

INSPECTION REPORT

VICARAGE PRIMARY SCHOOL

East Ham

LEA area: Newham

Unique reference number: 102762

Headteacher: Mrs Jan Warton

Reporting inspector: Mr Martin Beale
19385

Dates of inspection: 1st – 4th July 2002

Inspection number: 197583

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Vicarage Lane
East Ham
LONDON

Postcode: E6 6AD

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Appropriate authority: The Governing Body

Name of chair of governors: Mr B Smith

Date of previous inspection: 22nd September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19385	Martin Beale	Registered inspector	Information and communication technology; physical education	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed? What should the school do to improve further?
9708	Sylvia Daintrey	Lay inspector		How high are standards? b) 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?
22147	Anne Holland	Team inspector	Music; Foundation Stage	How good are the curricular and other opportunities offered to pupils?
7871	Jean Mackie	Team inspector	Science	How well are pupils taught?
23805	Margaret Lygoe	Team inspector	Mathematics; art; design and technology	
1963	Sibani Raychaudhuri	Team inspector	English; equal opportunities; English as an additional language	
12603	Tusha Chakraborti	Team inspector	Geography; history;	

24091	Michael Shaw	Team inspector	Religious education; special educational needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large primary school serving a culturally and ethnically diverse community in East London. There has been a comparatively high turnover of staff in the last few years and, as with many others, the school has had difficulty appointing permanent teachers. Many pupils are from economically disadvantaged families and almost half, a high proportion, are entitled to a free school meal. There is a rapid turnover of pupils, and almost 15 per cent of the school population joined or left during last year other than at the normal times of leaving and joining. There are 609 pupils, and a further 52 children attend the Nursery on a part-time basis. There have been marked changes in the ethnic composition of the intake recently and over 60 per cent are from minority ethnic backgrounds, the largest groups being of black-African, Bangladeshi and Pakistani heritages. There are also 69 refugee children, with Somalia being the main country of origin. Over half the pupils are learning English as an additional language of whom a quarter are at an early stage. The main languages spoken at home are Bengali, Sylheti and Urdu. The school has a high proportion of pupils with special educational needs, and three pupils have statements. The main reasons for higher levels of need have been identified as emotional/behavioural, moderate learning and speech/communication difficulties. The baseline assessment of children on entry to the Reception classes indicates that attainment is below average. The school receives funding through Excellence in Cities which provides a learning mentor and funding for gifted and talented pupils.

HOW GOOD THE SCHOOL IS

Vicarage Primary is a good school that is striving successfully to meet the many needs of its pupils and is providing good value for money. Strong leadership and effective management are giving a clear direction and sense of purpose to the work of staff and pupils. Most pupils work hard and behave well, helping to create a harmonious atmosphere throughout the school. Teaching is good, but the progress of pupils has suffered from the high turnover of staff. Test results have been improving and compare very favourably with similar schools, although standards in writing are well below average and attendance has declined in recent years.

What the school does well

- Teaching is good in English and mathematics, resulting in rising standards in reading and mathematics. Standards in mathematics are above average by Year 2.
- The good teaching is resulting in most pupils learning well throughout the school.
- The Nursery provides the youngest children with a very good start to their education.
- The headteacher and deputy head provide strong leadership and management, and are supported well by an increasingly effective Governing Body.
- The pupils respond well to the very good provision made for their moral and social development by behaving with responsibility and establishing constructive relationships.
- The pupils benefit considerably from strong links with the community and the secondary schools to which most transfer.

What could be improved

- Many pupils do not write at the standard expected nationally for their age; their handwriting is untidy and the presentation of their work is unsatisfactory.
- The procedures for monitoring and improving attendance and punctuality are not effective.
- Parents are not sufficiently involved in their children's education, and homework is not being used consistently to support learning.
- Inadequate records are kept to monitor the progress of pupils with special educational needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good progress has been made since the school was last inspected in 1997. Test results have improved and by a faster rate than nationally in Year 6. The main shortcomings highlighted in 1997 have been successfully remedied. Teaching has improved considerably and lesson planning benefits from secure

schemes of work. The procedures for monitoring and tracking the progress of pupils have improved in most areas. The rigorous and systematic monitoring of the work of staff and the effectiveness with which the school is led and managed place it in a strong position to secure further improvements.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	E	D	A	well above average A above average B average C below average D well below average E
mathematics	E	E	D	A	
science	E	E	C	A	

Pupil mobility, the high proportion of pupils at an early stage of learning English and the large number of pupils with special educational needs all have a detrimental effect on test results by Year 2. Test results for Year 2 pupils in reading, writing and mathematics fell in 2001 and were well below average. Results were close to similar schools in writing and mathematics but were below similar schools in reading. Initial indications of the 2002 tests are that results have improved in reading and mathematics, but fallen slightly in writing at Level 3.

Results for Year 6 pupils have climbed significantly since a low point in 1998, rising more rapidly than improvements nationally. Overall results in 2001 were close to the national average and represented good progress from the pupils' earlier Year 2 results. Science results were better than English and mathematics largely because more pupils achieved the higher Level 5. Initial indications of the 2002 tests are that English results have fallen, but mathematics and science results have improved at Level 5. There has been some variation in the performance of different ethnic groups, and pupils of white-UK backgrounds have achieved better results than others; however, there has been no significant pattern to any variation by gender. The school exceeded its targets in 2001 and may have only just missed the challenging targets for 2002.

Children make good progress in the Foundation Stage (Nursery and Reception). Most are on course to achieve standards expected nationally by the time that they enter Year 1 in all areas of learning, with the exception of speaking and writing. Most pupils achieve well and make good progress in lessons in the rest of the school, but this is not consolidated consistently over the course of a school year in several classes in Years 3 to 6 because of the turnover of staff and the poor attendance of some pupils. The steps taken to improve standards of reading have been particularly successful and standards are rising throughout the school. A further area of strength is in mathematics in Years 1 and 2, where most pupils make good progress, and attainment is above national expectations. Attainment in English and science is below expectations by Years 2 and 6 (the ends of the key stages), as it also is in mathematics by Year 6. Attainment is generally close to expected levels in all other subjects with the exception of religious education by Year 2, and design and technology and geography by Year 6. Pupils with special educational needs make satisfactory progress throughout the school, while good progress is made by gifted and talented pupils and those with English as an additional language to the end of Year 2, and satisfactory progress thereafter.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are keen to learn and they work hard in lessons.
Behaviour, in and out of classrooms	Pupils behave well in most lessons, although occasionally they become restless and excitable. Some pupils who display challenging behaviour are managed very effectively. Exclusions are rare.
Personal development and relationships	Pupils work and play together very harmoniously. They are learning to take responsibility for their behaviour and to contribute to the life of the school.
Attendance	Attendance has declined and is well below average. Unauthorised absence has risen and several pupils are regularly late to school.

