

INSPECTION REPORT

ST MICHAEL'S RC PRIMARY SCHOOL

East Ham

LEA area: Newham

Unique reference number: 102773

Headteacher: Miss Christine Henderson

Reporting inspector: Mr C Rhodes
16408

Dates of inspection: 11 - 14 March 2002

Inspection number: 197549

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 to 11
Gender of pupils:	Mixed
School address:	Arthur Road East Ham London
Postcode:	E6 6EF
Telephone number:	020 8472 3964
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	George Power
Date of previous inspection:	22/09/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16408	Chris Rhodes	Registered inspector	English History	What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? What should the school do to improve further?
9405	Josephine Philbey	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20003	Susan Metcalfe	Team inspector	Science Foundation stage English as an additional language	How well is the school led and managed?
10053	Janet Simms	Team inspector	Art and design Design and technology Physical education Special educational needs	
18116	Christopher Taylor	Team inspector	Mathematics Information and communication technology Geography Music Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Michael's Roman Catholic Primary School is in East Ham in the London Borough of Newham. There are 242 pupils aged between four and eleven on roll, which is an average size for a primary school. Some children live outside the immediate area because there is no Catholic school close to their own homes. An average percentage of pupils are entitled to free meals. Approximately one in every four pupils has special educational needs, usually moderate learning or behavioural difficulties. This is broadly in line with the national average. Five pupils, whose educational needs are severe, complex or persistent, are given the protection of a statement of special educational needs. Half the pupils in the school are bi-lingual, and one in every six pupils is at an early stage of acquiring English as their second language. Many come from the Indian sub-continent, Africa and the Caribbean. They speak a total of 19 languages. Attainment on entry to the reception class is below expected levels. Filling teaching vacancies with permanent staff is becoming increasingly difficult.

HOW GOOD THE SCHOOL IS

The school provides a sound education. Standards in English, mathematics and science are in line with the national average for Years 2 and 6, the ends of the two key stages. The quality of teaching is good. Teaching assistants provide high quality support in lessons. Pupils are well behaved and relationships are very good. Key aspects of leadership and management are unsatisfactory because the headteacher is carrying too many responsibilities. The school gives satisfactory value for money.

What the school does well

- Teaching is good in all parts of the school and has a positive impact on pupils' learning
- Children are given a very good start in the reception classes and make good progress
- Pupils' attitudes to school and their behaviour are good
- Relationships between adults and pupils, and between the pupils themselves, are very good
- The provision for pupils' spiritual and social development is very good, and for moral development is good

What could be improved

- Significant aspects of the school's management are unsatisfactory because the headteacher is currently carrying far too many responsibilities
- Standards in writing in Year 2, in aspects of mathematics, and in design and technology, history and geography in Years 3-6 are not high enough

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 September 1997. Improvement has been satisfactory. The quality of teaching has improved greatly and is now a strength of the school. Standards have been maintained at average levels at end of the reception year, and in English and mathematics in Year 2 and 6. Standards in science are not as high as they were. Standards in ICT have risen to be in line with national expectations and the school now meets the National Curriculum requirements. There has been satisfactory progress in addressing the key issues in the previous report, with the exception of developing the monitoring and evaluating role of co-ordinators where progress has been unsatisfactory. Provision for pupils' cultural development has improved and is now satisfactory.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	D	A	C
mathematics	A	B	C	D
science	A	B	B	C

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

Standards in **the national tests** for Year 6 pupils in English have generally risen steadily over the past five years, and have usually exceeded the targets set by the governing body. Standards in mathematics are not as high as in previous years but have been close to the targets based on prior knowledge of pupils' capability. In the national tests sat by Year 2 pupils last year, standards were well above average in mathematics, above average in reading and well below average in writing. The school has made writing a target for improvement. Girls and boys generally achieve similar results.

The inspection team's judgement is that current standards in English, mathematics and science in Year 2 and Year 6 are in line with national averages. This reflects the extra efforts made with writing in Year 2 but standards are still not high enough. Pupils do not have enough opportunities to use and apply their mathematical understanding in practical situations. Standards in ICT, art and design, and physical education are broadly in line with national expectations. Standards in history, geography and design and technology match national expectations in Year 2 but are below expected levels in Year 6 where they have been affected by long term staff illness, infrequent teaching and a lack of management direction. Standards are above average in music in Year 6. Children reach the expected levels by the end of the reception year in all areas of learning apart from their use of spoken English where they are below.

Pupil's achievement is satisfactory. Children make good progress in the reception classes and are well on course to achieve the early learning goals for their age, particularly in their personal, social and emotional development, and their physical and creative development. They are unlikely to reach the target for spoken communication. Pupils' progress in Years 5 and 6 has been affected by the staff changes resulting from long term illness. Pupils with special educational needs or English as an additional language make satisfactory progress, especially when a skilled adult supports them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy their time in school and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is good. Pupils move around the school in a very orderly manner. Most pupils behave well in lessons but there are isolated instances when some pupils provoke others and affect the quality of their learning.
Personal development and relationships	Personal development is good. Pupils enjoy and accept responsibility, and are trustworthy. Relationships throughout the school are very good.
Attendance	The school has maintained satisfactory standards of attendance and punctuality.

TEACHING AND LEARNING

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

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

The **quality of teaching** is good and has improved considerably since the previous inspection, especially in Years 1 and 2. Three out of every four lessons seen was good or better. There was no unsatisfactory teaching. The overall quality of teaching in English and mathematics lessons is good. Teachers have a very good subject knowledge and teach the basic skills of literacy and numeracy effectively. They have high expectations of what the pupils can achieve. They make good use of the skilled support staff, who make an important contribution to pupils' learning by ensuring that pupils with special educational needs are fully included in all the class activities. Classrooms are busy but orderly places in which to learn. In the very best lessons there is an excitement that catches pupils' imaginations and the lesson moves on at a brisk pace that keeps everyone active and involved. Teaching is satisfactory rather than good when the planning does not indicate clearly enough what the pupils are expected to have learned by the end of the lesson or pupils are expected to sit and listen for too long. The approach to homework varies too much from class to class.

The **quality of learning** is also good because pupils try hard, and enjoy getting on with challenging or interesting work. Learning is very good in the lessons where pupils understand exactly what they are trying to achieve and why, and are stimulated by high quality teaching. The overall quality of learning in the older classes has been affected by teacher changes and long term staff illness. Pupils do not learn effectively on the rare occasions when books are not marked. Pupils with special educational needs learn effectively, especially when a teaching assistant supports them in literacy or numeracy lessons. Pupils with English as an additional language also make good progress, especially at the early stages of learning the language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The reception classes' curriculum is very good. The curriculum for Year 1 to 6 meets national requirements but classes with older pupils do not have enough regular opportunities to be taught history, geography and design and technology so that pupils build on previous knowledge and skills.
Provision for pupils with special educational needs	Satisfactory. Teachers and learning support assistants plan well together to meet pupils' specific needs. Individual education plans include measurable short term goals.
Provision for pupils with English as an additional language	Satisfactory. Extra help is available from a member of the support staff and a specialist teacher works alongside class teachers each autumn to demonstrate good practice and give a final boost to those consolidating their understanding of English. Additional help is available if the need is beyond the school's resources. Pupils make satisfactory progress, are fully included in all the school's activities and reach expected standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, especially in the provision for spiritual and social development. The provision for cultural development is satisfactory but the curriculum does not include sufficient references to the history, geography or heritage of art, literature and music of the countries from which many pupils originate.
How well the school cares for its pupils	Satisfactory. The school provides good pastoral care for all its pupils. The system for assessment and recording is not fully monitored and is still in the process of development. Pupils do not have individual targets for improvement.

Links with parents are satisfactory, but they are not given enough information about the progress their children are making.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The overall quality of leadership and management is unsatisfactory because the headteacher is currently carrying far too many responsibilities. Very little real responsibility has been delegated to co-ordinators.
How well the governors fulfil their responsibilities	The governing body carries out its statutory responsibilities effectively. There is a strong partnership between the Chair and headteacher.
The school's evaluation of its performance	The school's targets are set out clearly in the school improvement plan but progress has been limited because the headteacher's energies have had to be directed to the day-to-day running of the school.
The strategic use of resources	Satisfactory. The budget and financial grants are applied effectively.

The headteacher is a caring and secure leader, well respected and supported by the staff, governing body, parents and the wider community for her commitment to the pupils and school. She has taken on several extra curriculum responsibilities during the deputy headteacher's absence on long term sickness absence. She has also made herself responsible for the day-to-day management of the school's finances. This is an impossible load. As a result she has not been able to carry out many of her overarching responsibilities for monitoring and evaluating standards of teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress • The good behaviour • The good leadership and management • They can approach the school with questions • Children are expected to work hard and do their best 	<ul style="list-style-type: none"> • Information about how well children are doing • The range of activities outside the school day • Homework arrangements

Inspectors agree with nearly all the parents' positive comments but feel that the headteacher is currently carrying too many curriculum and financial responsibilities. The school is planning to improve homework arrangements and is considering an additional parents' evening. More clubs will be available next term.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in English and mathematics in Year 6 are in line with national averages and similar to those seen during the previous inspection. Standards in science are also close to the national average but are not as high as they were four years ago. Older pupils' attainment has been unavoidably affected by staff changes and illness, especially in science because the co-ordinator has not been in school to lead and develop the work. Standards in English have generally risen steadily over the past five years, and have followed the national upward trend of improvement. The exception was in 2000 when results were disappointing because two pupils of high ability left just before the tests. Standards in mathematics, now close to the national average, have been much higher in the recent past. The governing body sets challenging targets every year, based on Year 6 pupils' past performance and their potential for success. Pupils exceeded the English targets in 1999 and 2001 and were close to them in mathematics. Girls did better than boys in reading at the age of seven, a similar picture to the national position. There were no other significant differences between boys' and girls' results at seven or eleven.
2. The school's results were above average in the 2001 National Curriculum tests for pupils in Year 2 in reading and well above average in mathematics. Attainment was similar to that seen in schools taking pupils from similar backgrounds. Results in writing were well below average, largely because the proportion of pupils working at the higher levels was below the national average. Current attainment in Year 2 is similar: standards of reading remain above average but writing is below average, rather than well below. The school has made raising standards in writing a priority and the improvement is testimony to teachers and pupils' extra efforts.
3. Attainment upon entry into the reception classes, as shown in tests undertaken by children in their first few weeks in school, is variable but is generally below the local authority average for communication, language and literacy and mathematical development. This has been the pattern for a number of years. Local authority data for the school shows that speaking and listening, reading, writing and using and applying mathematics are below, or well below the local average. Other aspects, especially personal and social development, are generally in line with those in similar schools in the area. The children make good progress, and most attain the standards expected for their age group by the end of their time in the reception classes. Many achieve beyond expected standards and are beginning to study aspects of the early stages of the National Curriculum.
4. Standards in English are in line with national averages in all classes. Standards in speaking and listening are close to the national expectation. Pupils talk readily but do not have the range of words they need to express themselves in any detail. This affects the quality and range of vocabulary in their written work, and explains why not enough pupils reach higher levels. Several pupils make basic grammatical errors in their speech. Standards of listening are good, and pupils of all ages enjoy listening to well read stories and pay careful attention to their teachers when the whole class works together at the beginning and end of lessons. Standards of reading are above average in Year 2 and in line with expected levels in Year 6. Skimming skills are well taught in Years 3 and 4 and pupils are becoming more skilled in scanning text to find key information. Standards of reading in Year 6, while in line with national averages, have been affected by changes of teacher. Pupils report that they do not read individually to an adult other than in the literacy hour group work. Many Year 6 pupils belong to local libraries but cannot use the school library because it is closed. None of the pupils who read to inspectors had much understanding of how to use library systems to find information.
5. Standards in writing are improving in Year 2 but are currently below average. Achievement in Years 3 to 6 is good and Year 6 pupils are attaining standards close to the national average. Higher and middle attaining pupils in Year 2 use capital letters and full stops accurately, and understand how to write a sentence or sequence of sentences so that they convey a clear meaning to a reader. Many pupils have problems with spelling. Their writing is legible and letters are usually consistent in size. Attainment in Year 6 is broadly average. More able pupils are working successfully at higher levels, especially in their understanding of formal language

structures such as paragraphing and the use of complex punctuation. Middle attaining pupils are working at expected levels for their age with strengths in spelling, punctuation and the precise use of vocabulary. This last is particularly pleasing as many pupils are using English as an additional language.

