop their skills. Where teachers are less secure, explanations are too long and do not emphasise sufficiently the most relevant learning points. Pupils' opportunities in these lessons to develop their skills are more limited. In one lesson in Key Stage 1, pupils were learning how to twist, fold and pleat material in preparation to investigate the effect of different dyes on material. The pace was brisk, explanations clear and pupils were able to make good progress with their investigation. In a similar lesson in the key stage, overlong and less clear explanations slowed the pupils' rate of progress with the task and increased the need for support. Expectations of pupils' work are variable and are not always sufficiently challenging for the more able pupils. In a good lesson seen for pupils in Years 3 and 4, the teacher had high expectations for the pupils' understanding of the differences between sculpture and painting. As a result of her expectations and skilful questioning pupils were able to contribute thoughtfully and develop their understanding of how 3D work demands different considerations from an artist. One pupil talked about a sculpture being 'interesting, like a puzzle' and others were able to offer observations about a sculpture's relationship with its background.
103. Pupils in both key stages have appropriate opportunities to develop their observational drawing skills but their confidence and control of materials is too variable and there is limited evidence of drawings with fine detail. This is because these skills have not been sufficiently taught or developed. Some older pupils are beginning to consider how to use shading to give their drawings shape and depth but their limited experience and control of their materials makes the results of their work variable. Older pupils' awareness and experience of using colour is limited and as a result their work does not sufficiently explore the effect of colours both separately and in combination.
104. All pupils now use sketchbooks to record their work but their use is only beginning to be explored and as yet does not sufficiently allow for experimentation and refinement of their skills. Older pupils are beginning to use their sketch books effectively to explore the portrayal of movement in their drawing and a few higher attaining pupils are producing drawings which show well proportioned figures of athletes in movement.
105. Although during the week of the inspection pupils were given appropriate opportunities to explore their responses to three-dimensional art and to develop their skills, the range of their work is limited. As in the last inspection the range of work in three dimensions is under developed. The new scheme of work identifies a more coherent range of opportunities but this has not yet had time to impact on pupils' skills and understanding.
106. Leadership in the subject is satisfactory. The co-ordinator for the subject is new to the school and to the post. She is continuing to develop her understanding of the role and has concentrated on the implementation of the new scheme of work and its evaluation. She has had opportunities to monitor aspects of the subject and to establish appropriate and relevant priorities for its development. There are currently no procedures for assessment in the subject or for monitoring pupils' progress formally. Opportunities for pupils to visit art galleries or to receive visits from local artists have been limited. The subject currently makes a satisfactory contribution to pupils' personal, social and cultural development. Although there are some useful links with pupils' work in design technology there are some missed opportunities to explore the links with other subjects in the curriculum and to develop pupils' awareness of the rich artistic contribution of other cultures.

DESIGN AND TECHNOLOGY

107. Owing to the school's delivery of the subject in half term blocks, it was not possible to see any design and technology lessons during the course of the inspection. No judgements, therefore, are made about standards or the quality of teaching. However, a scrutiny of planning and previous work, and discussions with teachers and pupils indicate that a full design and technology curriculum is provided and that statutory requirements are met. This is an improvement on the findings of the last full inspection.
108. Young Key Stage 1 pupils, for example, produce detailed plans for model vehicles with axles. Their diagrams are appropriately labelled with required materials, colours and instructions for manufacture. In some instances the pupils reflect on their designs and suggest ways in which they might be improved. The finished products are a good reflection of their designs. Year 2 pupils successfully measure, saw and glue wood to construct accurate frames for model houses. Young Key Stage 2 pupils design and make monsters with moving parts controlled by pneumatic systems. Their plans include labelled drawings, the resources they need, the method of construction and intended outcomes. The finished models have many imaginative features. Years 5 and 6 pupils understand that products are manufactured for different users and that this concept is important when designing them. Earlier in the term, they constructed model paddleboats. Suitably, they now plan to test these and evaluate the success of their designs. A group of these pupils discussed their work with inspectors. They were very enthusiastic about their products.
109. The keen co-ordinator has a very clear view of where the subject now needs to be developed further. She has attended relevant courses on the subject and has carried out some monitoring of provision in the school. She plans to arrange a number of events, such as a design and technology week, for next term in order to raise the subject's profile further. The current management of the subject is also an improvement since the time of the last full inspection when a lack of leadership was identified. There are appropriate planning structures in place but no formal strategy for assessing pupils' standards. The school plans to introduce a local authority model of assessment in September.