The youngest children settle in well to the routines of the Nursery and Reception classes. They develop good attitudes and learn to co-operate and behave well.

TEACHING AND LEARNING

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

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

Teaching and learning are good overall, and have improved considerably since the last inspection. As a result, most pupils work hard and concentrate well on tasks and activities. The good teaching in English and mathematics benefits from the successful implementation of the literacy hour and the daily mathematics lesson, as well as the good support, training and guidance provided for staff. This, and the good support in other subjects, ensures that literacy and numeracy are well taught. Lessons in most classes are carefully planned, with teaching and activities pitched at a variety of levels so that the more able are suitably challenged. The best teaching is lively and interesting, enabling new skills to be learned rapidly. Teachers provide regular opportunities for pupils to develop successfully their collaborative skills when working in pairs and small groups. Most pupils learn to share tasks and support each other's learning well. The high number of support staff plays a significant part in the good teaching of pupils with special educational needs and English as an additional language. One shortcoming is that insufficient use is made of the pupils' ICT skills to support their learning in other subjects. A further weakness is that homework is not set consistently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. The personal, social and health education (PSHE) programme has a high profile and the pupils' experiences are enriched through a good range of extra-curricular activities, trips and visits.
Provision for pupils with special educational needs	Provision is satisfactory. Individual education plans are rigorous and thorough, but the evidence of the pupils' progress towards their targets is not carefully recorded.
Provision for pupils with English as an additional	The language development needs of pupils with English as an additional language are carefully assessed and monitored, enabling resources to be

language	directed efficiently and effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for moral and social development, with a strong emphasis on teaching right from wrong and promoting tolerance and harmony. Cultural development is promoted well and satisfactory arrangements are made for the pupils' spiritual development.
How well the school cares for its pupils	There are secure procedures for ensuring the pupils' welfare, health and safety. Arrangements for child protection and for helping new pupils, including refugee children, to settle into the school are very good.

All National Curriculum requirements are met, and the curriculum in the Foundation Stage is planned carefully to national guidance. The school has established a satisfactory partnership with parents. The monitoring of the pupils' progress in English and mathematics is good, but is not well established in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear direction and sense of purpose. The processes through which the school is managed have enabled it to cope with the uncertainties caused by a high staff turnover with the minimum of disruption to learning.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well and, through the much improved committee structure, have a good picture of the school's strengths and what needs to be done to secure improvement.
The school's evaluation of its performance	Thorough and rigorous processes are in place to monitor the work of staff and to provide support, guidance and training where necessary. As a result, newly qualified staff and those who have trained abroad quickly become effective in the classroom. The evaluation of data is developing well as it becomes available in a more useful form.
The strategic use of resources	Funding is used well to meet the school's priorities such as increasing the number of classroom assistants and introducing a new reading scheme. Governors seek to get the best value from their spending decisions.

The school has suffered from a high turnover of staff, and several subjects have new or, in some cases, no co-ordinators. The accommodation is satisfactory and subject to plans that will provide considerable improvements. Learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good. • Their children make good progress. • Staff expect their children to work hard and to achieve well. 	<ul style="list-style-type: none"> • The quality, quantity and consistency of homework. • The information that they receive about their children's progress. • The partnership between school and home.

The inspection team is in support of the parents' favourable views about the school. The team also agrees that homework is not set consistently and that more could be done to strengthen links with

parents; however, the information that parents receive about their children's progress through school reports is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In spite of many unfavourable background factors, standards have risen since the last inspection and continue to rise in response to the drive by senior management and as a consequence of good teaching. Most pupils make good progress in lessons, although their progress over time, whilst satisfactory, is less secure. National Curriculum test results have followed a rising trend in recent years and, in the case of Year 6 pupils, they have risen at a faster rate than nationally. Several factors adversely affect not only these test results but also the attainment of pupils generally and the progress that they make. High levels of pupil mobility and the large number of pupils with English as an additional language, particularly many who are at an early stage of learning English, are two of the main factors. The school also has a high number of refugee children, many of whom come from very troubled backgrounds and have received little or very disrupted schooling in their young lives. The school works hard and with much success to ensure that all of these groups of pupils are able to benefit from their time in the school. The progress of the pupils in some classes is also affected when they have changes of teacher as the result of the high staff turnover being experienced by the school. Finally, the high level of absence and poor punctuality of some pupils significantly hamper their progress and disrupt their learning.
2. There have been fluctuations within the overall rising trend in test results for Year 2 pupils. Results in reading reached a high point in 1999 and then fell for the next two years. They were well below the national average and below the average of similar schools in 2001. The school has successfully taken action to remedy this situation by providing additional guided reading sessions for all pupils. Standards in reading are rising, this being evident not only from the 2002 test results but also from the reading skills observed in lessons and from hearing the reading of samples of pupils.
3. Test results in writing and mathematics rose steadily to 2000 but fell in 2001. Results in both subjects were well below average in 2001 but were close to the average of similar schools. The standard of the pupils' writing continues to be a weakness in Years 1 and 2. Early indications are that the proportion of pupils achieving the expected Level 2 has risen in the 2002 tests, although only one pupil gained a Level 3. Handwriting and the presentation of work are particular aspects that need to be improved. When considering all aspects of English, progress is good but attainment is below expected levels overall by Year 2. Attainment in mathematics, by contrast, has improved considerably and virtually all pupils are achieving at the expected level by Year 2 and a substantial proportion above this. Most pupils are making good progress in mathematics in Years 1 and 2 and attainment is above average overall. This is largely because the successful implementation of the numeracy strategy is leading to good teaching and to pupils learning skills quickly and consolidating them securely.
4. Year 6 overall test results have risen at a faster rate than nationally in the last five years. Results in English and mathematics have risen considerably since 1998. Results for both subjects were below average in 2001 but well above the average of similar schools. They represented good progress for most pupils from their earlier Year 2 test results. There are indications that there has been a slight improvement in results in mathematics in 2002 but a fall in English, although in both subjects the number of pupils achieving Level 5 (above the standard expected for the pupils' age) has increased. This is due, in part, to the teaching of pupils in ability sets across Year 6. As at Year 2, it is weaknesses in the pupils' writing that need attention. Although most classes have a lesson for extended writing each week, these are often too short to enable sustained work to be attempted. Overall standards in English and mathematics are below average by Year 6, although again this represents good progress for most pupils from the standards that they achieved in Year 2.