6. Standards in mathematics are in line with national averages in Year 2 and Year 6. Pupils in Year 2 are able to undertake simple sums requiring multiplication and division. Higher attaining pupils can work with numbers up to 1000 and have a good knowledge of time. They are good at mental mathematics. Pupils in Year 6 are confident with number and have good mental recall of number facts. The majority of them use multiplication and division accurately. However, there are relatively few opportunities for them to carry out or plan investigations, and standards are not as high as in the more formal aspects of the subject. Some classes are doing data handling work, creating data tables and interpreting graphs, but this is often at a basic level and is not developed effectively across the school. ICT is used in some classes to support the teaching of mathematics, for example to handle and sort data, but opportunities to do this in other classes are sometimes missed.
7. Standards in science in Year 2 are in line with those expected for pupils of this age and they make good progress. Recorded work is of a satisfactory standard and includes pupils' observations and experiments as well as whole class teaching of factual information. Year 2 pupils were experimenting with batteries and bulbs to make a circuit. All could recall the differences between items that use mains electricity and those that use a battery. They knew how to use electricity safely. Pupils work enthusiastically together in large and small groups and describe their findings confidently. Standards in Year 6 are in line with national averages and pupils make good progress. They have a good understanding of the requirements of a fair test and use this knowledge effectively, for example when considering what happens when solids are mixed with liquids. They experiment successfully with torches and shadows, making predictions about the links between shadow size and distance from the light source, and then work out experiments to support or contradict their prediction. Older pupils recall previous work on 'microbes', record changes observed in their ongoing experiments of mould growth on bread and fruit, and are learning the positive uses made of decay, germs and micro-organisms for vaccines and public health.
8. Standards in information and communication technology [ICT], art and design, and physical education [PE] are in line with expected levels in Year 2 and Year 6. Standards in design and technology, history and geography are in line with national expectations in Year 2, but are below them in Year 6. There is no current co-ordinator for design and technology or history to provide a sense of direction, assess standards, support staff or monitor progress. Standards in all three subjects have also been affected by the unavoidable changes in staff and the employment of temporary teachers. Standards in music are above expected levels in Year 6, especially where pupils are learning to play an instrument with a specialist teacher. There was insufficient evidence to make a fair judgement about standards in music in Year 2. Standards in history and geography in Year 6 are not as high as they were in the previous inspection, but they have improved in ICT.
9. Standards of literacy and numeracy are close to national expectations, although younger pupils do not have the range of vocabulary they need to write with flair and imagination, and often find it difficult to 'write up' investigations in mathematics and science. Pupils' reading standards are secure, and are used effectively across the curriculum when reading and drawing information from text books in history and geography, or from the Internet. Older pupils use their understanding of data collection to produce graphs and charts when recording the outcomes to scientific investigations, and know the importance of accurate measurement in design and technology. There are good links between the texts used in literacy lessons, a historical excerpt from Pepys' diary for example, so that pupils understand that good oracy and numeracy skills are central to their success in every subject.
10. Achievement can be defined as the progress pupils make from a given starting point. Children start in the reception class with general levels of understanding that are below those usually seen for their age. Achievement is good because they are on line to reach nearly all the early learning goals for the end of the Foundation Stage, and to exceed them in their personal, social, emotional, physical and creative development. The only exception is the speaking element of communication, literacy and language where standards are below expectations but

children have made good progress from a basic starting point. Overall achievement through Years 1 to 6 is satisfactory. Although the standard of teaching seen during the inspection was good, pupils' progress over time reflects the difficulties the school has had over staffing and long term sickness. This has interrupted teaching and reduced the number of staff responsible for leading and managing the different curriculum areas. Progress in science, history, design and technology and geography has been particularly affected.

11. Half the pupils use English as an additional language. Many families are second or third generation residents and pupils' understanding of English is often better than their skills in speaking. Teachers of younger children in particular have made speaking and language work their highest priority, and children make good progress in the reception classes. Pupils with English as an additional language are found in equal numbers throughout the school and in all ability groups. Their standards and progress are similar to the rest of their class. No differences were observed in the achievement of boys and girls. Pupils at the early stages of English acquisition receive specific and targeted support in literacy and numeracy lessons from learning support assistants or the literacy assistant. Attainment is in line with their peers. Pupils who are withdrawn from lessons for additional language support, make good, well targeted progress. The learning support assistant who runs the programme offers good, systematic support to the development of pupils' literacy skills. Teachers of pupils at the 'fluent' stages of language acquisition continue to make sure that key vocabulary is explained and discussed. The results in national tests for eleven-year-olds provide strong evidence of pupils' success and progress. Two out of every five eleven year old pupils who sat the 2001 National Curriculum tests used English as an additional language. None were at either the beginner or basic stages of language acquisition, and all reached the national target of level 4 in English and science tests. Four out of every five did so in mathematics, the same proportion as the whole year group.
12. In general, pupils with special educational needs (SEN) make satisfactory progress in all subjects. The requirements in pupils' statements of need are met appropriately, ensuring that they receive the proper amount of support inside and outside lessons. Support from learning support assistants in classes is particularly helpful because the staff know the pupils very well. They target their support carefully, enjoying the pupils' success in lessons and encouraging them to work independently. They stay with the wider group to ensure that pupils with special educational needs are fully included in the group's collaborative work and help other pupils who have less complex difficulties, who also then make better progress because of the extra support they receive. When pupils are withdrawn from classes for small-group help of various kinds, progress and achievement are not always so good. Some of these sessions are effective, for example where a learning support assistant was observed helping pupils with speech and communication difficulties to understand the complexities and social niceties of language. Other sessions do not have such clear objectives and pupils do not always achieve as much as when they remain in classes with targeted help from learning support assistants. Teaching assistants are occasionally available for lessons other than literacy and numeracy. They help lower attaining pupils and those with special educational needs make greater progress by working alongside them and encouraging them to greater effort.
13. The provision for gifted and talented pupils plays a much less prominent part in the school's current planning for pupils with special educational needs. As these pupils are not specifically identified, their achievement is not expressly planned into teachers' schemes of work in subjects other than the English and mathematics, where differentiated work in literacy and numeracy lessons helps them to make appropriate progress.

Pupils' attitudes, values and personal development

14. The parents' view that the school is effective in developing good attitudes and values is confirmed by the findings of the inspection. Children in the reception classes are excited by their work, and have positive attitudes and very good relationships with adults and each other. Relationships throughout the school are generally very good and the school has a sense of warmth and good order.
15. Parents report that their children are happy to come to school. Their attitudes to learning are positive especially when the teacher has high expectations. Most pupils want to do well and listen carefully to their teachers during lessons. A good example of this was seen in a Year 1

geography lesson when there was hushed silence as the teacher described the beauty of the Finnish landscape covered in snow. All pupils, even the very youngest, enjoy answering questions in lessons and assemblies, and contributing to classroom discussions. Most pupils concentrate hard and are properly proud of their efforts when they have completed a task. They are very polite to visitors and never miss an opportunity to smile warmly and greet them in the corridors and classrooms.

16. Most pupils' behaviour is good. They are well behaved in lessons and around the school, and co-operate closely with their teachers to establish a positive atmosphere in which they can work constructively. Pupils come into school in the mornings in an orderly manner and talk or read quietly while waiting for registration. They behave politely whilst eating their lunches, tidying up and moving to the playground sensibly. Whilst most pupils show respect and sensitivity to others, there is a very small minority of pupils who do not. This was witnessed on three separate occasions by different inspectors during inspection week. These pupils displayed menacing or insensitive gestures towards other individuals in the class when their teachers were not looking. Most pupils work and play happily together. No oppressive behaviour was observed in the playground during inspection week. There were no exclusions recorded for the last academic year. Pupils with special educational needs generally behave well. Their attitudes are good. Most value the support they receive from teaching assistants and often develop strong relationships with them. Some of the pupils who have behaviour problems are occasionally withdrawn from lessons so that they can learn to modify their behaviour in a smaller group.
17. Despite the very few pupils whose anti-social behaviour is unacceptable, relationships are generally very good throughout the school. There is a high degree of friendship and harmony between many of the pupils. They work effectively both individually and collaboratively. A good example of this was seen in a Year 4/3 lesson where pupils were sharing computers. Relationships with staff are also very good. They enjoy laughing together. Pupils' personal development is good, but there is no pattern of regular lessons when pupils can share and develop their skills. They have a clear sense of responsibility and carry out tasks conscientiously, for example acting as monitors and tidying classrooms.
18. Attendance throughout the school is satisfactory and in line with the national average. Unauthorised absence is below the national average. The school is grateful to parents for ensuring that their children get to school on time in the morning enabling lessons to start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is good across the school. This is an improvement since the previous inspection when approximately one out of every five lessons was unsatisfactory. In this inspection all the teaching was at least satisfactory, half the lessons were good and a further quarter were very good. Pupils were seen learning effectively in most lessons. The teaching in English, mathematics and science lessons is good. Teaching assistants work closely alongside teachers and their skilled support ensures that lower attaining pupils, pupils whose first language is not English and those with special educational needs, make appropriate progress and are included in all the class activities.
20. Teaching in the reception classes is good and gives children a very secure foundation on which to base future learning. All the full time reception staff have had training in the Foundation Stage curriculum. The teachers and supporting adults know the children very well and plan work that provides opportunities to develop knowledge and skills in each area of the curriculum. The teachers have very good knowledge and understanding of the curriculum for older reception aged children in the mixed aged class and make sure that all the planned activities support and give a good foundation for future work. Teaching is concentrated on children acquiring a full range of basic skills, especially speaking, listening and social skills, planned around a theme that catches children's interest and attention. No subject is taught in isolation but is skilfully planned to develop skills and understanding in each aspect of the curriculum. Teachers hold high expectations that children will behave well, think, listen and work hard. Adults form a strong and supportive team. All ensure that children enjoy their tasks, concentrate and persevere. The management of children is good. Children are encouraged to

be independent but are supported while they develop their self-confidence. Children are actively involved with their learning, especially learning from play activities designed to give them practice in working together. Each session starts with teachers sharing what is to be learned, and as they complete their work, children have the opportunity to discuss it with an adult to check understanding. Children thus have good knowledge of their own learning, are making very good progress in acquiring skills, knowledge and understanding across a wide curriculum and put considerable effort into their work. When children are engaged on more practical activities, adults record their progress carefully and use the information to plan a broad and rich curriculum. Children with special educational needs are identified quickly and are allocated appropriate support.