GEOGRAPHY

110. During the week of the inspection it was not possible to observe any geography lessons because of the planning arrangements of teaching geography and history in alternative terms. There is therefore insufficient evidence to judge the quality of teaching. However, taking into account other evidence, including a scrutiny of pupils' previous work and discussions with pupils and staff, levels of attainment in geography are judged to be broadly in line with expectations and pupils achieve satisfactorily. This represents an improvement since the inspection report of 1997 when standards in geography were low.
111. Pupils' locational knowledge is good throughout the school, as pupils are encouraged to learn from each other. By the end of Key Stage 1 pupils demonstrate an awareness of localities beyond Manor Park. They know that 'Jamaica is hot' while Iceland is a cold country. Higher-attaining pupils are able to explain that cold countries are found further away from the equator. Pupils know what kind of clothes they should pack for a holiday to St Lucia, and they know that they could travel to France by car, boat, train or aeroplane. Pupils in Year 6 can name continents readily and know the difference between a continent and a country.
112. Pupils' knowledge of geographical terms is sound. Pupils in Year 6 are able to describe the features of rivers and the water cycle, including meander, flood plain, source, and confluence. They have used the computer to word process explanations of these terms, although the use of information and communication technology is underdeveloped in geography. Higher-attaining pupils can recall and explain accurately the processes of erosion and deposition.
113. The school makes good use of the multicultural backgrounds of its pupils in promoting geographical awareness. For example, a display on Africa and the Caribbean included photographs and artefacts, such as coins, a large drum, necklace, and a hat, supplied by parents with links to countries such as Jamaica, Nigeria, Guyana, Gambia and Ghana. The supportive ethos of the

school in which the various cultures are celebrated means that pupils respect each other and their attitudes to learning about different places and peoples are good.

114. While pupils make satisfactory progress overall, they have limited opportunities to develop geographical enquiry skills. Pupils in Year 2 can use an appropriate atlas and read suitable maps and plans. Higher-attaining pupils understand geographical symbols and interpret keys. In Year 6, pupils can identify and interpret more detailed features on maps, such as contour lines, and readily locate places using atlases. There are a few opportunities for pupils to develop fieldwork techniques outside the classroom by visiting a local park and through a residential visit where they learn about orienteering. However, not enough use is made of the locality in developing pupils' geographical skills of questioning, collecting and evaluating evidence, reading local maps and other sources, and drawing conclusions.
115. The co-ordinator is aware of the need to develop pupils' knowledge and understanding of environmental issues. While pupils in Year 6 could talk about traffic congestion in East Ham, for example, their general awareness of how society can improve or damage the environment is underdeveloped.
116. The introduction of a new scheme of work for geography is helping pupils to build more effectively on previous learning. At present there are no common procedures for assessment. Resources for geography have improved since the previous inspection and are now satisfactory. The recently appointed co-ordinator has started to monitor pupils' learning across the school, although it is too early to see the impact on standards.

HISTORY

117. Standards in history at the end of Key Stage 1 and 2 are broadly in line with national expectations. The picture has improved since the inspection report of 1997 when standards in history were low. Among the reasons for the improvement is that teachers now have a scheme of work to identify the key historical knowledge, ideas and skills upon which to base lesson planning. Generally, this has resulted in a clearer focus for pupils in their study of the past.
118. All pupils in both key stages make achieve satisfactorily. Discussions with pupils across the school revealed that their factual knowledge of the past is generally sound. For example, at Key Stage 1 pupils know basic differences and similarities between life at the seaside long ago and today. Pupils in Year 6 can recall details from their study of the Victorians, including the facts that some children attended school from five to ten, but that many poor children had to work for a living.
119. Younger pupils in Key Stage 1 are able to use simple words to describe the passing of time, such as 'old' and 'new' and can sequence in the correct order of age familiar things, such as toys. In Key Stage 2, discussions with Year 6 pupils reveal that they enjoy history. For example, they enthusiastically recalled a talk by the Chair of Governors on the history of the area when they learnt, among other things, that Romford Road derived its name from the Romans. Pupils' sense of chronology develops well. In Year 6, they could sequence correctly on a timeline when the Romans, Normans, Tudors, Stuarts and Victorians lived. They understood that Jesus died about 2,000 years ago, knew the dates of both world wars and could briefly comment upon the differences in life-style between chosen decades in the twentieth century. Higher attaining pupils can explain accurately concepts such as 'empire' with reference to the British Empire's domination.
120. Overall, the quality of teaching is satisfactory. Where it is effective, teachers make good use of questions to focus pupils' thinking on key historical ideas and allow sufficient time to discuss them. A very good example was seen where pupils in Year 6 were able to hold a very mature discussion concerning racism in the context of Martin Luther King's life. They were able to explain the reasons behind the civil rights movement, they knew that not all black people agreed with Martin Luther King's approach, and one pupil raised the issue of whether priests who refused to marry a black and white couple were racist themselves. This was skilfully and sensitively handled by the teacher who used the opportunity to develop spiritual awareness by discussing differences