5. The teacher assessments of the Year 2 pupils in science in 2001 were well below average and are slightly lower in 2002. Test results at Year 6, by contrast, have followed the same rising trend as in English and mathematics. They were better than both of these subjects in 2001, and were close to the national average and well above results in similar schools. Indications are that there has been a further improvement in 2002, particularly in the number of pupils achieving the higher Level 5. Most pupils have a secure level of scientific knowledge, but their investigative and experimenting skills are weaker – an aspect not assessed through the tests. Overall attainment in science is, therefore, below average at both Years 2 and 6 (the ends of the key stages).
6. There has been some variation in the performance in national tests of the different major ethnic groups within the school in recent years, a difference that was also in evidence in lessons during the inspection. Pupils of white-UK backgrounds have achieved better results than others and are also better represented in top sets and higher-attaining groups in classes. There has been no significant pattern to any variation in test results between girls and boys in recent years, and no variations were detectable in lessons during the inspection or from looking at the pupils' work.
7. The youngest children make good progress during their time in the Nursery and Reception classes. The assessment of the children on entry to Reception, when they are joined by children who have attended a local nursery school, indicates that attainment at this point is below average overall. The curriculum for the children in these classes is well planned and well organised. Teaching is good, so that by the time that the children complete their Reception year most have achieved the standards expected for their age in all areas of learning, with the exception of speaking and writing.
8. Good progress is made by pupils throughout the school in music. This is due, in part, to the high quality of the teaching by specialists from the Newham Academy. Attainment is improving in all aspects of music and is close to national expectations throughout the school. Progress in most other subjects is satisfactory, and attainment is also close to national expectations throughout the school. The exceptions to this are design and technology and geography in Years 3 to 6. Progress here is unsatisfactory because the subjects are not taught in sufficient depth. Attainment in both subjects is below expectations by Year 6.
9. The standards of work produced by pupils at an early stage of learning English language are well below national expectations, as they have not yet acquired enough English to work at a level expected for their age; however, they make good progress overall in language acquisition, given that they are beginners in English on entry to the school. Particularly good progress is made in speaking and listening. Pupils with special educational needs make satisfactory progress and gifted and talented pupils make similar progress to others in their classes.

Pupils' attitudes, values and personal development

10. Pupils' good attitudes and behaviour and their strong personal development and relationships are at similar levels to those reported at the last inspection. This is a considerable achievement in view of the increasing number and changing backgrounds of pupils and the high turnover in pupils and staff over recent years.
11. The pupils' attitudes to school and to learning are good. Nearly all parents responding to the inspection questionnaire agree that their children like school and two-thirds strongly agree. The pupils themselves were eager to approach inspectors during the inspection week to talk about their experiences at the school and to show with pride the work that they have been doing. The pupils' attitudes were good or better in a substantial majority of lessons and were very good in the Nursery. Most pupils are keen to learn and work hard. For example, in a Year 2 art and design lesson, the pupils were very curious and enthusiastic about using a variety of techniques and materials to express their ideas about the city or seaside. Boys and girls of all abilities concentrated hard on sewing their felt squares, under the supervision of the teacher and teaching assistant, and those who were working independently took care with brushes, glue and scissors to enhance their pictures. In a Year 6 physical education lesson, all pupils were dressed in the appropriate kit and worked hard to improve their precision and control in passing a baton,

motivated by the prospect of running a relay race in the park at sports day. The weakest attitudes were seen in Year 3 where, for example, the pupils who were asked to read to inspectors expressed a lack of interest in books.

12. Behaviour is good. It is very good in the Nursery where children respond very well to the very clear teaching they receive from all the adults about how to behave in a social situation, such as snack time or outdoor play. Pupils behave well in most lessons and assemblies throughout the school. They play together constructively at break times and generally move around the school in an orderly and responsible way. Some restless and occasionally unsatisfactory behaviour was seen in some Reception, Year 3 and Year 4 classes. This was usually due to a slow pace to teaching in some lessons. A few older boys occasionally indulge in disruptive behaviour but they are usually managed very well by all staff, including new and temporary teachers. Pupils in Year 5, which has been identified as a year group with particularly challenging behaviour problems, are responding extremely well to the targeted support they are now receiving. They themselves recognise that they sometimes have difficulty in controlling their anger which can result in incidents, but appreciate the help that they are given. The success of the school's measures, working with an external agency, was seen in a Year 5 literacy session for the lowest ability set. All pupils behaved excellently throughout the one-and-a-half-hour session because they were motivated by the interesting and varied activities provided by the teacher and by the desire to remain on the 'green' circle of the behaviour management system. The spelling test at the end of the session was conducted in complete silence with pupils eagerly writing down their answers which were mainly correct. There has been one permanent exclusion this year of a pupil whose needs could not be met at the school. Some parents expressed concerns about behaviour and discipline but inspectors found that these are largely unjustified and that many improvements are now taking place.
13. Personal development and relationships are very good. A striking feature of the school is the way in which boys and girls and pupils from different ethnic groups work and play together so harmoniously. Examples were seen of pupils helping and caring for each other, for example in ICT lessons in the computer suite and in those classes where there is a pupil with severe special needs. Children in the Nursery are making very good progress in their personal, social and emotional development. They have learnt to choose which drink to have at snack time and to say 'please', 'thank you' and 'excuse me'. Outside, they take turns to pull each other around in a wheeled cart and comfort each other when they fall over. In the Reception year, they are able to dress independently for a physical education lesson and some are confident to present their achievements to the whole class. In the rest of the school, the pupils respond well to the provision for their personal development. They show good respect for assemblies as a community occasion and a high level of interest and curiosity in the features of different religions as well as the big spiritual and moral questions behind them. They gain self-esteem and confidence, learning to understand that they have special qualities, to respect other people's differences and to express their feelings about good and bad things that have happened to them. Pupils in Years 5 and 6, including those with special educational needs, speak with maturity and perception about their experiences at the school. They value the opportunities to take part in residential trips. They are very confident that bullying is not an issue at the school. Year 6 pupils carry out their prefect, captain and monitor duties responsibly, and willingly helped in the Nursery when they returned early from a visit to their secondary school. They provide effective leadership for the well-established children's parliament which enables representatives from classes in Years 3 to 6 to contribute their ideas on improving the school environment and pupils' behaviour at lunch-times.
14. Attendance at the school is poor. This has a negative effect on the progress that pupils make over time and denies them the opportunity to make the most of the good teaching and provision available in the school. Attendance rates have declined since the last inspection and are now well below average, with a further fall in the most recent year. Authorised absence is well above both national and local rates, the main reasons given being sickness and extended holidays. While some of these are genuine, others reflect a lack of commitment on the part of some parents to ensuring that their children attend school regularly. Other factors include the mobility of pupils and the housing of some of them in temporary accommodation at considerable distances from the school. Unauthorised absence has risen this year to above national rates, although it compares