21. The quality of teaching is good in Years 1 and 2 and has improved considerably since the previous inspection when two out of every five lessons were unsatisfactory. It is clear that the implementation of the national strategies for literacy and numeracy has given teachers a useful framework in which to plan their lessons, and that standards have risen as a result. Good relationships are a strong feature of many lessons. Pupils feel confident with their teachers, and try harder to be successful. Basic skills are taught well, as in reading in Year 2, and pupils make good progress and reach higher standards. In the very best lessons there is an excitement that catches pupils' imaginations and the lesson moves on at a brisk pace that keeps everyone active and involved. Year 2 worked at a cracking pace to build an electrical circuit and light the bulb, and a Year 2/3 pupil celebrated his success in a literacy task with a 'Yeah' of pleasure. Teaching and learning are not as strong in the lessons when pupils have to sit too long listening to the teacher and their concentration wanes.
22. The quality of teaching is also good in Years 3 to 6, and has also improved since the previous inspection. The best lessons are also characterised by good relationships, the successful implementation of the literacy and numeracy strategies and good teaching of basic skills. Teachers have a good understanding of their subjects. The effective contributions made by teaching assistants are a strong feature of many lessons. Classes are well managed, and pupils do not have to be reminded that they have come to school to work. The strong work ethic meant that a temporary member of staff who joined the school at the same time as the inspection was able to teach as effectively as colleagues who were well known to the pupils. In the best lessons teachers plan the lesson very effectively, as in the Year 4 PE lesson, when all the pupils gained from the rigorous exercise and enjoyed the creative aspects of their dance routines. Teaching and learning are not so effective when the planning does not have a clear focus and pupils work through a series of activities rather than striving to achieve an understood goal. Some parents are concerned about an inconsistent approach to homework. The school is aware and has made plans to introduce a better system in the summer.
23. The quality of learning is good in all classes and is clearly matched to the quality of teaching. Lessons have pace and in all but a few cases the time allowed for each activity is well judged. As a result, pupils concentrate and work hard. The quality of learning in the classes with older pupils has been adversely affected over time by teacher changes and long term staff illness. The quality of learning seen in Years 5 and 6 during the inspection was good. Pupils do not learn effectively on the rare occasions when books are not marked because they do not know how well they are doing. As at the time of the previous inspection, teachers do not involve pupils in setting their own targets for learning. This limits their progress because they do not know what they are trying to achieve.
24. Literacy and numeracy are taught effectively throughout the school, and pupils make good use of their skills in other areas of the curriculum. Good reading standards allow pupils to tackle work in text and reference books confidently, and skimming skills are used effectively before note taking. Effective numeracy teaching allows pupils to measure accurately, and use their understanding of graphs to record results in science investigations. Teachers are making some use of ICT to reinforce and extend pupils' learning but it is not yet planned with sufficient rigour into all subjects. Exceptions include the use of CD ROM and the Internet to search for information.
25. The quality of teaching and support for learning for pupils with English as an additional language within classes are good for those at the beginner and basic stages of learning the language. Teachers plan a range of activities carefully that will enable pupils to practise skills, share and add to existing knowledge and develop understanding of a wide curriculum.

Teachers plan well with learning support assistants so that the curriculum they follow matches the rest of the class. When extra adult support is not available, most teachers plan the composition of groups or range of tasks carefully. During the autumn term a teacher from the local education authority support service works effectively with Year 3 and Year 4 pupils. This is to give a final boost to the development of their language skills and helps teachers to plan a curriculum and work that supports language acquisition. Many of the teachers and support assistants in the school are from different ethnic backgrounds and are able to translate and help pupils as necessary. Older pupils at the lower stages of language acquisition usually have a range of special educational needs, and the special educational needs co-ordinator makes sure that their individual education plans also support the development of their language skills

26. Most pupils with special educational needs learn effectively in all areas of the curriculum. Teachers and learning support assistants plan well together so that pupils' specific needs and requirements are catered for and pupils can progress well in their learning. Some Year 4 statemented pupils are learning more effectively when remaining in class than in some of the groups to which they were withdrawn. Pupils' learning of social skills and academic learning are often planned as a single lesson, especially where social development is an issue. Teachers do not plan sufficiently to identify and meet the needs of gifted and talented pupils so that they reach the standards of which they are capable.

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

27. The quality and range of the curriculum provided in the reception classes are very good and are firmly based on the Foundation Stage six areas of learning. The school day is well organised to support and develop basic skills. Reception children start each morning with activities that are linked to the literacy and numeracy projects or have a science focus to increase their knowledge and understanding of the world. These are adult directed and supported, but children have the opportunity to work independently and in small groups, managing their own pace of learning. Children move into more informal sessions when they have completed their tasks, and learn to work more independently by using play to extend their understanding of more formal learning. A session about number might, for example, lead to a shopping trip to the class Garden Centre. Planned activities for creativity also include art, design and music, and relevant elements of knowledge and understanding of the world such as ICT, history and geography. Physical activities include the opportunity to cut, stick, manipulate malleable materials and use small construction equipment as well as in more formal PE sessions. The reception children in Year 1 also have a range of activities suitable for their ages and abilities. The national literacy and numeracy projects for reception classes have been adopted and provide a good foundation for communication, language and literacy and mathematical development.
28. The planned curriculum for Year 1 and Year 2 is satisfactory, but does not include enough opportunities for investigative mathematical work. The curriculum for Years 3 – 6 is unsatisfactory. The work in English and science is broad, balanced and relevant. However, the curriculum for mathematics, whilst effectively developing skills in number, shape, space and measure, does not allow pupils sufficient opportunities to develop skills in using and applying what they have learned to practical situations, developing investigative skills or handling data. The school has concentrated on raising standards of attainment in the core subjects of English, science and mathematics, and has not included enough opportunities for the development of skills in other subjects. The imbalance is now beginning to have a negative effect on standards on standards in history, geography and design and technology. However, the curriculum is more balanced than that described in the last report, and the school now meets the full requirements for the National Curriculum. Schemes for work, based on government guidance, have been introduced for all subjects. Teachers are still becoming familiar with these and they have yet to be adapted to the school's particular needs, particularly in ensuring that the curriculum reflects the wide range of ethnic origins represented in the school.
29. The planning for teaching literacy, numeracy and science is generally thorough, but is less so in other subjects such as geography and history where there is not always enough detail or challenge. There is a lack of planned opportunities for pupils to take responsibility and show initiative, particularly in the investigative aspects of mathematics and science, and a weakness

in pupils' library research skills. Teachers do not plan sufficient opportunities for pupils to use ICT in most subjects and shortage of resources hinders further development. The school has not yet established a comprehensive health education policy and scheme of work, that incorporates sex education and drug awareness and will enable pupils to acquire a sound knowledge of a healthy lifestyle, personal, social and health education and citizenship. There were some opportunities for class discussions that raise pupils' awareness of moral and ethical issues, but these are not planned consistently across the school.

30. Pupils with English as an additional language have access to the full curriculum including extra-curricular activities. There are some occasions when pupils are withdrawn for English extra support while the rest of their class also are working on English activities. The purpose of some sessions is not clear and is not planned closely with class teachers. Other sessions are of good quality and pupils make good progress. Pupils work within the class for the majority of their time and are given specific support if their language skills are low. Most teachers' plans show appropriate curriculum provision for pupils with special educational needs, particularly in English and mathematics where groupings are planned to ensure that an appropriate level of work is provided for all pupils. The learning support assistants make certain that the plans are carried out. Not enough specific work for gifted pupils is planned in subjects other than English, mathematics and science. Children with special educational needs in the reception classes, including those with specific gifts and talents, are identified early, and the programmes that they follow are carefully matched to meet their specific needs according to their individual education programmes. Progress for these children is good. There is no evidence of inequality of opportunity for children with special educational needs, English as an additional language, gender or any other group. The school has analysed the results of National Curriculum tests results to make sure that no ethnic group is doing less well than others.
31. The school provides a satisfactory range of extra-curricular activities to promote team spirit and interpersonal skills. Good sportsmanship is encouraged through team games and both boys and girls are encouraged to participate. The school also provides a range of good quality non-sporting activities including a choir and craft club. Pupils make a number of educational visits to museums, galleries and local sites to see things at first hand. This increases the quality of their preparatory and follow-up work. Year 6, for example, looked at actual bus shelters before designing a basic structure themselves in a design and technology lesson. There are no residential opportunities for older pupils. The school is developing its links with the local community, particularly with the parish, and liaises closely with local schools especially with the secondary schools to which most pupils transfer. Good citizenship is encouraged through participation in a very successful range of charitable activities, often devised by the pupils themselves. Students from a number of local colleges are welcomed to the school.
32. Provision for pupils' personal development is good. Provision for spiritual and social development is particularly strong. The caring, Catholic ethos that pervades all areas of the school successfully promotes pupils' awareness of their own responsibilities for caring and helping others less fortunate than themselves. The close links with agencies such as 'Cafod' show pupils' awareness of the struggles and needs of others. Pupils have opportunities to reflect in assemblies and class discussions, and to offer practical support. During the inspection pupils designed a range of games to be played at lunchtimes to raise funds for the charity's work overseas while each class aimed to fill an empty water bottle with money by the end of Lent as part of the parish project of raising £1000.
33. Collective worship and assemblies play a very important role in developing pupils' spirituality. Themes such as 'Growing in Love' and 'Giving thanks for light and sight' offer pupils the opportunities to think carefully about themselves and the world around them. Great care is taken with the setting within what could be a large, stark school hall. Flowers, candles, pictures and statues provide an atmosphere of awe and wonder and the hymns, prayers and stories encourage pupils to reflect and think, developing their own spirituality further. The classrooms day starts and ends with prayer. Pupils encouraged to give thanks for the blessings they have: families who care, homes that are warm and comfortable, food, clothes and friends and remember people that are less fortunate. Each room also has a 'reflective corner' - books of prayers or Bible stories, flowers, photographs, candles and statues to remind pupils that they are part of the family of the Church.

34. Pupils' moral development is good. School rules are reinforced in lessons and assemblies while pupils value and respect the reward systems within their individual classes, working hard to receive a sticker or, in some classes, sweets. Pupils are taught right from wrong in all aspects of their school life. They benefit from moral teaching in assembly, their texts in literacy include traditional stories with a moral theme such as Cinderella, and science lessons teach them how to look after and care for plants. Pupils behave well in and around the school because they are clearly aware of established routines such as holding doors, taking turns and helping to move resources for their teachers from one room to the next. Clear systems ensure that behaviour is monitored and that pupils are well supported.
35. Provision for social development is also very good. There are many examples of pupils working together, sharing resources and helping each other from the earliest year upwards. Pupils are encouraged to work in pairs and small groups, negotiating with each other in practical sessions, for instance when looking at shadows in science or mixing materials with water to make solutions. Their social responsibility beyond the school is fostered in their support to Cafod and their participation in Church activities particularly in daily parish mass with parishioners from the community. Social development is also encouraged by membership of school teams and as representatives of the school on visits to places of interest such as museums and galleries.
36. Provision for pupils' cultural development is satisfactory, with visits made to museums, galleries and other places of interest in London, but pupils are not so well prepared for life in a multi-cultural society. Pupils work hard to support charities helping people from other countries who are less fortunate than themselves, but the curriculum is not developing their awareness of these cultures and customs in history or geography lessons. Approximately half the pupils come from non-European ethnic backgrounds but little use is made of their heritage to support and enrich the curriculum. British history is taught appropriately in that pupils learn of the Romans, Tudors and Victorians, but the trade links between, for instance, the Tudors and the Benin peoples of Africa are not considered even though a number of pupils are from West African backgrounds. Similarly the Victorians link with India and Asia is not given emphasis although the Queen herself took the title 'Empress of India' and many pupils come from the Indian sub-continent. Pupils enjoy listening to music, studying the work of artists and appreciate literature, but they know little of the lives of the composers, artists and writers, and that knowledge is frequently restricted to the work of European males.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school is successful in fulfilling its aim to create a safe, caring and happy community in which the differences between individuals are valued and respected. It continues to be the caring school described in the previous inspection report.
38. The arrangements for ensuring pupils' welfare, health and safety are satisfactory. The headteacher is the designated person responsible for child protection but has not attended any recent training sessions. Despite this, she copes efficiently with child protection issues, liaising with outside agencies when necessary. Whilst staff have the opportunity to discuss any concerns regarding pupils in staff meetings, there are no regular training sessions to raise their own awareness of child protection issues. There are appropriate policies to support health and safety and two trained first aiders. All accidents are recorded methodically and parents advised if necessary. Parents are pleased with the care and support given to children who feel ill or distressed during the day.
39. Procedures for monitoring and promoting good behaviour are satisfactory. Most pupils are well behaved in the classrooms and around the school and class teachers do not have to spend much time managing their behaviour. The use of the reward system is inconsistent throughout the school. Some teachers are of the opinion that verbal praise is all that is necessary to reward good work or behaviour. Pupils in other classes however, receive table points, stickers and sometimes sweets for achievement. Pupils who behave inappropriately are warned initially, have a 'time out' period on their own and are sent to the headteacher if necessary. Parents are contacted if poor behaviour persists.