that sometimes arise between the teachings of Jesus and the actions of churchmen, as illustrated during World War Two. Pupils' questioning indicated high levels of genuine interest. Unfortunately, too often there is an over-reliance at Key Stage 2 on getting children to answer written questions from material photocopied from books. This restricts opportunities for pupils to discuss historical issues and to explore interpretations in history. Pupils consequently do not make as much progress as they might in this aspect of history.

121. With regard to opportunities for historical inquiry, there has been some improvement since 1997 when it was reported to be unsatisfactory. Resources have been purchased or borrowed from the local museum, including a range of artefacts, which has increased pupils' skills of observation and questioning. However, there is still room for development here, so that pupils are provided with regular opportunities to explore a range of first-hand evidence, rather than depend upon explanations from teachers and textbooks. For example, in one lesson pupils in Year 4 were provided with a picture of a Viking longboat along with some text from a book but did not discuss the reliability of the evidence in coming to conclusions about the Vikings.
122. Certain aspects of the National Curriculum are not sufficiently covered to ensure that pupils acquire the necessary breadth and balance of study. Pupils continue to learn about the Victorians and Britain since 1930, rather than one of these units, which means that there is not enough time to devote to other requirements. The local history unit for Key Stage 2 is poorly covered as the school does not make sufficient use of the locality in teaching pupils about historical change and continuity.
123. Resources for history have improved since the inspection report of 1997 and are generally adequate, although there is still a shortage of resources for Key Stage 1 which means that pupils' skills in handling historical sources, such as old photographs, are underdeveloped. The recently appointed co-ordinator has made a sound start to developing the subject further

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Since the last full inspection in 1997, when computers were described as underused, significant progress has been made in developing the provision of information and communication technology in the school. This has particularly been the case during the current academic year, with the construction of a new information and communication technology suite, which has enabled relevant skills to be taught to all age groups throughout the school. As a result, by the end of Key Stage 1, pupils now reach standards that are broadly in line with nationally expected levels. However, these recent improvements in provision have not yet had time to fully impact on standards at the end of Key Stage 2. Here, although aspects of all strands of the subject are taught, there is still a lack of balance between these, and some are not taught to a high enough level. One example is control and modelling. Pupils do have the opportunity to plan and control the movement of icons on the computer screen. However, they still do not have the chance to use devices with sensors to monitor events such as changes in temperature or light, and in this aspect of the subject, standards are below the national expectation and pupils do not achieve as well as they should. Until now they have also not had the opportunity to exchange information through E-mail, although the latter has recently been installed and the school intends to introduce it imminently. Another strand of information and communication technology that is under developed is data handling. These weaknesses were also noted in the most recent, 1999, report.
125. In other aspects of the subject most pupils reach expected levels throughout the school and achieve satisfactorily. Computers are used effectively to support learning across the curriculum. Key Stage 1 pupils are able to program simple movements of images on the screen and have well developed word processing skills. Pupils at the lower end of Key Stage 2 can successfully load the program they require and use it, for example, to create a range of regular geometric shapes involving ninety and forty five degree angles. They use another program to create repeating mathematical patterns. By the end of this key stage, pupils use CD ROMs to prepare information on aspects of life in America in the fifties and sixties. They represent data involving measurement in Newtons in graphical form. Complex and imaginative pictures stimulated by the work of Matisse, Kandinsky and Delauney are created. Information and communication technology is used particularly effectively to support work in literacy. Pupils in Years 3 and 4, for example, use

computers to present magazines they are writing and begin to blend pictures with text. Years 5 and 6 pupils draft ideas for persuasive writing using a word processing program. They use a variety of fonts and colours and successfully combine their text with photographic images and clip art in order to make their work eye catching.