favourably with local rates and has improved a little since the recent appointment of a member of the non-teaching staff to follow up absences. Punctuality remains unsatisfactory, as it was at the last inspection. Some lateness is due to the distances which a few pupils have to travel, but too many pupils are brought in up to half an hour late by parents living locally who do not appreciate the importance of a prompt start to the first lesson of the day.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good overall, enabling pupils to achieve well and make good progress in their learning. All lessons observed were at least satisfactory and teaching was judged to be very good or excellent in 20 per cent of lessons. This is a significant improvement since the previous inspection, and the school has successfully remedied weaknesses identified at that time. These improvements have resulted from a clear drive to raise achievement by the headteacher and her senior management team. Despite a high turnover of staff, the focused programme for monitoring teaching and the impact of training to support and improve areas for development has resulted in teaching that is of a good quality. The induction arrangements for newly qualified staff and teachers new to the country are also good, enabling them to adapt quickly to the demands of the National Curriculum.
16. Teachers plan their lessons carefully, working in year groups, so that pupils of the same age have similar experiences across all of the subjects taught in each year group. The sessions have a clear introduction where the teacher shares the learning objectives with the pupils so that they understand what they are expected to learn and achieve. This particular aspect of teaching has improved since the last inspection when it was identified as a weakness.
17. Teachers have a good working knowledge of the national strategies for literacy and numeracy, which enables them to develop the pupils' knowledge, understanding and skills in these important areas of the curriculum. In a Year 6 lesson, for example, the teacher worked with the top set to show them how to experiment with language using similes and metaphors through the writing of a poem. She began by reading them a poem to illustrate the techniques used by the poet before asking pupils to contribute to the writing of a poem by the class as a whole entitled *Teacher*. The class teacher's own knowledge of the subject matter enabled her to set a challenging task for these pupils, having initially shared key techniques with them. The pupils engaged with enthusiasm and interest, making very good progress in their learning.
18. The teachers manage pupils very well, particularly given the challenging behaviour shown by some pupils in some classes. As a result lessons progress as planned with teachers able to focus on the key learning objectives for pupils without having to spend unnecessary time dealing with interruptions caused by disruptive behaviour. Any incidents of poor behaviour that do arise are most often dealt with quickly and efficiently. In the lowest English set in Year 5, for example, very effective planning based on a careful assessment of the pupils' needs, supported by challenging but achievable tasks, enabled a potentially difficult group of pupils to make excellent progress in their work on punctuation and in terms of their behaviour. The pupils enjoyed the lesson and were keen to share their work with the rest of the class at the end of the session.
19. In the majority of classes, teachers plan effectively to meet the needs of all pupils so that they can progress equally well. In a Year 2 mathematics session on division, for example, the teacher had planned three different levels of task for the group work to enable all pupils to show success in this operation. Whilst lower attainers were dividing by 2, higher attainers had to solve problems which required them to divide by 6, 7, 8 and 9. By the end of the session, all pupils had made good progress in their knowledge and understanding of division.
20. The school has invested in a large number of teaching assistants and these are deployed effectively in classrooms to support learning. The assistants plan with the teachers and know the pupils well, particularly those with special educational needs and those for whom English is an additional language. This enables the teaching assistants to be active in the classroom, working with the pupils to ensure that they make good progress. In the best examples, they sit close to

the pupils on the carpet and support those pupils with needs to ensure that they can benefit from and contribute to these class sessions. The teaching of pupils who are withdrawn for additional support is also good. In a Reception class, where the children were learning how to move safely in the hall, the teaching assistant worked closely with the teacher, supporting the children in developing their ability to move with increasing confidence and imagination.

21. Teachers use a good range of teaching methods and resources to stimulate interest and motivate pupils to learn. Most lessons have an introductory whole-class session which enables the teacher to recap on prior work and set the scene for the next stage of learning. Individual, paired and group work are used to good effect to promote collaboration and mutual support. In some instances, pupils with mixed levels of attainment are grouped together so that the stronger pupils can support those with learning needs. In an effective design and technology lesson, mixed groups worked together successfully to design an advertisement for a drink. The teacher had introduced key technical vocabulary so that the pupils could take on the varying roles of a design team within their own groups. The pupils were very keen and adopted their roles with enthusiasm. They used technical vocabulary whilst planning their design. The teacher established good links with both literacy and numeracy, with pupils keen to refer to their English books for ideas and suggesting weights of fruit to put into the drink. Very good progress was made, both in understanding the subject matter and in the development of social skills.
22. In the vast majority of lessons teachers have high expectations of what pupils can achieve and how they will behave. The pupils respond positively and work hard on their tasks. Where progress is slower, the pace of the lesson is often modest rather than challenging as pupils are given too long to complete a piece of work. In a very small number of sessions, time taken for behaviour management does hamper progress of the class as a whole. In some science lessons, insufficient emphasis is given to the use and application of scientific vocabulary and ideas. Across the school, there is insufficient use of ICT to support and promote learning. The team concurs with the concerns expressed by parents about homework. The practice across the school is inconsistent and has a limited impact on the pupils' learning.

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

23. Overall, the quality and range of the curriculum provided are good and promote the aims of the school well. This represents significant progress since the last inspection. The school has successfully tackled the shortcomings in planning identified in the previous report and there is now a much greater focus on what the pupils are expected to learn in individual subjects. The curriculum meets all statutory requirements and offers pupils a good range of opportunities. Provision for the pupils' personal development is very good, and consequently pupils grow up as caring young people, certain of their own value and accountable for their own actions. Provision is deeply embedded in the ethos of the school.
24. The curriculum for the children in the Nursery and Reception classes is planned carefully with the aid of the national guidance for this age group. All areas of learning are given appropriate emphasis, with a particular focus on the development of the children's language skills. Good support is provided in these classes for children learning English as an additional language. Appropriate policies and schemes of work are in place in the rest of the school for all subjects, and each receives an appropriate amount of teaching time. The school's strategies for teaching literacy and numeracy have proved effective in raising standards. There are, however, some areas of the curriculum in which improvement is necessary. Lesson times are too short for physical education in some classes and swimming is restricted to Year 4. ICT is not being used sufficiently to support learning in classrooms and aspects of design and technology need to be developed more systematically in Years 3 to 6. Provision for personal, social and health education (PSHE) is good. The profile of the subject has been raised throughout the school. A detailed scheme of work is in place and includes sex education and the use and misuse of drugs. Pupils

are provided with accurate information, and the development of a positive attitude to a healthy life style is encouraged.