40. A few of the pupils interviewed during inspection week had obvious concerns about bullying. They understand that bullying incidents should be reported to a member of staff. Whilst some feel confident in approaching their teachers to voice their concerns, other pupils who are more timid and less confident, are not convinced that their teacher would listen to them sensitively. They report that they would probably get a better response from the headteacher or lunchtime assistants. The headteacher is adamant that when a bullying issue is identified she responds quickly. Most parents and pupils agree that this is the case. The headteacher uses assembly time to speak to pupils about bullying issues when they arise. Personal, social, health education [PSHE] is timetabled into the curriculum but the amount of allocated time varies. Pupils interviewed from Year 6 had no knowledge of any PSHE discussions or circle time, whilst there is evidence that pupils in a Year 1 class discussed playground behaviour before going out to play.
41. Procedures for monitoring and promoting attendance are satisfactory. Registration takes place at the beginning of each session and attendance is recorded correctly in class registers. The headteacher and administrative staff monitor attendance and punctuality, and liaise with the Education Welfare Officer on a regular basis. Parents are made aware of their relevant responsibilities through the school's prospectus. The school also encourages good attendance by offering pupils 100 per cent attendance certificates at the end of the term.
42. Procedures for monitoring and promoting pupil's personal development are satisfactory. Class teachers keep a close eye on their personal development although this is not formally recorded. Each pupil has a comprehensive portfolio. The school offers many opportunities for pupils to take responsibility, which increase as they get older. Younger pupils act as monitors in class, help collect books and give out resources sensibly. They are encouraged to keep the classrooms well organised and tidy. Older pupils accept responsibility for the younger ones at playtimes and accompany them to church when attending Mass. Year 6 were also responsible for providing a whole afternoon's entertainment at an event in September. Performance in school concerts such as *Hosannah Rock* extends their development. Regular visits to places outside the school enable pupils to act responsibly and show initiative. Pupils are not encouraged enough to take responsibility for assessing their own work or suggesting targets for improvement.
43. The day-to-day assessment of pupils' work is satisfactory overall. It is good for the Foundation Stage and satisfactory across the rest of the school. Children's learning is monitored carefully in the reception classes. Teachers decide how successful children have been in the various activities, and match their progress against the 'stepping stones' towards achievement of the 'early learning goals' for pupils of this age. These assessments enable the teachers and learning support assistants to group children carefully and plan the next stage of their learning.
44. Good verbal feedback is given in the better lessons in Years 1 – 6 and work is usually marked conscientiously. However there are instances when marking is cursory or missing and did not show pupils how to improve. There is a policy for marking and assessment but staff have not had recent training to develop their assessment skills. There are appropriate procedures to track pupils' academic development across the school. Portfolios of work are kept and checked to ensure consistency between classes. All teachers have a record book to record achievement in all subjects but they are not used consistently. Results from National Curriculum tests are monitored, and used to improve the curriculum, but targets are not yet set for individual pupils. The school uses optional tests with Years 3 to 5 but the results are not yet monitored or used to improve standards. The school is aware that the formal systems it has introduced are not monitored enough and still in the process of development.
45. All pupils, including those with English as an additional language, are assessed regularly for their progress in English. If a pupil is identified by a class teacher or parent as having an English learning problem, their needs are assessed using the local education authority guidelines based on the Hillary Hester stages of English development. Additional guidance is sought from specialist staff if necessary. All ethnic minority and pupils with English as an additional language are also assessed annually against the local authority criteria for language understanding. The findings are sent into the local education authority, which then allocates appropriate support. The local authority also puts together a very useful range of data for the school that matches, for example, ethnicity and language stages to the national test results so that schools can target support on specific groups and stages of English acquisition.

46. Teachers assess the needs of special educational needs pupils regularly against the targets identified on their latest individual education plans [IEP]. These include identifiable, achievable, and measurable short-term goals. Most parents are involved in the reviews of the IEPs, many come into school to take part in the discussions. There is an annual assessment of progress using the data from standardised and national tests. Although this enables teachers to monitor progress from year to year, it does not give them enough regular assessment information to judge the progress that pupils make over shorter periods of time, set new targets or plan the next programme of work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents' views of the school are positive and reflect the findings of the previous inspection report. They are very supportive of this popular school and its aims for their children. Most parents report that their children come happily to school each day and enjoy their lessons. They are pleased with the progress their children make. They are also most appreciative of the way their children are cared for whilst at school. These positive views are confirmed by the inspection.
48. Some of the parents who responded to the questionnaire have minor concerns about the school's performance. They are concerned that their children do not always get the right amount of homework. The inspection finding is that some class teachers are not following the school's policy consistently and do not set regular homework tasks for their pupils. The headteacher intends to put this right during the summer term. A few parents feel that there is not a wide enough range of interesting activities outside lessons. Currently the school offers after-school football training for girls and boys and choir practice. However, this provision is extended during the summer months, which is the standard practice of many primary schools. A significant minority of parents would like more formal information about how their children are progressing. The school holds parents' meetings in the summer and autumn terms, when parents are offered five minutes consultation time to talk to their child's teacher. Parents are invited to make a separate appointment if more time is needed. The headteacher is considering offering a further consultation evening in the spring term. Parents receive annual reports of their children's progress but the quality of these varies from class to class. Whilst all written reports are detailed, some only cover what pupils know, can do and understand. The best examples highlight pupils' strengths within each subject and advise how improvement can be made in the forthcoming year.
49. A small number of parents returned their questionnaires with comments concerning bullying within the school. Inspectors looked closely at this issue and found that whilst relationships between pupils are generally very good and bullying is not widespread, there are a few individual pupils who set out to upset others in their classrooms and cause distress.
50. The school recognises that effective liaison between home and school is most important. Parents interviewed during the inspection week were confident that the staff would welcome them into school for discussion if they had any particular concerns. Parents would appreciate, however, more feedback after their visit. The quality of information provided for parents is satisfactory. The school's prospectus and annual governors' report are both welcoming, clearly written documents that meet statutory requirements. Parents receive regular newsletters advising them of school activities, news and events. At the beginning of each term parents are sent curriculum information through a fact sheet. This informs parents about what their children will be learning in the classrooms and how they can help at home. Teachers and the special educational needs co-ordinator know the parents of pupils with special educational needs well, and most are very supportive of the school's provision for their children. The governor with responsibility for special educational needs is a parent and has been very helpful in assisting the school in developing its support systems.
51. Although the school does not employ a specific bi-lingual teacher or assistant, there are a number of teachers and support staff from different ethnic backgrounds speaking a range of pupils' home languages. These staff are available to parents as translators as necessary. The school can also call upon the local education authority translation service to support communication with parents in both oral and written form. Rarely does the school documentation need to be translated into home languages but the school can arrange for this

to be done. Usually in such cases the contents of correspondence are given orally unless confidentiality is essential. Many parents, whose children have English as a second language, are very keen for them to be successful in school and give them considerable support at home.

52. Parents are actively encouraged to be involved in the life of the school and complete a home/school agreement. There are a few parent helpers, especially in the younger classes, who work effectively to broaden pupils' experience in school. There is an active and enthusiastic Parents' Association who work hard to raise funds for the school. The annual Christmas bazaar and the International Evening are successful events enjoyed by both parents and their children. Funds raised have helped to provide the school with much needed resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher is a caring and secure leader, well respected and supported by the staff, governing body, parents and the wider community for her commitment and leadership of the school. The school has a very positive Catholic, Christian ethos aimed at developing the full potential of all pupils. Most of its aims and values are well met in practice. Spiritual growth is encouraged and supported in acts of collective worship, prayer and in lessons. High standards of behaviour and respect are given through the practice of the behaviour policy and by the very good role models provided by all the school staff resulting in a safe, caring and happy school. The effective inclusion of pupils in all activities in class and extra-curricular activities regardless of their ethnicity, gender, special educational needs or English as an additional language, has resulted in the raising of self-esteem. However, the achievement of key aspects of management needed to secure the school's curriculum and academic aims, such as the monitoring and evaluation of standards of teaching and learning, is unsatisfactory.
54. The headteacher is distracted by too many day-to-day responsibilities and is not able to focus fully on the overall strategic management of the school. This is an unsatisfactory state of affairs. She has also made herself responsible for the detailed management of the school's finances. During periods of staff sickness absence, especially that of the deputy headteacher, she accepted responsibility in the short term for five curriculum subjects including religious education, mathematics and science as well as many of the deputy's specific responsibilities, for example, performance management. This has severely limited her ability to implement the key issue in the previous report relating to the role of co-ordinators and progress has been unsatisfactory. The lack of direction in individual subjects has also resulted in lower attainment, in science for example, because teachers have not had the benefit of specialist advice and there has been no real assessment of standards across the school. The costs of staff illness have also eroded the amount of money available to release teachers from classes. Current post-holders do not have the opportunity to monitor and evaluate teaching and learning in their subjects, and budgets are held centrally.
55. As the school continued to depend on a number of supply teachers to cover for the deputy's and others' absences, she did not feel it right to put her full time staff under added pressure by delegating curriculum responsibilities, so she continued to manage them as well as her strategic, whole school duties as headteacher. The load has now become impossible and the headteacher has indicated her intention to delegate responsibility for monitoring and evaluating the quality of teaching, learning and assessment of pupils' standards to subject co-ordinators. This will enable her to concentrate on her overarching responsibilities and the achievement of the priorities for the current academic year as laid down in the well organised school improvement plan. The local education authority has been effective in assisting the headteacher during the absence of key staff by conducting an analysis of teaching in literacy and numeracy through lesson observations as well as discussions with staff and a scrutiny of pupils' work.
56. Where responsibility has already been delegated, such as to the Foundation Stage manager, there has been a considerable improvement. Children are now given a very good start in the reception classes and make good progress. The quality and range of the curriculum for children is very good because the manager has been able to link new developments to staff training. Efficient management of a delegated budget has resulted in the provision of quality resources that support children's learning. Accurate assessments of children's progress in

each area of the 'footsteps to learning' ensures that each child receives specific and targeted support to reach their full potential. The co-ordinator is looking forward to the replacement of existing 'mobile' classrooms and the establishment of a nursery unit.

57. The governing body carries out its statutory responsibilities efficiently. There is an effective committee system to manage the more detailed work and bring recommendations to the full governing body. Governors have a significant role in shaping the aims, values and educational direction of the school. They are kept well informed by the headteacher of progress towards achieving the targets in the school improvement plan. They are fully aware of the school's strengths and weaknesses and keep a close eye on the results of statutory tests for pupils aged seven and eleven, receiving copies of the local authority's and school's analyses of the results. There is a strong partnership between the Chair and the headteacher, and both are aware of their distinct and separate leadership and management roles. Governors visit the school as regularly as they can to talk with staff and pupils and observe lessons. All have taken advantage of the training provided by the local education authority and are well informed about current national and local educational initiatives. The governing body exercises proper oversight of the budget, links it to the improvement plan and are involved with long range planning and improvements to the school's environment. The school gives satisfactory value for money.
58. The day-to-day management of the budget is undertaken by the headteacher herself. The school does not subscribe to the local authority's bursar scheme and the headteacher spends a lot of time dealing with financial data. This is not an efficient use of her time. The school found it very difficult to produce the basic summary financial statements needed for the inspection. The strategic management of the budget by the finance committee is satisfactory and appropriate links are made to the school improvement plan. Grants are used for their designated purposes. The accounts were recently audited and the report indicated that accounts are managed satisfactorily. Minor adjustments in procedures are being implemented. The school is carrying a substantial balance in anticipation of the costs of future building work and purchase of new equipment. The systems for ordering and receiving goods are clear and appropriate. Co-ordinators do not have delegated budgets, which makes it far harder for them to plan expenditure over a number of years and use their money to the best effect. The secretary makes appropriate use of office computer software to manage the attendance registers, order goods and desk-top publish school materials in an attractive format. The closed-circuit television system monitors arrivals at the school. Staff and pupils use a digital camera for day-to-day recording of visits and activities.
59. The management of special educational needs is good. An experienced, capable co-ordinator [SENCO] is well supported by staff and by the learning support assistants to ensure that provision is appropriate for pupils' identified needs. Resources are adequate. A lack of small teaching spaces means that withdrawal groups often have to use unsuitable accommodation. Contacts with outside agencies are good, but local needs often outstrip supply of services, for example for speech therapists. In this instance, the school is using its own resources to provide for pupils' needs. The SENCO is not given time to monitor or evaluate current provision during lessons, and does not manage the special educational needs budget.
60. There is no member of staff with overall responsibility for monitoring the school's support and provision for pupils whose first language is not English. The school has to rely upon the local education authority support service for advice and resource suggestions. There is no specific in-class monitoring of the quality of curriculum and its appropriateness to support their developing language skills. Detailed assessments of their progress and their needs on a daily basis, and the drawing up of specific and targeted support, differ too much from class to class. The school does have a policy for pupils with English as an additional language but no named member of staff monitors its effectiveness in supporting learning and providing and planning the use of resources to support their needs. The SENCO does what she can and liaises with the support agencies. The school has a small range of resources to support pupils' work including bi-lingual books in the library. There is no specific budget to provide teachers with texts and resources matched to the particular needs of pupils whose first language is not English.
61. The governing body has worked hard to improve the environment so that the school is a pleasant place in which to work. Although some classrooms are cramped for the number currently on roll, careful arrangement of furniture and storage of resources ensures that there is