126. The pupils enjoy their work and their attitudes and behaviour in lessons are good overall. They are generally attentive during preliminary discussions and focus well on their computer-based activities, co-operating well with one another when sharing computers. Occasionally, their very enthusiasm for the subject causes them to become over-excited and somewhat noisy. Teaching is good overall; it is always at least satisfactory and is sometimes very good. There is always clear preliminary whole class teaching of key points and pupils are very clear about what they are intended to achieve. Discipline is positive and friendly, with a positive effect on relationships. The level of challenge in lessons is appropriate overall, but sometimes tasks are not finely enough matched to the needs and aptitudes of different groups of pupils in a class, with the result that some find them too easy and others too difficult. In the most successful lesson seen during the inspection, the teacher managed pupils in a very precise, alert and positive way. She had a very good understanding of the subject and presented information in an enthusiastic and stimulating fashion. As a result, the pupils concentrated very hard and the pace of their learning was very good.
127. The school views the forward development of information and communication technology as a major priority. The subject, for example, has its own unique planning system. The overall planning structure currently in use, however, cannot guarantee the systematic development of pupils' skills in the subject as they proceed through the school. There is also no formal system for assessing or recording pupils' progress in place. The co-ordinator is enthusiastic and knowledgeable, and has a clear vision for the future development of the subject.

MUSIC

128. Standards in music are below the expected levels for pupils aged seven and eleven years old. This broadly reflects the finding of the previous inspection. Evidence from the inspection has been based on the one lesson seen, scrutiny of teachers' planning and displays, assemblies, hymn and choir practices and discussions with teachers and pupils in both key stages. In the school's last full inspection there was no policy or related scheme of work for the subject and pupils' skills and the resources of the school were limited. In response to an audit of music in the school undertaken by the new co-ordinator, it was decided to concentrate on developing each aspect of the curriculum in turn, together with resources and teachers' confidence. As a consequence, although pupils' achievement is generally satisfactory in the areas of the curriculum on which the school has focused, their composition skills are, as yet, limited. Pupils with special educational needs and pupils who have English as an additional language achieve at the same rate as other pupils.
129. The quality of teaching and learning in both key stages is satisfactory. Good use is made of the expertise of the subject co-ordinator to develop pupils' performing skills through weekly hymn practices. In these sessions teaching and learning is good. As a result, pupils sing a variety of songs tunefully and with good regard for rhythm, dynamics and accurate pitch. This was seen to good effect in the singing in the achievement assembly in the local church. However, teachers' confidence to work with all aspects of the curriculum is variable and the school has identified this as an area for development.
130. In Key Stage 1, teachers plan their lessons carefully to ensure that pupils know the names of a small number of percussion instruments and that sounds can be made with the voice, clapping or with instruments. Although they listen to music in the school day pupils are less confident when talking about the moods and feelings it can convey. Through good teaching in hymn practice they sing simple songs and the hymns in masses and in school assemblies with appropriate regard for tune and rhythm. Pupils have limited opportunities to develop their own creativity and to practise their skills in compositions. Relationships in classes are very good and as a result pupils are interested and confident in music lessons and enjoy using simple percussion instruments to follow a rhythm or accentuate a beat.