25. There is good equality of access and opportunity. The good focus on individual pupils and their needs results in all pupils being fully included in the life of the school. The school has very good strategies for educational inclusion. The school has identified some high-attaining pupils in literacy, numeracy and the arts, and has made appropriate arrangements for extending these pupils. Identified pupils attend Saturday classes at a local school for additional tuition in literacy, mathematics and science. Talented pupils have also had opportunities to take part in additional dance activities. The provision for pupils with English as an additional language is good overall.
26. Satisfactory provision is made for pupils with special educational needs. The school has introduced the new Code of Practice and taken the opportunity to review the school's policy. Pupils who have long-term behaviour difficulties have regular reviews and information is sent to parents. The school is aware of the requirements of the new act relating to disability but it is not possible to meet many of the requirements because of the nature of the building. Pupils are supported in the classroom and there is a clear policy of integration. The ability to employ a part-time learning support teacher has increased the range of provision available. Sensory training to support pupils with particular needs is shared with a neighbouring primary school. The devolved budget has enabled the school to increase the number of learning support staff in the school, further improving the support for pupils with special educational needs, and to enable training to be provided.
27. Extra-curricular provision is good. Most pupils are able to take part in a variety of activities, such as the choir, music lessons by outside providers, football and netball. Visits to museums and galleries enrich the curriculum considerably. Members of the school parliament have visited the Houses of Parliament. The pupils benefit from the experiences of a wide range of visitors to the school. The very good links with the community make a valuable contribution to the pupils' experiences. The school has established very good links with the local secondary school and other Nurseries from which children enter the school. The school has also established links with the Education Business Partnership. In addition, it has established workshops to celebrate different religious festivals and family literacy classes.
28. The approach to the pupils' spiritual development is satisfactory. Opportunities for reflection by the pupils are provided in assemblies, during creative writing and in art and music lessons. Pupils are encouraged to write poems and accounts showing that they have empathy with the plight of refugees and sharing their own experiences with the rest of the pupils. The pupils are beginning to develop their own values and beliefs as well as an awareness of others; for example, pupils develop an understanding of different religious beliefs and respect for environmental issues. Displays value pupils' work and weekly 'Showing Assemblies' encourage pupils to reflect on achievement and success.
29. Provision for the pupils' moral and social development is very good. Staff help the pupils to understand that they have rights and responsibilities. They also help them to understand the consequences of their actions, and how and why they need to discriminate in what they choose to do. Pupils enter the school from a wide range of cultures and backgrounds. Through encouragement to work in groups, pupils learn to work and play in harmony. They have many opportunities to care for each other and become responsible for their own actions. Staff offer very good role models, and opinions are listened to and valued. Successful strategies are in place to reward good behaviour not just for individuals, but also for team efforts. The trips and visits make a very important contribution to the pupils' social development, and for many they are the high point of the year. Older pupils have very good opportunities to engage in democratic debate through the parliament and contribute their views to improvements in school. The pupils in Year 6 have also been encouraged to take part in a citizenship project with the police.
30. The school prepares its pupils very effectively for an ethnically and culturally diverse community. The overall provision for cultural development is good with very good opportunities for pupils to experience and take part in a range of cultural events in western music, art and literature. For

example, the pupils have had the opportunity to work with some musicians from the London Philharmonic Orchestra and have attended a concert at the Royal Festival Hall. There are very good opportunities for working with visiting artists and art projects which include regular visits to Tate Britain and Tate Modern. The school celebrates National Poetry Day. In addition, all members of the school community, their values, customs and diversity are valued and exploited to enrich the pupils' experiences. The pupils have the opportunity to celebrate a variety of different festivals and to visit places of worship of the major world religions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school continues to make good provision for the pupils' welfare, support and guidance. Arrangements for child protection are very good. The designated teacher is fully trained and very alert to any child protection issues that arise. She is supported by the headteacher, who has a very good knowledge of the pupils and their families, by the office staff who have received training, and by a good policy that gives useful guidance for all staff. Procedures for first aid, health and safety are well established. There are a good number of first aiders, and careful records are kept of injuries and accidents. Very good care is taken of pupils at the end of the school day to ensure that they are safely collected and that they are looked after if their parents or carers are late. The deputy headteacher ensures that the school carries out its health and safety responsibilities effectively, benefiting from the good support provided by the local authority. The site manager is very experienced in her role and makes a good contribution to the security, safety and maintenance of the buildings and site. Pupils are taught to lead healthy and safe lives, for example through the provision of fruit at break-time and considering dangers in the environment in PSHE lessons.
32. Procedures for monitoring and promoting good behaviour are very effective. The headteacher has led a thorough review with staff of policies and arrangements for behaviour management. This has resulted in a much more positive approach in which pupils are encouraged to take more responsibility for managing their own behaviour. The pupils greatly appreciate the efforts being made to help them to learn self-control and the opportunities provided to talk through their problems with the headteacher and other staff. They are highly motivated by the very clear systems of rewards and sanctions. The school has made excellent use of additional resources and external agencies to improve its behaviour procedures. For example, a learning mentor, employed with Excellence in Cities funding, provides a very wide and successful range of support strategies to help individual pupils and their families who are experiencing barriers to learning and low self-esteem. An outpost team from a local special school has just started new measures to improve the behaviour of Year 5 pupils, which are already having a dramatic effect.
33. Procedures for monitoring and improving attendance have not been effective over the past few years. The school takes attendance issues seriously as can be seen in its monitoring of the attendance of pupils living in temporary accommodation and in its introduction of rewards for classes and individuals with high attendance rates. Teaching assistants help pupils who miss school to catch up on their work. The school has recently employed a member of the non-teaching staff to carry out day-to-day monitoring and follow-up of absences but her very part-time role does not yet extend to contacting parents on the first day of their child's absence. The messages to parents about the unacceptability of lateness and the effects of extended holidays and sickness on pupils' attainment are not clearly communicated. The school is aware that it needs to work more closely with parents to improve attendance.
34. The arrangements for assessing and monitoring the pupils' progress have improved since the last inspection and are satisfactory overall. Assessment procedures in English and mathematics are thorough and the information is used effectively to group pupils within classes and to set individual targets. Assessment in science is satisfactory but insufficient use is made of the assessment information to guide planning and to enable the pupils to make more rapid progress. Secure procedures for assessing accurately the attainment of pupils and then monitoring their progress are not in place for other subjects. The school is aware of this and a good start has been made in developing a coherent system of assessment in all subjects. Optional tests have been introduced

and there is now a format in place to track pupils' progress consistently. The school analyses assessment data from the statutory tests in the core subjects thoroughly to monitor both the performance of the school and that of different groups of pupils to identify any patterns such as underachievement. This analysis is being extended to the optional tests so that individuals and groups of pupils can be tracked in greater detail.