enough room for the curriculum to be taught effectively. The Year 6 class has 36 pupils on roll but is situated in the former small school hall, which is spacious and airy. There are very limited facilities for hanging coats. The existing main school building has been brightly decorated and this, coupled with the newly built reception area, creates a bright and welcoming atmosphere. Attractive and informative displays give value to pupils' work. The outside play areas are well maintained and adequate for the number of pupils on roll. Years 1/2 and the reception class are currently accommodated in two 'mobiles.' The double mobile is old, cramped and in very poor decorative condition. The second mobile is in good condition and accommodation is acceptable. All parts of the building are spotlessly clean thanks to the efforts of the site manager and his staff. The school is able to use a detached playing field for games and sports days. A new school hall has been built to extend provision for physical education, assemblies, drama and at lunchtimes. The community of St. Michael's parish also uses the hall. A notice has been published and approved to reduce the standard number to 30 pupils and to open a nursery on the site of the old hall. Building plans are also in place to enlarge the five standard size classrooms in the main building and replace two mobile classrooms.

62. Resources for learning in the reception classrooms are good. There is limited access to an outdoor area in the small part of the playground specifically allocated for the children by the judicious arrangement of flowerpots. It cannot be used as an outdoor extension for classroom work but is used for physical development in fine weather: riding bikes and learning to play games with ropes, hoops, bats and balls. There are no facilities for climbing or creative play but children have two timetabled sessions in the school hall where they use a range of equipment to develop their co-ordination and physical skills. Storage for the outdoor resources is located some distance from the outdoor area and can only be accessed by an adult. A specific 'outdoor classroom' is included in the planned new Foundation Stage extension to the school to be built within the next year. This will provide an area with seating and a garden where children can further develop their knowledge and understanding of the world by exploring, digging, planting and growing.
63. Resources for classroom learning are largely unsatisfactory in the rest of the school. The quality varies from subject to subject. Resources for design and technology are unsatisfactory because there is a lack of resistant materials and tools. Many computers are becoming outdated and there are insufficient maps and globes for good geography teaching. The resources for art and design and history are also unsatisfactory, especially if standards are to rise. Resources for English, mathematics, science and PE are all satisfactory. The library is currently unavailable as a place for quiet research.
64. Current staffing levels are appropriate although the headteacher reports that filling vacancies with permanent staff is becoming increasingly difficult. The school has done well to recruit staff in an inner London context where local housing is expensive. Systems for the induction of new staff are satisfactory. During the inspection an experienced temporary teacher covered the Year 5 class. A long-term supply teacher, who is currently replacing the deputy headteacher who is on long term sickness absence, usually teaches the class. The unavoidable but prolonged absence of this senior member of staff has affected pupils' learning in Years 5 and 6 and the general management of the school. The support staff are a strength of the school and work very closely with teachers to provide the maximum of academic and pastoral support to the pupils. Teacher performance management is in place and this, together with the priorities of the school development plan, is used as the basis for planning their ongoing training.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and governors should continue to work together to

- 1. Strengthen the management of the school by reducing the headteacher's current range of responsibilities by**
 - Reducing the headteacher's subject management responsibilities so that she can concentrate more on achieving the school's overall curriculum and academic aims
 - Ensuring that all subjects have effective subject co-ordinators who monitor and evaluate teaching and learning

- Re-allocating the day-to-day administration of accounts and delegating budgets to post-holders
- Involving staff in the direct monitoring and evaluation of teaching and learning through classroom observation in their areas of responsibility
- Appointing a co-ordinator for pupils whose first language is not English

[Paragraphs 8, 53-56, 59-60, 64, 87, 96 and 107]

2. Raise standards in writing in Year 2, in aspects of mathematics, and in design and technology, history and geography in Years 3-6 by

- Extending the range and opportunities for pupils to use oral language, and develop their spoken and written vocabularies in Years 1 and 2
- Increasing the opportunities for pupils to learn about handling mathematical data and to apply their understanding of number in practical situations
- Provide a curriculum for design and technology that gives pupils an appropriate balance and breadth of experience
- Ensuring that history and geography are taught regularly enough so that pupils build up a good understanding and knowledge over time
- Auditing and extending current resources
- Making greater use of the cultural heritage represented in the school and local area within the history and geography curricula

[Paragraphs 2, 4-6, 8-9, 28, 36, 63, 77, 83, 96-98, 100-102, 105-107]

In addition to the above, the governing body should

- Ensure that personal, social and health education is taught systematically, and includes specific guidance on how to deal with bullying *[Paragraph 16, 29, 40 and 49]*
- Revise the arrangements for special educational needs withdrawal groups to make sure best use is made of the teachers' and pupils' time *[Paragraph 12]*
- Increase parental involvement through the introduction of a consistent homework scheme and a parents interview evening during the spring term *[Paragraphs 48 and 50]*
- Extend formal child protection training to all staff *[Paragraph 38]*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	13	26	12	0	0	0
Percentage	0	25	51	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	242
Number of full-time pupils known to be eligible for free school meals	0	17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	120

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	17	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	15	17
	Girls	17	17	17
	Total	34	32	34
Percentage of pupils at NC level 2 or above	School	94 (89)	89 (89)	94 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	16	16
	Girls	17	17	16
	Total	34	33	32
Percentage of pupils at NC level 2 or above	School	94 (91)	92 (89)	89 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	14	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	21
	Girls	13	11	14
	Total	33	29	35
Percentage of pupils at NC level 4 or above	School	92 (69)	81 (75)	97 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	21
	Girls	12	11	14
	Total	32	29	35
Percentage of pupils at NC level 4 or above	School	89 (81)	81 (78)	97 (81)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	16
Black – African heritage	30
Black – other	2
Indian	37
Pakistani	1
Bangladeshi	0
Chinese	1
White	52
Any other minority ethnic group	70

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24.2
Average class size	26.88

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	235

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/2001
	£
Total income	544209
Total expenditure	507956
Expenditure per pupil	2064
Balance brought forward from previous year	16829
Balance carried forward to next year	53082

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	242
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	17	2	0	0
My child is making good progress in school.	46	50	2	0	2
Behaviour in the school is good.	67	27	4	0	2
My child gets the right amount of work to do at home.	33	48	12	6	0
The teaching is good.	46	42	6	0	6
I am kept well informed about how my child is getting on.	50	23	25	2	0
I would feel comfortable about approaching the school with questions or a problem.	56	38	2	4	0
The school expects my child to work hard and achieve his or her best.	56	42	2	0	0
The school works closely with parents.	38	40	12	4	6
The school is well led and managed.	60	28	0	4	9
The school is helping my child become mature and responsible.	52	44	0	2	2
The school provides an interesting range of activities outside lessons.	26	34	17	11	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. There are 33 children at the Foundation Stage of their education. Children with birthdays in the autumn term start full time in the mixed Year 1/reception class in the September before they are five. Those who have birthdays later in the school year start after Christmas in the reception class. Nearly all the children have experienced nursery or pre-school playgroup experience. The arrangements are good and a strength of the school. Children are given a positive start in both classes where high quality teaching results in good quality of learning. Standards are similar to those reported at the time of the previous inspection.
66. Classrooms are stimulating and safe with appropriate and fully used learning resources. The space available in each room is relatively small but careful organisation by both teachers minimises the negative effects of this on learning. Each room is a lively and interesting place in which to learn with many colourful displays celebrating children's work in collage and paint. Reception children, for instance, are learning traditional stories and rhymes such as *Humpty Dumpty* and *Goldilocks and the Three Bears* in their literacy work. The room is bright with their creative work and the vocabulary from the stories. The classroom is arranged in an imaginative and creative manner. Different areas give children the opportunity to 'work' in the home corner, for example, dressing up and adopting different roles, use a computer or experiment with water and sand to extend their mathematical understanding of capacity and weight. Children can use the 'quiet corner' to talk quietly with an adult or listen to music or a taped story. There is also a technology and creative area with paints, papers, and other collage materials, a writing corner and the 'Garden Centre' where children practise the mathematics of shopping in a play situation. The opportunity to curl up with a good book is also provided with a bulging bookcase and comfy cushions.

Personal, social and emotional development

67. From the prayer that starts the day to the prayer that ends it, staff focus all the activities on children's personal, social and emotional development. The quality of teaching is good and the children make good progress. They achieve and most surpass the levels expected nationally for five-year-olds by the end of the Foundation Stage. Staff work hard to provide an environment where respect, understanding, and the recognition and appreciation that we are all different but have something to contribute, lies beneath all the work. The children settle quickly into class routines and develop a sense of belonging to the school community. All staff are good role models. Children see them get on well with each other and the other children, and talk to their parents with care, consideration and politeness. As a result, they develop a positive self-image and recognise that everyone has something special to offer. They are encouraged to listen to each other's opinions and think things through for themselves. They clearly enjoy their work and co-operate happily with each other and adults. Staff consistently reinforce good habits, such as putting up hands to answer questions or make a comment, taking turns and making sure they tidy up after activities. Very rarely do they do things for children, although they will tidy with them to show good practice, especially when the equipment is difficult to manage. Children are also encouraged to select activities thoughtfully and work with care and consideration for others. Independence is encouraged when children change themselves for PE, put on paint aprons helping each other do up fastenings, hang up their coats, bags and books and collect them again at home time.

Communication, language and literacy

68. The development of communication, language and literacy skills is good and most children make good progress. Although some children will still be below expected levels in areas of reading and writing, many are likely to reach the standards expected for children of this age and will be well into the transition into National Curriculum work by the end of the Foundation Stage. Children follow the national literacy project in formal English activities. They know that pictures and printed words have meaning, that books have an order and that the words can be a story, a poem or information. Children learn the commonly used words found in the school reading scheme and have a home reading record so that parents can record their progress at home. Although some children are better at identifying letters and words in print than others, all

the children are readers, frequently telling the story from knowing the sounds at the beginning of the word, the key vocabulary and the illustrations. The teachers use the literacy strategy effectively to extend children's listening, speaking and reading skills. The formal teaching of phonics of early reading skills encourages children to develop their writing. Although most of the early years staff are from different ethnic backgrounds, they try to use precise and clear diction to help children to hear each part of a word in their speech and encourage them to reply in clear sentences. Sometimes, however, adults miss parts out of their speech or the tense is not quite accurate. As most of the children come from different ethnic backgrounds and speak English as an additional language this needs some attention. Children break words down into small parts in their writing and just under half attempt to start writing a sentence with a capital letter and end with a full stop. Children write for a number of purposes, recording their news and stories and for grammar and handwriting practice. Although the timetable has specific English times, language development is very important regardless of the topic. In the 'Garden Centre' for instance, reception class children have to listen carefully to each other when 'buying' plants and seeds, 'read' the instructions on a packet and discuss the best time to plant the seeds and work out how much each item costs.