131. In Key Stage 2 pupils have a sound understanding of rhythm and some basic musical structures. Teachers' planning reflects appropriate opportunities for pupils to develop an understanding of the special vocabulary and terms used in music. They have some knowledge of terms relating to rhythm and tempo and know some of the terms and symbols relating to musical dynamics. However, in both key stages the range of music pupils are able to discuss is too limited. There are some missed opportunities to extend their experiences of music in assemblies by discussing or identifying the music played on pupils' entry and exit. Pupils in Key Stage 2 use their voices confidently and effectively when singing in unison because the basic skills have been effectively taught. However, opportunities for pupils to sing in rounds and two part harmony are more limited. Composition skills and opportunities for pupils to explore their own creativity in composition are also too limited and some planned lesson activities do not sufficiently challenge or develop the skills of older pupils.
132. The achievement of a range of pupils in both key stages is enhanced through their guitar and violin lessons with peripatetic teachers who visit the school on a weekly basis. They have experience of an appropriate range of music and develop a sound understanding of musical notation and recording. These pupils achieve satisfactorily overall and some make good progress and reach standards which are above those expected for their age. The school choir is formed from a good number of pupils in Key Stage 2 and they regularly participate in concerts in the school and in the Catholic Primary School Choirs Concert. These pupils' achievement is enhanced by these experiences and as a result they are confident performers on these occasions and respond well to the music and their conductor. The school's previous inspection found that opportunities for pupils to listen to visiting musicians or to visit concerts were too limited. Although the pupils have listened to and enjoyed a concert performed by members of the Newham Music Academy and a visit to the Secret Garden is planned for later in the summer term, this remains an area for further development.
133. The co-ordinator for the subject has a good understanding of her role. She is committed to improvements in provision and standards of music in the school and has identified clear and relevant priorities for the further development of the subject, which include staff training needs. The school's resources have improved since the last inspection when there were insufficient resources. Although they are now sufficient to deliver the curriculum they remain limited in range, especially as the school develops provision for pupils' composition skills. The subject contributes appropriately to pupils' awareness of music from western culture and from the rich musical heritage of other cultures. The school's celebrated 'International Day' provides good opportunities to broaden and enrich pupils' musical experiences.

PHYSICAL EDUCATION

134. At the end of both key stages pupils attain standards that match those expected for their ages and overall they make satisfactory progress. Standards have been maintained since the previous report in 1997.
135. Overall, pupils' achieve satisfactorily in Key Stage 1. By the end of Year 2, they show good body control and co-ordination. They are able to put together simple sequences in gymnastics, involving twists and forward movements. In games activities they are beginning to apply techniques, such as stepping back to receive a ball thrown at a difficult height. They are able to dodge in between each other without colliding and stop suddenly when asked.
136. Although the lack of space in the hall and playground constrains pupils' performance at Key Stage 2 and makes team games very difficult, pupils achieve satisfactorily. This is because the school has made alternative arrangements utilising specialist staff until the new school hall is opened in the autumn term. Effective links have been established with the local secondary school, which enable Year 5 pupils to cover the necessary areas of the curriculum, including dance, gymnastics and field games. The pupils are instructed by specialist coaches and physical education teachers, who also share their expertise when team-teaching with teachers at St Winefride's. In one lesson observed, pupils discussed and successfully applied techniques of throwing a small ball over a long distance. The link also eases the transition from primary to secondary school thus promoting self-

confidence and good relationships that were evident during the observation of pupils, including those with special educational needs and English as an additional language.

137. Overall, the quality of teaching is sound although in one lesson it was poor. In this gymnastics lesson a lack of organisation, direction and clear focus on developing skills limited pupils' learning. Insufficient attention was given to preparation of equipment and safety issues. Where the teaching is more effective, pupils are taught specific skills which they then seek to apply before observing demonstrations of good practice. Throughout the school, teachers ensure that pupils warm up, know the reason for this, and engage in suitable stretching movements. However, during main activities, pupils need more opportunities to evaluate their own performance and consider ways of improvement.
138. Teachers generally manage pupils well and have high expectations of pupils' efforts and behaviour to which pupils respond well. All ages eagerly and quickly get changed. They enjoy their lessons, co-operate together, listen attentively to instructions, and want to do well. Pupils generally demonstrate good sporting behaviour in their lessons and a growing sense of responsibility. Two pupils in Year 2 who did not participate in a lesson because they had forgotten their kit, were nevertheless 'involved' by the teacher in collecting equipment and observing quietly. Year 5 pupils who attended the local secondary school for a games lesson were well behaved on and off the bus.
139. The present school arrangements are for Year 4 pupils only to attend the municipal baths where they are taught by a swimming coach. At the time of the inspection, while pupils were able to swim unaided, none had achieved the national standard of swimming twenty-five metres, although the overall progress since September was good.
140. Through the year, pupils have the opportunity to participate in a range of extra-curricular activities including football, cricket, and judo. The school makes good use of the 'Learning through Football' link with West Ham Football Club whereby pupils visit the ground to develop their knowledge of health and fitness issues. All Year 5 pupils attend a residential course to experience outdoor pursuits, such as water sports. Because of such provision, pupils' self-esteem is good and social skills are well developed.