35. Initial assessments of pupils with English as an additional language are made on their arrival. They are assessed on the English fluency scale every term. Their progress in English is monitored through on-going assessment, and targets are set for these pupils. The arrangements for support and guidance for pupils with English as an additional language and casual admissions are good. All pupils on the special educational needs register have an individual education plan (IEP). These are detailed, meeting all the current requirements. Whilst the targets set for improvement are appropriately small, it is not clear when they are achieved. IEPs are not seen as working documents despite having a section for outcomes. By the end of Year 6 there is a set of documents that can be used in the transfer to the next school but the lack of annotation and comments from teachers limits their use. Attempts are being made to improve parental responses and involve them in the process of preparing the individual education plans.
36. Procedures for monitoring and supporting the pupils' personal development are very good. As at the last inspection, there is a great emphasis by all staff on encouraging pupils to develop fruitful relationships with one another and respect for others. Children in the Nursery are helped to settle in very well through good links with their parents and a strong emphasis on encouraging their social and play skills. There are very good arrangements for supporting and monitoring pupils, including refugees, who join the school mid-year. The school's PSHE programme raises achievement in the pupils' personal development. In the term of the inspection the external agency Conflict and Change was running an effective diversity project to encourage pupils to focus on their feelings about similarities and differences between people. Other aspects of provision, such as Refugee Week, after-school clubs and termly trips and visits all make a powerful contribution to supporting the pupils' personal development. A notable feature in monitoring is the way in which the headteacher meets groups of pupils to discuss with them their own views on their progress and how they would like to improve. Year 6 pupils, including those with special educational needs, are prepared well for their transition to secondary school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents are broadly satisfied with what the school provides and achieves for their children. There was a greater response to the inspection questionnaire than at the last inspection but parents' views have changed. There is now strong satisfaction with the school's expectations, the quality of teaching and the progress their children are making; however, there is a greater level of dissatisfaction about homework, the partnership with parents and the information provided about pupils' progress. Concerns were also expressed in the parents' meeting and in written comments about the handling of behaviour issues, the high staff turnover and use of supply teachers, and the support provided for more able pupils and those with special educational needs. Inspectors agree with parents' positive views but found that some of parents' concerns are unjustified. The management of pupils' behaviour is very effective and the annual written reports on pupils' progress are clear and helpful; however, inspectors agree that the two-way partnership between parents and the school needs to be improved, especially over the issues of homework and attendance.
38. The school's links with parents and carers are satisfactory overall and are broadly similar to those described in the last inspection report. Links with parents of children attending the Nursery are good. Parents are able to bring their children into the Nursery at the start of the session and talk to staff so that their children settle in quickly. Parents and carers throughout the school have easy access to teachers at the end of the school day. Parents at the meeting with inspectors said that they are reasonably happy with the termly parents' evening where the pupils' work is on view. They also said that the pupils' assessment books provide useful information on progress. They appreciate the termly newsletters from the year group which give curriculum information, but the changes in staff and lapses in 'pupil post' result in some inconsistencies in their frequency and

delivery. The prospectus and governors' annual report now meet statutory requirements and provide satisfactory information about the school, although the prospectus is not a parent-friendly document. The school has recently developed a web-site but this has not yet been promoted to parents as a means of communication. The school makes good use of its range of staff, many of whom can speak ethnic minority languages, to communicate with parents whose first language is not English; however, information for this group of parents overall is at an early stage of development.

39. The impact of parents' involvement on the work of the school and on children's learning is unsatisfactory. The school continues to work hard to involve parents but is not always successful. For example, few parents help in classrooms, and attendance at some meetings and workshops is disappointing; however, there are some promising initiatives to bring small targeted groups of parents into the school. For example, some Bengali and Albanian parents are attending free English classes. A group of parents of pupils in Years 3 and 4 with special educational needs have attended a meeting to be given guidance on helping their children with spelling. Parents are consulted about their views of the school, and the school has responded to those views, for example by improving office procedures so that complaints are handled better. The homework policy is clear and provides some very useful guidance on how to help, but it is not being implemented consistently by either teachers or parents. The school does not involve parents sufficiently in the individual education plans for pupils with special educational needs. Parents do not support the school sufficiently in ensuring that their children attend school regularly and on time.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The good improvements to the school that have been secured and maintained since the last inspection are due in no small part to the good leadership of the current and the previous headteacher. The focus on improving teaching and raising standards has paid dividends. There is a very clear vision for the future direction of the school that is being translated into effective action. Although the school aims are not clearly expressed in school documents, the general thrust is based on a philosophy of all pupils achieving their full potential and being encouraged to give of their best. This vision is expressed through many of the initiatives introduced in the past year.
41. The management processes for turning the vision into reality are good. Very thorough and effective procedures have been introduced for monitoring the work of staff, evaluating the effectiveness of action taken and monitoring the standards achieved by pupils. They are clearly focused on identifying areas for future development and on establishing the progress being made in the action taken towards priorities identified in the school improvement plan. This has been instrumental in the progress made on several fronts, such as the considerable improvements that have been secured in reading standards.
42. One factor that has served to weaken the effectiveness of school management has been the high staff turnover, including the departure of staff at senior management level. This has resulted in some subjects such as ICT and design and technology being without co-ordinators at present, whilst in other subjects the co-ordinators have taken up their responsibilities only recently. This has limited developments in some areas. The new deputy headteacher is becoming increasingly effective, having a major role in evaluating the work of staff and the effectiveness of the school. Target-setting is developing into a very valuable tool to track the progress of individual pupils and to monitor the work of staff, as data becomes more accessible and is presented in a more useful form.
43. The Governing Body has considerably strengthened its operation since the last inspection and fulfils its roles and responsibilities well. Several changes in membership have occurred, but the strong leadership of the experienced and effective chair of governors has ensured continuity. Governors are very committed to the school and to supporting its progress. They are suitably involved in shaping its future direction, supporting action taken and scrutinising the standards that are being achieved. As a result, they have a clear view of the school's strengths and have helped

to identify the action to be taken to secure improvements. Financial planning has been used well to support the most recent main priorities such as increasing the number of classroom support staff and introducing a new reading scheme.