Mathematical development

69. Mathematical development is good because of the good teaching and the interesting and appropriate range of activities children are given. All but a few children are on line to meet the goals set at the end of the Foundation Stage and some will be well into the transition into National Curriculum work in number. Teachers use the children's understanding of number all the time. They count the number of pupils in registration and in activity groups, and use positional order when moving round the school to identify those who will hold doors open 'first' or carry resources 'last.' Nearly all children able to count back from 5, half can do so from 10 with ease. Over half of the children can identify a number position in a number line up to 10 by its shape, while over three quarters can find a missing number by counting up to that position. Children are aware of number operations such as adding one more and most subtract by taking one off. Children name two-dimensional shapes such as squares and circles as well as three-dimensional dice and cones. They are able to look at the shapes of packets and identify whether they are cuboids or pyramids, and know the number of sides and faces on each. Children are becoming aware of capacity and measurement when preparing and serving each other a meal in the home corner, and by using the water and sand trays. The Garden Centre reinforces work on money with children giving each other change for seeds and plants.

Knowledge and understanding of the world

70. Most children are on line to meet or exceed the goals set for knowledge and understanding of the world at the end of the Foundation Stage. Teaching is good and adults provide many exciting activities to encourage learning. The children have many opportunities to explore the natural and man-made world through the development of their scientific skills. They investigate materials, cutting and sticking a range of papers to make a collage, looking for colour, appearance, softness, strength and stretching ability. Children learn about plants, seeds and flowers in the Garden Centre as well as more formally in class discussions when they compare their own growth with that of plants and the need for food, water, soil and sunlight. They use the text from their literacy work effectively, reading *Jasper's Beanstalk* to consider the order, conditions and gardening equipment needed to plant a bean successfully. Children develop their design and making skills effectively through building, using interlocking plastic bricks and other construction toys. They use the computer with confidence and independence, and handle the mouse with increasing dexterity to select items on the screen. They know the way round the school through their use of the hall for PE and lunch, as well as taking the register to the office. Children understand relationships within families, knowing that their parents have parents who are older and that they are younger than their parents are. They know that to keep healthy they must clean their teeth, wash their hands after visits to the toilet and before meals, change their clothes regularly and brush their hair.

Physical development

71. Children's physical development is good and most will reach, or exceed the goals set for this area of learning. Teaching is good. All adults make sure that children have access to a wide range of tools such as pencils, crayons, and scissors so that they can glue skilfully, 'write'

accurately, and make pictures and models. Children manipulate brushes, printing materials and work in two- and three-dimensions creatively, using a range of papers and other materials. They develop their physical skills indoors as well as during outdoor activities and are well co-ordinated and agile. They are able to use a range of construction equipment, fitting blocks together to make buildings, cars or furniture. Children manipulate the mouse and keyboard of a computer carefully to control programs, clicking the cursor on icons to produce a range of effects and carrying items from one part of the screen to another, dropping it into place. They move round the classroom carefully and without bumping into each other or knocking things over. They are developing the eye/hand co-ordination necessary for team games further up the school through using balls, beanbags and hoops in outdoor PE work. They control and ride their bikes carefully, very aware of their safety and that of others. They share such equipment very well and there is no problem when changing over from one piece of equipment to another.

Creative development

72. Children's creative development is good because the quality of teaching is good. Children have a wide range of materials and develop the physical skills that enable them to produce carefully considered pictures and models. Children sing, draw, paint and crayon, cut, stick and make models. They use miniature and construction toys imaginatively to act out their stories with small figures, dolls and puppets. Most are likely to achieve or exceed the expectations for this area by the time they begin Year 1. Children hold brushes correctly and apply paint to paper with confidence, accuracy and with good awareness of shape, pattern and colour. They are able to mix a range of colours and use them to make print pictures. Collage are made using a range of papers, cards and plastics and different joins using such as glues and tapes. In role-play they imagine that they are in a house, while in carpet sessions and in literacy work they appreciate rhymes, poems and imaginative stories, especially well known tales such as *Goldilocks and the Three Bears*.

ENGLISH

73. Standards in Year 2 and Year 6, the end of the two key stages, are in line with national averages and are very similar to those reported in the previous inspection. Attainment in national tests at the age of seven in 2001 was above average in reading but well below average in writing. A similar difference was seen during this inspection, but standards in writing are improving and are now below average rather than well below average because more pupils are working successfully within level 2. Attainment at the age of eleven in national tests was well above average in 2001, compared with below average results in the previous year when two higher attaining pupils left just before the tests and affected the overall result. Current standards in Year 6 are close to the national average. The standards achieved in tests were in line with those in similar schools at the age of seven and eleven. Pupils with special educational needs or who have English as an additional language reach appropriate levels. Teachers are far more aware of their particular needs than at the time of the previous inspection.
74. Standards in speaking and listening are close to the national expectation in Year 2 and Year 6. Pupils talk readily to friends, visitors and members of staff but do not have the range of words they need to express themselves in any detail. Despite the consistently good teaching of basic literacy skills, several pupils make basic grammatical errors in their speech. Teachers are effective in making sure that pupils understand new or difficult vocabulary, the word 'plague' in a Y4/5 history lesson for example, but do not include enough formal opportunities in their planning for pupils to work together orally with a specific focus on raising the quality and range of the words they use. The result is that pupils do not have the breadth of vocabulary they need to write successfully in extended stories or other subjects. This is particularly noticeable in younger classes, but also affects standards higher up the school. A similar concern was noted at the time of the previous inspection, and not enough has been done to address it. Standards of listening are good in all classes, and pupils of all ages enjoy listening to well read stories and pay careful attention to their teachers when the whole class works together at the beginning and end of lessons.
75. Approximately half the pupils in the school use English as an additional language. Overall achievement is good. Staff have learned a lot from the local authority specialist teachers who

work alongside them each autumn to develop ways in which general class teaching can be planned to make sure that all pupils are fully included in all activities. The programme is successful and teachers are very careful to explain new vocabulary and make sure that instructions in text books are understood. Several teachers also have first languages other than English, and this makes them sympathetic to the challenge faced by their pupils. Pupils respond very positively and no examples were seen during the inspection where a pupil was disadvantaged. Readers, for example, ask for new words to be explained or look them up in a dictionary.

76. Standards of reading are above average in Year 2. The inspection evidence is that standards remain at above average levels through to and including Year 4. They are in line with expected levels in Years 5 and 6. This reflects the attainment seen in past years in national tests at seven years of age and the successful impact of the literacy hour. Skimming skills are well taught in Years 3 and 4 and pupils are becoming more skilled in scanning text, in history lessons for example, to find key information. Standards of reading in Years 5 and 6, while in line with national averages, have been affected by changes of teacher. Pupils report that they do not read individually to an adult other than in the literacy hour group work but do enjoy the opportunities to read to younger pupils. Many Year 6 pupils belong to local libraries but cannot use the school library because it is closed. None of the pupils who read to inspectors had much understanding of how to use library systems to find information. The improving standards in library skills noted in the previous report have not been maintained.
77. Standards in writing are improving in Year 2 but are currently below average because the number of pupils working successfully at the higher levels is less than that found in many schools. Pupils do not have the range and variety of a good oral vocabulary needed to produce written work at higher levels. Teachers are aware of need to continue to raise standards. Achievement in Years 3 to 6 continues to be good and Year 6 pupils are attaining standards close to the national average. Higher and middle attaining pupils in Year 2 use capital letters and full stops accurately, and understand how to write a sentence or sequence of sentences so that they convey a clear meaning to a reader. Their writing is legible and letters are usually consistent in size. Not many pupils use a joined script in their everyday class work. Several have problems with spelling. Attainment in Year 6 is broadly average. More able pupils are working successfully at higher levels, especially in their understanding of formal language structures such as paragraphing and the use of complex punctuation. Middle attaining pupils are working at expected levels for their age with strengths in spelling, punctuation and the precise use of vocabulary. This last is particularly pleasing as many pupils are using English as an additional language. Lower attaining pupils and those with special educational needs are making satisfactory progress in line with their abilities. They have a good understanding of the formal aspects of punctuation and grammar.
78. There are many examples of pupils using the skills learned in literacy lessons in other subjects. Year 4/5 for example, have written good factual accounts to describe the achievements of school sports teams and Year 2/3 produced written explanations of how they had made three-dimensional shapes in a numeracy lesson. Appropriate use is made of computers to produce well presented finished work: instructions on how to play a new game in Year 4/3 and interviews with famous people in Year 4/5.
79. The quality of teaching is good. It was very good in three out of the ten lessons observed. The best teaching is based on the National Literacy Strategy but takes careful account of pupils' current understanding and needs. Such lessons are very thoroughly prepared, pupils know exactly what they have to do to be successful, and timely prompts throughout the lesson remind them of the purpose of their activity rather than guiding them through a series of exercises. A very good example was seen in Year 2/3 when the pupils had great fun following written instructions on how to make a simple pop-up puppet. The emphasis was not on completing the puppet, but on the literacy objective: 'How good are the instructions? Where could they have been clearer?' Pupils' learning about how to write good instructions was very good because the task was intellectually challenging and they were constantly thinking about their response to the basic question they would have to answer at the end of the lesson.
80. The quality of teaching has improved since the previous inspection, and no unsatisfactory teaching was observed. Teachers now pitch the level of their work more accurately using the principles and suggested planning ideas outlined in the National Literacy Strategy. Basic

grammatical and language skills are taught very effectively. Relationships with pupils are very good and there is a positive approach to learning. Marking in all but one class is up to date and usually contains comments that show the pupils how they can improve. Particularly good use is made of support staff who work quietly with a few pupils during whole class sessions and make sure that they are included in all class activities. The pupils check their answers with them first, and both pupils and teaching assistants enjoy the success of getting the answer correct. Teaching assistants also work very effectively with groups within the parts of the lesson when pupils are working at different levels of difficulty. They help lower attaining pupils and those with special educational needs to make good progress. Homework is used appropriately but there is no consistent pattern across the school.

81. English is co-ordinated effectively by an experienced senior member of staff. She has a clear vision for the future development of the subject but has had to use her release time for other responsibilities and has not been able to monitor and evaluate standards of attainment, teaching and learning in lessons in other classes. This limits her ability to spread good practice and work with colleagues to raise standards. A similar concern was noted at the time of the previous inspection. The level of classroom resources is satisfactory, and while there have been recent purchases of good quality books, some of those used by pupils for silent reading are very old. The library is currently unavailable for teaching basic library skills, although the book stock has now been entered on a computer database.

MATHEMATICS

82. Standards are in line with national averages in Year 2 and Year 6. Standards in the 2001 National Curriculum tests for seven-year-olds were well above the national average, and average in comparison with similar schools. The results for eleven-year-olds were in line with the national average but below average in comparison with similar schools. Inspection evidence indicates that current standards are close to the national averages across the school. There has been a satisfactory improvement since the last inspection. There was no evidence of differences in attainment between boys and girls, although the test results indicate that girls attain slightly better than boys at eleven. Pupils with special educational needs and English as an additional language make similar progress to the rest and are appropriately supported in most classes.
83. Pupils in Year 2 are able to undertake simple sums requiring multiplication and division. Higher attaining pupils can work with numbers up to 1000 and have a good understanding of time. They are good at mental mathematics. In one class they could add numbers up to 20 together in their heads. Pupils in Year 6 are confident with number. They have good mental recall of number facts. The majority of them can use multiplication and division accurately. In one class they were calculating the perimeter and areas of rectangular and complex shapes correctly. They can undertake long multiplications sums and simplify fractions. However, there are relatively few opportunities for them to carry out or plan investigations. Some classes are studying data handling work, creating tables of data and interpreting graphs, but this is often at a basic level and is not developed fully across the school.
84. The teaching of mathematics was good or very good in all lessons seen. Teachers have good subject knowledge and have integrated the Numeracy Strategy very effectively into their teaching. They have a good knowledge of their pupils' abilities and plan work well suited to them. Relationships with pupils are good and most use appropriate teaching strategies. The quality of planning is generally good, with work being well matched to pupils' abilities. Teachers generally assess pupils' work carefully and use their conclusions to plan future work. However, the quality of marking is inconsistent. In some cases, work was not marked, in others there was an absence of comments to help pupils improve. Pupils are assessed every year using the optional National Curriculum tests, as well as by informal teacher assessment. ICT is used in some classes to support the teaching of mathematics, for example to support data handling work, but opportunities to do this in other classes are sometimes missed. Where the teaching is very good, the pace of the lesson is exciting, and pupils of all abilities are appropriately challenged. Teachers use pupils to explain and demonstrate their mathematical strategies to the rest of the class. Teachers give good support to pupils with special educational needs or English as an additional language, and prepare suitable work for their levels of ability. Teaching assistants are well briefed so that they can support their groups effectively.

85. Learning for pupils up to seven was satisfactory or good in all lessons seen. Pupils in Year 1 were learning multiples of ten and that ten lots of 10p were £1. They were able to do this confidently by the end of the lesson. In another lesson they were using the cost of different toys to find out how much it would cost to buy two. Year 3/4 were learning about areas. They had to work out the areas of different rectangular shapes. The lower attaining pupils were doing this with support, using plastic cubes to count the areas. Year 5 were learning how to calculate different capacities and masses. Appropriate methods were used with all abilities. On the whole, children take pride in the quality of their work and their standard of presentation is generally satisfactory or better, but this is inconsistent from class to class.
86. The subject is being co-ordinated temporarily by the headteacher. She makes sure standards that are maintained by the monitoring pupils' work, teachers' planning and class teaching across the school. There is a subject policy and scheme of work, and teachers have been given appropriate training to enable them to deliver the subject effectively. Although there were adequate resources for the lessons, the subject is not generally well resourced. There was little evidence of the use of suitable ICT programs or of library reference books with a link to numeracy.

SCIENCE

87. Standards are in line with national averages in Year 2 and Year 6 but are not as high as they were at the time of the previous inspection. Although the standards achieved by eleven-year-olds based on a comparison with all schools were still above the average in the National Curriculum tests and tasks in 2001, they were in line with those of schools with a similar context. The unavoidable but frequent absences of the subject co-ordinator have not helped the school to maintain standards. Monitoring and evaluating the quality of teaching and learning and ensuring the curriculum meets the specific needs of all pupils has become erratic. Frequent changes of staff for older pupils has also affected the continuous and progressive development of knowledge and skills.
88. Standards in Year 2 are in line with those expected for pupils of this age and they make good progress. Recorded work is of a satisfactory standard and gives evidence of pupils' observations and experiments as well as whole class teaching of factual information. Pupils consider what animals, plants and humans need to live and the different sorts of habitats in which they live. They have looked at a range of materials to decide what would be the best material for a raincoat, and considered whether felt, newsprint, plastic or tissue would be 'fit for the purpose,' and conducted an investigation to find out. The work of younger pupils is concerned with the five senses with pupils testing apples for taste, and learning of how sounds reach the brain via the ear and pictures via the eye. The above sample gives some idea of the enjoyment of scientific experiments seen in the school. Year 1 pupils investigated 'change' during a 'bread making day'. They recorded the visual effects the adding of yeast to flour and salt and that the physical effects of kneading the dough to spread air evenly though the mixture made their arms ache after just a few minutes. Year 2 pupils were experimenting with batteries and bulbs to make a circuit. All could recall the differences between items that use mains electricity and those that use a battery, as well as how to use electricity safely. They concentrated hard and demonstrated good experimental skills when trying a range of different ways to make the circuit. Year 1 pupils looking at plants could identify the conditions that bulbs and seeds need to grow. They recall digging up potatoes planted by pupils from the previous year while planting daffodil bulbs in the garden behind their classroom and used these skills to grow grass seeds for their Easter gardens. All pupils show a good level of knowledge, skill and understanding, including those from different ethnic backgrounds, those that speak English as an additional language and those with special educational needs.
89. Standards in Year 6 are in line with those expected for pupils this age and they make good progress in their lessons. Pupils have a good understanding of the requirements of a fair test and use this knowledge well, for example when considering what happens when solids are mixed with liquids. They experiment successfully with torches and shadows, making predictions about the links between shadow size and distance from the light source then work out their experiments to support or contradict their prediction. Older pupils recall previous work on 'microbes', record changes observed in their ongoing experiments of mould growth on bread and fruit and are learning the positive uses made of decay, germs and micro-organisms for

vaccines and public health. Recorded work shows that pupils have investigated, observed and experimented with materials, investigated the effects of heat and cold, considered the life cycles of plants and animals, health and hygiene including diet and smoking, solvent and alcohol abuse and forces such as friction, gravity and magnetism. In lessons and in their recorded work pupils show a good level of scientific understanding when they suggest changes to validate their experiments. Year 3 pupils in particular enjoyed considering 'fitness for use', suggesting that wax kettles, jelly spoons and concrete mattresses as not particularly practical! Older pupils demonstrate a good range of data collection skills, producing graphs and charts as well as writing about their results and conclusions. Most teachers include scientific vocabulary in their literacy lessons and pupils are gaining a good understanding of the use of appropriate scientific language.

90. Teaching and learning for pupils in Years 1 – 4 is good because teachers are enthusiastic about the subject and have good subject knowledge. They have high expectations of pupils' behaviour, interest and involvement, and plan activities that have clear scientific objectives and are a good mixture of experiment, observation and factual learning. Support staff are effectively deployed to support pupils with special educational needs. Frequent changes of teacher have not dented pupils' enthusiasm for science although it has slowed the progressive development of skills and knowledge, especially for Year 5. Assessment of pupils' work is satisfactory and occurs regularly at the end of each unit of work. Teachers use the results to make summary judgements and record the grades for reports to parents at the end of the year. The results of National Curriculum tests and tasks for pupils aged seven and eleven are also analysed and the outcomes used in planning curriculum changes.
91. The curriculum uses units of a nationally published scheme of work to develop skills and understanding. It ensures that pupils have covered all the elements of the National Curriculum and that over half of work planned is of a practical nature with pupils able to observe, experiment and investigate for themselves. Leadership and management of the subject are unsatisfactory, due to the unavoidable long term sickness absence of the co-ordinator.

ART AND DESIGN

92. Standards in Year 2 and Year 6 are broadly in line with national expectations. Improvement since the previous inspection has been satisfactory. In Year 1, pupils' pictures of whales illustrate that they are developing appropriate skills in controlling brushes and paint to create successful images. Examples of pupils' drawings and paintings of plants displayed in Year 2 show an average range of standards.
93. Attainment in pupils' practical skills in Year 6 also matches the expected range, but their knowledge and understanding of historical and critical aspects of the curriculum are below average. Only one art lesson was observed during the inspection. This was in Year 4/5 where standards were in line with expectations for painting. Effective teaching encouraged confidence in most pupils, so that they could make strong marks in paint directly onto their black paper to create representations of flowers. Their observational skills were average, with some higher attaining pupils producing well-composed, sensitively painted flower pictures of which they were rightly proud. Other lower attaining pupils lacked both the confidence and competence to make these marks successfully and often wanted to start again. By Year 6, pupils' practical two-dimensional work is average and some projects show them working in relief, semi-three-dimensional work, for example in the African masks project. They have less experience of fully three-dimensional, sculptural work.
94. The scale and nature of what can be achieved in art are constrained, as at the time of the last report, by very limited accommodation. Many classrooms are still without running water and the school lacks space for the storage of large-scale work. The historical and critical aspects of pupils' curriculum are also affected by a lack of books for research that older, abler pupils could usefully undertake about artists and their work. There has been no audit of the resources required for these aspects of art and design so that teachers could use what is available more effectively to ensure that pupils lift their standards of critical understanding to the level of their practical skills. Pupils with special educational needs and those with pupils with English as an additional language achieve similar levels to the rest of the class.

95. Art teaching is generally satisfactory. Teaching in the lesson seen was very good. Teachers teach the practical skills well, but are less confident about the historical and critical aspects. The co-ordinator has undertaken training in the weaker areas and is in a position to pass on this development to other staff when given the opportunity. Curriculum planning now follows published schemes of work appropriately, so that most areas are covered in greater or lesser depth. There is no formal assessment of standards, and teachers do not have the information they need to focus on pupils' weaknesses so that they can strengthen them through their teaching. Although the requirements of the National Curriculum are fulfilled in terms of introducing pupils to the art of other cultures, the rich diversity of pupils' own ethnic origins is still not celebrated or reflected sufficiently in the curriculum or in pupils' artwork. The requirements related to the use of ICT in the subject are not met.

DESIGN AND TECHNOLOGY

96. Pupils' attainment in Year 2 in lessons and past work matches the range of expectations for their age. However, by Year 6, attainment is below average in many aspects of the curriculum. There is no subject co-ordinator to guide colleagues, develop pupils' learning in a systematic way or raise standards in the older years. The design and modification stages are not taught systematically, and pupils often miss out elements or complete them in an inappropriate order. The required aspects of evaluation are particularly weakly learned. Standards were also below average at the time of the previous inspection.
97. Year 2 pupils' skills in making things are typical for their age. They are developing an understanding that items have to be designed, although in a lesson observed in Year 2 the pupils making finger-puppets had not fully understood that the design should come before the making stage. Pupils could explain orally what materials and tools they would need to do the job and could use simple tools such as scissors and glue effectively to cut and decorate their puppets. They were clearly less accustomed to drawing this out in preparation for their work. Pupils achieve well in individual lessons in Years 1 and 2. They were learning about sculpture in Year 1 and have recently made bread successfully.
98. Progress is unsatisfactory from Years 3 to 6 and attainment by Year 6 is below average. Progress and achievement can be good in isolated projects and lessons. The Year 2/3 class, for example, were learning successfully about the aspects of food technology by tasting spreads on bread. The quality of teaching and learning were good. Pupils were evaluating the various tastes and would later write them down as the project developed, but such examples occur only occasionally. Discussion with Year 6 pupils showed that they have had very fragmented experiences of design and technology, which has hindered their overall progress. Analysis of past work indicates that Year 6 pupils' knowledge and understanding of the 'loop' of design and technology related to designing, making, modifying and evaluating is weak, and they have not made the progress between Year 3 and Year 6 of which most are capable. Some Year 6 pupils have opted to attend a Saturday school to boost their skills in design and technology before they go to secondary school. Progress is no different for pupils who have special educational needs, or those whose first language is other than English.
99. The quality of teaching seen in individual lessons in Years 1 to 3 was good, an improvement from the time of the previous report. No lessons were timetabled during the inspection for older classes. Discussion with pupils and an examination of work in progress indicates that, although there are exceptions as in the Year 6 work on shelters that started by looking at actual bus shelters, pupils do not understand the requirement to research for a project. Planning for individual lessons and projects is often good, for example all requirements and resources for the lesson about tasting food spreads were thoroughly prepared. Aspects of health and safety were also well considered and well taught. Pupils' learning in the use of tools and resources related to resistant materials such as wood or metal is also unsatisfactory as resources are limited.
100. The curriculum is not planned well enough at school level to provide the appropriate breadth and balance of experience that pupils need to take them through a range of activities. Although some aspects, especially teaching in the younger years, have improved, the improvement in the subject since the last report has been unsatisfactory. Design and technology is often timetabled with art, but pupils do much more art than design and technology. Resources are

inadequate and the limited accommodation in some classrooms where there is no immediate access to water makes provision very difficult.

GEOGRAPHY

101. Standards in Year 2 are in line with what is expected nationally, but the curriculum and the time available for geography teaching in Year 6 is limited and standards are below national expectations. Coverage and teaching the curriculum have been inconsistent, especially in older classes.
102. By the age of seven, pupils can compare life in East London to areas such as a Scottish island. They are aware of issues affecting their local environment and know about the journey of a letter from post box to home. Pupils in Years 3 and 4 have undertaken some good quality work. They have drawn maps of walks they had been on. They know about co-ordinates from drawing a treasure map and have compared life in Asia to life in their own area. They know about the problems of pollution and the need to recycle waste. Pupils in Year 6 have looked at maps, comparing the shape of land on the ground to the shape on maps. They know about the water cycle and processing of water for domestic purposes. However, the quality and breadth of work done in older classes is very limited. There has been a satisfactory improvement in the subject for pupils aged up to seven since the last inspection. Progress for older pupils has been unsatisfactory.
103. Only one lesson was seen during the inspection, so no judgement was made of teaching overall. The quality of teaching in the lesson observed was satisfactory. Pupils worked hard to find out more about possible holiday locations from brochures, but they were using literacy skills rather than developing a geographical understanding. Teachers have planned work for geography but this is limited in range and extent. Year 6 pupils were able to talk about what they had learned and the work they had undertaken, but it was clear that their learning had been disrupted by the changes in teachers. The school serves a diverse community with pupils from a wide range of countries and cultures. This resource has not been used effectively to develop geographical knowledge. Likewise, the local area has been used to a very limited degree and the pupils have had few opportunities to study geography first hand on field trips.
104. There is a co-ordinator, a policy and scheme of work. However, no opportunity has been provided for monitoring of the quality of pupils' work or the teaching. There has been no specific delegated budget and resources are mostly old and inadequate. There is a system of assessment, but it is not used consistently to measure pupils' progress over time or to identify areas of knowledge or skills where more work is needed. No evidence of use of either ICT or the library was observed during the inspection. There has been no training of teachers in this area in the school for several years and it appears to have been given low priority in management decisions.