44. The high turnover of staff and the difficulty of recruiting permanent teachers have limited the progress of the pupils in some classes. In spite of this, there is an adequate level of experience and expertise amongst teachers and a high level of support staff. The induction of new staff and their continued professional development have wisely been given a high and effective profile. These processes and the secure procedures for managing the performance of all staff have enabled training and support to be carefully targeted. As a consequence, new staff, including those trained abroad, become effective in the classroom quite rapidly. New co-ordinators, several of whom are in the early stages of their careers, are also given valuable guidance and training in the role that they are to undertake.
45. The accommodation is satisfactory overall. There are shortcomings in some aspects, for example there is no library and only a small and cramped computer suite; however, plans are at an advanced stage and funding has been secured for a building programme. This will significantly improve these aspects as well as provide an indoor sports area and better dining facilities. The school has a considerable area of land on which it is proposed to put the new building. The whole area is a valuable resource and has potential to be exploited further.
46. Learning resources are broadly satisfactory and, with the exception of classroom-based computers, are used well by teachers. In spite of the lack of a library, there is good provision of books in classrooms. Resources are also good for English and music, but are unsatisfactory in religious education.
47. Improvements in teaching and the focus on ensuring that all pupils are helped towards achieving success have been instrumental in the good progress made in recent years and in the rising standards. The strong leadership and good management structures place the school in a good position to deal successfully with the outstanding areas for development and any new demands that might be placed upon it.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to continue the good progress made in recent years and to raise standards further, the school should:
 - 1) Improve writing by: (paragraphs 3, 4 and 68)
 - providing more time for pupils to undertake extended and sustained writing activities
 - improving handwriting, particularly in Years 1 and 2, and the presentation of work throughout the school
 - 2) Introduce procedures to improve attendance and punctuality and pursue those currently in place with greater vigour, and ensure that the importance of regular attendance is understood by parents.* (paragraphs 14 and 33)
 - 3) Strengthen links with parents by*: (paragraphs 22 and 39)
 - implementing the homework policy with greater consistency
 - improving the information for parents whose first language is not English
 - involving parents of pupils with special educational needs in the preparation and review of their individual education plans
 - 4) Improve the thoroughness with which records are kept to monitor the progress of pupils with special educational needs. (paragraph 35)

Other issues which should be considered by the school

In addition to the items above, the governors may wish to consider the inclusion of the following points in their action plan:

- Introduce procedures to monitor the progress of pupils in subjects other than English and mathematics.* (paragraph 34)
- Improve aspects of the curriculum including the use of ICT to support learning, the provision for both design and technology and geography in Years 3 to 6 and lengthen the time for some physical education lessons. (paragraphs 22, 24, 87, 89, 92 and 100)

** These items have been identified by the school as priorities for development in the school improvement plan.*

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

49. The overall provision for pupils with English as an additional language is good, and has improved since the last inspection while the proportion of such pupils has increased considerably. Many pupils are at an early stage of English acquisition, and a significant number are refugees, mainly from Somalia. These pupils often enter the school halfway through the year with disrupted education and unsettled lives. Consequently, many not only start from a very low base but also need support and guidance in adjusting to the life of the school.
50. Funding from the Ethnic Minority Achievement Grant has only been devolved to the school for three months. The grant has been targeted well to provide support where needed. The provision now consists of two part-time staff. One focuses on the younger children in the Foundation Stage and Years 1 to 2, and also works with newly arrived children. The other works in Years 3 to 6, focusing on pupils at the early stage of learning English, but also helping others to improve their English. The provision is developing well.
51. The standards of work produced by the early stage pupils are well below national expectations, as they have not yet acquired enough English to work at a level expected for their age. Most pupils achieve well in literacy, particularly in speaking and listening, through targeted support. Overall progress in acquiring English is good, although this progress is stronger in Years 1 and 2 than in Years 3 to 6.
52. Teaching consists of in-class support as well as small group work focusing on particular language skills outside the class. The quality of teaching is good. In the lessons observed, the teachers showed a secure knowledge of how to develop the English language skills of bilingual learners. There was a clear focus on developing pupils' speaking and listening skills. The teachers used suitable methods and visual resources, which enabled the pupils to develop understanding in English. Specific vocabulary and language structures were identified for particular groups. Class teachers often use suitable methods to ensure that pupils understand the language used in lessons. Although the school has not yet implemented the Qualifications and Curriculum Authority's scale for assessment, the needs of pupils are carefully assessed on the English fluency scale, their progress is regularly monitored and termly targets are set. This is an improvement since the last inspection.
53. The school values the pupils' cultural traditions and home languages and uses this to raise their self-esteem and confidence. Multi-lingual signs and dual language books are evident round the school. There is good support for refugee children and other new arrivals to help them settle into the school. Learning mentors and teaching assistants support individual pupils effectively and give them a sense of security. The school's links with parents are at an early stage of development and the cramped accommodation for small group work in an office room is inadequate.

54. The current level of staffing is barely adequate to meet the growing needs of the pupils. In order to improve the provision further, the school needs to develop and extend the skills of class teachers, particularly those new to the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	112
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	18	48	43	0	0	0
Percentage	3	16	43	38	0	0	0

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

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)	26	609
Number of full-time pupils known to be eligible for free school meals	-	277

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	13	280

English as an additional language	No of pupils
Number of pupils with English as an additional language	338

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	76
Pupils who left the school other than at the usual time of leaving	90

Attendance

Authorised absence

	%
School data	7.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	43	45	88

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	19	23	36
	Girls	36	35	40
	Total	55	58	76
Percentage of pupils at NC Level 2 or above	School	63 (82)	66 (87)	86 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	20	30	34
	Girls	37	40	40
	Total	57	70	74
Percentage of pupils at NC Level 2 or above	School	65 (80)	80 (89)	84 (88)
	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)

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	36	35	39
	Girls	25	20	27
	Total	61	55	66
Percentage of pupils at NC Level 4 or above	School	85 (65)	76 (60)	92 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	30	34	36
	Girls	23	20	22
	Total	53	54	58
Percentage of pupils at NC Level 4 or above	School	74 (66)	75 (59)	79 (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	30
Black – African heritage	92
Black – other	8
Indian	25
Pakistani	47
Bangladeshi	75
Chinese	2
White	243
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	28.6
Number of pupils per qualified teacher	25.4
Average class size	29.0

Education support staff: YR – Y6

Total number of education support staff	23
Total aggregate hours worked per week	693

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26.0
Total number of education support staff	2
Total aggregate hours worked per week	48
Number of pupils per FTE adult	10.4

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	1,614,111
Total expenditure	1,633,964
Expenditure per pupil	2,507
Balance brought forward from previous year	80531
Balance carried forward to next year	60678

Recruitment of teachers

Number of teachers who left the school during the last two years	20
Number of teachers appointed to the school during the last two years	21

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	661
Number of questionnaires returned	225

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	3	0	1
My child is making good progress in school.	50	38	6	2	4
Behaviour in the school is good.	53	27	9	5	6
My child gets the right amount of work to do at home.	36	38	17	5	4
The teaching is good.	51	41	5	1	2
I am kept well informed about how my child is getting on.	42	38	14	4	2
I would feel comfortable about approaching the school with questions or a problem.	54	33	7	3	3
The school expects my child to work hard and achieve his or her best.	53	37	4	1	5
The school works closely with parents.	41	35	14	6	4
The school is well led and managed.	41	34	10	6	9
The school is helping my child become mature and responsible.	48	34	9	2	7
The school provides an interesting range of activities outside lessons.	42	37	7	4	10

Other issues raised by parents

Several parents at the pre-inspection meeting expressed their concern at the high turnover of staff and the effect that this was having on their children's progress.