HISTORY

105. Standards in the four lessons seen during the inspection were in line with national expectations but although overall standards are in line in Year 2, they are below in Year 6. Older pupils have not had enough regular teaching for them to have the understanding of history expected for their age.
106. Year 2 pupils have a good understanding of their current work on Mary Seacole, and can make many comparisons between their own lives and those lived in past times. Older Year 2 pupils have learned how to gather information from text books and use the note taking skills they have gained in literacy lessons to write down what they have discovered. Year 6 enjoy their lessons and learning about the Ancient Greeks, but have very little subject knowledge apart from recent work. They have vague memories of work in other classes or earlier in the previous term but say that changes of teacher have meant they have not had consistent teaching over time. School planning indicates that a major history project will take place in the summer.
107. The rate of improvement since the previous inspection has been variable but is unsatisfactory on balance. The quality of teaching has improved but standards in Year 6 are lower than they

were. The school now has an appropriate scheme of work based on government guidelines but continues to focus on a largely European curriculum. Pupils are interested in learning about Ancient Greece, Viking invaders and the Tudors, but have no opportunity to learn something of the history of the countries from which many of their parents come. This concern was also noted in the previous inspection. The school has missed the professional guidance, monitoring and evaluation needed to raise standards and develop the subject since the co-ordinator became ill.

108. The standard of teaching seen during the inspection was good and led to good progress. In the best lessons teachers have the ability to make history come alive and pupils are keen to learn more. They listen carefully and work hard at the tasks they are given. Resources are limited and several classes were carrying out research using photocopies from a text book or the Internet. Progress was satisfactory rather than good because the illustrations were in black and white, and some were very dark. The pupils worked very well in groups, and helped each other with any difficult words. Teachers take care to explain new vocabulary so that all pupils, including those with special educational needs or English as an additional language are fully included in the learning. In Year 2/3 the teaching assistant was particularly effective in making sure pupils concentrated on finding historical facts rather than concentrating on 'beautiful' diagrams. Year 4/5 were highly stimulated by the thought that their researches would be written on paper 'aged' by the application of a tea bag so that it looked like an ancient document. Where an artefact is available, as in the Year 6 lesson on the Greeks, the learning comes to life because pupils understand through the direct experience of handling a facsimile object. Year 6 also make good use of their ICT skills to search the Internet and download relevant information.

INFORMATION AND COMMUNICATION TECHNOLOGY [ICT]

109. Standards in Year 2 and Year 6 are in line with national expectations. Pupils with English as an additional language and with special educational needs attain similar standards and make similar progress. There has been a good improvement in standards since the last inspection. All statutory requirements are now met, and a full curriculum is taught. The school is just about keeping up with changing national expectations, but is inadequately resourced to use the technology to support and develop the whole curriculum.
110. Pupils in Year 1 and Year 2 are able to communicate information through simple pieces of word-processed text that describe themselves. They have created and questioned a simple database about themselves, have used floor robots to learn about mathematical angles and have browsed the Internet. Year 6 pupils have had a suitable range of opportunities to develop ICT skills. They can write simple programs that direct the movement of a cursor around a computer screen to create basic geometric shapes. They attain average standards in communicating information when they combine text and pictures in the poems or other pieces of writing. They have worked with databases and are beginning to search for information via the Internet using suitable lines of inquiry. They have used spreadsheets to total lists of numbers. However, they have not been given sufficient opportunities to model information, such as by predicting how pocket money might be spent. They can log on to computers independently, save, load and print work, and know how to cope with a computer crash.
111. Although ICT is taught as a skill, it is also used to a limited extent in the context of the other subjects in the curriculum. For example, pupils develop their investigative skills when they research an historical topic. However, this is not used effectively across the school to support other subjects, particularly numeracy and literacy
112. The teaching of ICT is satisfactory in both age groups. Teachers demonstrate skills before setting children to work on the computers in small groups. A rota then makes sure that all pupils get a turn. However, the amount of time is limited and restricts the development of pupils' skills. Teachers also make sure that pupils' learning is not slowed by a lack of the right terminology. They identify the words in their planning that pupils are likely to find difficult and make sure that these are explained in the introductions to lessons. Although some teachers are not yet fully confident with a wide range of applications, their knowledge of ICT is appropriate to the needs of the lessons. Relationships are good and pupils feel comfortable in asking questions of the teacher to increase their knowledge and understanding.

113. The subject is well managed by the co-ordinator, who is hampered in her efforts by insufficient time for monitoring and evaluating standards of teaching and learning and poor quality resources. She makes a valuable contribution to the development of teachers' knowledge but has to undertake all first line maintenance in her own time. The school has plans to upgrade its ageing computer stock as a part of a building programme, but pupils' skills are suffering as a result of inadequate opportunities for access. The school has a subject policy and teachers are already using a scheme of work developed by the local education authority effectively as the basis for their planning.

MUSIC

114. No music lessons were seen in Year 1 and Year 2, and no judgements could be made about standards or the quality of teaching. Standards in Year 6 are good, especially where pupils are learning to play an instrument with a specialist teacher, and are above national expectations. Pupils sing well in tune and in two parts. They can clap rhythms, either echoing a rhythm clapped by the teacher or as a pulse to accompany a tune. One class of eleven-year-olds was able to compose rhythms using standard notation and their own words. All pupils between the ages of eight and eleven have the opportunity to learn a range of instruments, including the recorder, violin, clarinet, and trumpet. There is an active choir that performs both within the school and for concerts outside. They sang recently to a senior government minister. No judgement of standards was made at the last inspection. Standards of teaching have improved and teachers are using a new scheme of work effectively. However, there are limited opportunities for classroom instrumental work as resources are limited.
115. Pupils' learning in music is generally good. They have a secure knowledge of musical concepts and terms. They know a range of songs and can sing well in tune from memory and song sheets. They can read simple rhythm patterns from standard notation. They talk confidently about what they do and do not like. They learn in lessons how to make words fit in with a rhythm and can express their ideas. However, no opportunities were observed of them being able to evaluate pre-recorded music. Pupils with special educational needs and English as an additional language make similar progress to the rest of their class.
116. No music lessons were seen with pupils up to seven years old. For pupils from eight to eleven, the teaching of music was good overall. The class teachers who were not expert musicians taught the lessons. However, they were using materials consisting of CD's and worksheets very effectively and the quality of learning was good. On the whole, teachers have good relationships with their pupils, plan appropriate activities and manage the activities effectively. Teachers' subject knowledge is sufficient to use the new scheme of work successfully. Pupils' attitudes to music are good. They enjoy listening to music and making it when they have the opportunity, and generally behave well. They concentrate in their lessons and participate in singing enthusiastically. They participate with enthusiasm when given opportunities to play instruments or to conduct the singing.
117. The management of music is satisfactory overall. There is an appropriate subject policy and a new scheme of work. The co-ordinator has only recently been appointed, but has already managed to make a big difference by auditing resources, monitoring some teaching and providing support for colleagues. The school has recently purchased a set of new CD cassette players that were being used effectively to support the curriculum. However, there was no evidence of other forms of ICT being used to support learning in music. Likewise, there was no evidence of use of the library. Historically, classroom music has not been a priority so resources are generally unsatisfactory. There is a poor range of classroom instruments, many of which are old and damaged, and there are not enough for every pupil to have one of their own in a class lesson. Some use is made of music in the school for listening and cultural development, with a good range of musical styles being played in assemblies and concerts.

PHYSICAL EDUCATION

118. Standards are in line in Year 2 and Year 6 and pupils' skills match the range expected nationally in a variety of activities. Year 2 pupils worked together very well as a team to achieve the objectives of a game to remove a ball from a large, circular, fabric 'parachute.' The activity

was physically exerting and pupils showed themselves capable of sustained effort in moving their bodies vigorously to make the fabric flap up and down to remove or retain the ball. Year 2 pupils in the Year 2/3 class could co-ordinate their own actions with others to create sequences of movements. They understood the instructions and could move in a variety of appropriate ways to place one, two, three or more body parts in contact with the gym-mats as they moved across the floor. Pupils generally achieve well because teaching is good.

119. Pupils' progress remains good in the performance and practical aspects of PE as they move into the older years. They experience a well balanced curriculum which gives them an appropriate range of activity including games, gymnastics, dance and swimming. Attainment remains in line with national expectations in all years and standards in some of the lessons seen were above average. In a dance lesson in Year 3/4, for example, attainment was high in pupils' performance of country dancing. They remembered all the sequences of steps and could switch modes easily as the lesson moved into a more expressive dance-drama phase. Attainment was good. This activity was based on pupils' current history project about King Alfred and pupils were unusually expressive in matching their physical and facial movements to the different emotions they needed to reflect.
120. All lessons include warm-up phases and as they get older, pupils increasingly understand the physiological need for this and for a cool-down session at the end of activity. This was clear in the warm-up of a Year 4/5 lesson where pupils later produced increasingly complex gymnastics movements culminating in their use of apparatus. Good teaching challenged the higher attaining pupils to attempt difficult backwards rolls. Lower attaining pupils are also well supported, using less challenging movements for example, by rolling sideways.
121. Games provision includes indoor and outdoor experiences, although no outdoor games lessons were observed during the inspection. The school's recent acquisition of a new hall, and the investment in new equipment and resources, have provided extended opportunities for learning. The resources are used effectively to enable pupils to achieve at a high level across a range of activities. In a Year 6 basketball lesson, for example, learning was good, showing good understanding of the basic skills and rules of the game. By the end of Year 6, most pupils are appropriately nimble and agile, with levels of performance and activity that are sometimes good. No low attainment was noted in the practical aspects of lessons observed. Pupils are much weaker in the aspects of the curriculum that require them to criticise and evaluate their own performance and that of others. Although teachers encourage pupils to do this, few do so to the expected levels of competence. Pupils are better when asked as a class to comment on the performance of groups, but they do not routinely discuss aspects of performance critically. Pupils with special educational needs are fully included in PE lessons, as are pupils with English as an additional language. All make appropriate progress through the curriculum.
122. The quality of teaching and learning is good. Some of the individual lessons seen were very good. Teachers deliver the National Curriculum confidently and plan lessons effectively around published schemes of work so that their pupils experience a wide variety of activity. Pupils' very good attitudes towards the subject derive in large part from their teachers' own enjoyment in teaching the subject. Pupils look forward to PE and are often excited and thrilled as they anticipate the lessons. This is very clear when pupils used the 'parachute' in Year 2. Pupils are equally keen to dance and derived great enjoyment from the country dancing routines in Year 3/4. Teachers often provide good role models for pupils to emulate, for example in gymnastics in Year 4/5. Teachers stress the need for fair play and sharing of experiences very effectively. As a result pupils' attitudes are very commendable as they watch others playing games. In five-a-side basketball practice, pupils were equally good as players and as audience, applauding both sides' goals. Teachers insist on good behaviour and their pupils rise to these expectations with alacrity.
123. The management of the subject is good. Improvement since the last report has also been good, particularly in the quality of teaching. The new hall has had very positive effects on pupils' achievement across a wide range of activities. Swimming is about to be extended to Year 3/4. Planning is now better but does not include methods of assessing pupils' standards and progress. Outdoor activities are better resourced than at the time of the previous inspection, with pupils often using a local field, particularly in the summer months.