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

55. The school has sustained the quality of provision for children in the Foundation Stage (Nursery and Reception) reported in the last inspection. The Nursery is housed in the main building with easy access to a secure, well-equipped outdoor area. This area is used well to support the curriculum. The three Reception classes are also in the main building. These classrooms are very small for children of this age. These too, have easy access to a secure outdoor area. The area is small and rather limited. It could be developed to provide a more stimulating environment and more extensively used to link the curriculum to outdoor activities. Both the Nursery and the Reception classes are equipped with a wide range of resources; however, some of the resources in the Reception classes are in need of replacement and the outdoor equipment is somewhat restricted. The school is aware of this.
56. The staff are sensitive to the needs of young children and admission arrangements reflect this. They work hard to establish a good relationship with parents and to involve them in their children's learning. Children entering the Nursery and Reception classes are settled quickly. Very good links have been established with another local Nursery from which many of the children transfer to the school. Most children in the Reception classes are likely to meet the standards expected nationally in all areas of learning with the exception of speaking and writing.
57. Overall, the teaching and the quality of the curriculum offered to the children gives them a good foundation to their school life. The progress that the children make reflects the quality of teaching that they receive which is never less than satisfactory and mostly good or very good. Teachers have very clear expectations of behaviour and children respond well. The children are developing good attitudes to school. Assessments of the children on entry to the Reception classes indicate that the general level of attainment on entry to the school is below the level expected for children of this age. The progress the children make is good. Teachers plan carefully in line with the recommended curriculum. Planning has improved significantly since the last inspection. Satisfactory provision is made for children with special educational needs and they make sound progress in most areas of learning; progress in their personal and social development is good. Assessment processes are good, and staff use the information gained from assessments to identify the children's future needs in both the Nursery and the Reception classes. Support staff are used well and they make a significant contribution to the children's learning.

Personal, social and emotional development

58. Considerable emphasis is placed on the personal and social development of the children. The teaching is good and the children are making good progress in this aspect of their learning. Most children are in line to reach the expected standards in this area of learning by the start of Year 1. This reflects the sensitivity of staff to the need to develop the children's confidence. Children are very aware of routines in the Nursery and Reception classes. They tidy up automatically at the end of sessions, taking care of equipment. They are able to sustain concentration and work well together when in a group. They are learning to listen to others in whole-class sessions and to take turns sensibly. Staff provide very good role models; teachers and support staff are particularly good at involving themselves with children during activities. The children's spiritual and cultural development is fostered well through stories, assemblies and circle time, and through the general ethos of the classes.

Communication, language and literacy

59. Teaching is good overall and sometimes it is very good. Most children are making good progress, although some are unlikely to meet the standards expected by the end of Reception in writing and speaking. Teachers recognise the need to develop speaking and listening skills and support staff make a valuable contribution to this area of learning. Children learning English as an additional

language are well supported and encouraged to develop their language skills. Elements of the literacy hour are taught in all classes. Phonics are introduced through a variety of activities. Appropriate big books such as *The Very Hungry Caterpillar* are used to support learning. Children in the Nursery identify their name card and hand it to a member of staff when they arrive at the start of sessions. They are learning to write their own name, and some children can make a recognisable attempt. In the Reception classes, many children can write their own names legibly. There are areas for writing in all classes, and children are encouraged to record their work during group activities. Standards in writing are generally below those expected for children of this age but the children are making good progress. They are increasingly aware of how to form their letters and most children are aware of where to start on the page. Early reading skills are developed well in all classes and the children take books home to share with their parents. The children also take part in group reading activities. In the Reception classes, progress in reading is very good. A significant number of children are able to read simple texts and they talk about the text with confidence. The higher-attaining children can explain what is meant by both the title and the author.

Mathematical development

60. Most children are on target to achieve nationally expected standards in this area of their learning by the time that they enter Year 1. From the Nursery onwards, children are encouraged to count and to recognise and use mathematical language. In the Nursery, children are making very good progress in the recognition of two and three-dimensional shapes. Teaching is very good. Learning is supported by the use of a wide range of appropriate, good quality resources. Teachers in the Reception classes build on these early experiences so that most children recognise numbers one to twenty. All teachers and support staff harness the natural enthusiasm of the children to move their learning forward. Teachers and support staff intervene effectively to extend learning. No opportunities are missed to reinforce mathematical language and experiences. The transition to group activities is managed well and the activities support learning in the subject.

Knowledge and understanding of the world

61. The school has sustained the standards noted at the last inspection. Teaching is at least satisfactory and often good. As a result, most children are on target to achieve the nationally expected standard by the end of Reception. In the Nursery, the teacher and support staff draw attention to the world around them. In all classes, strong links with literacy are established. Teachers have brought caterpillars in to each class to link with the big book, *The Very Hungry Caterpillar*. Children are encouraged to note the development of the caterpillars over time and to understand why they need air holes to breathe and to be given appropriate food. Children are encouraged to think about the properties of water, and how sand changes when it is wet. In the Reception classes, children are introduced to simple mapping through their own experiences. Use is made of the local environment to support these experiences. There are occasions when the outdoor area and the school garden could be used more extensively by the Reception classes to enhance learning. The children are encouraged to use computers. They control the mouse with confidence, know how to change the screen and to click, drag and drop pictures. A very good lesson was observed in the Nursery when a programmable toy was used to support learning.

Physical development

62. Teaching is at least satisfactory and sometimes very good. There is a good range of equipment in the outdoor area attached to the Nursery, which children use confidently and carefully. Reception classes are also given access to this area to support their physical development. Co-ordination skills are developing well. In the indoor physical education lessons observed, Reception children were mostly able to get ready without help. One very good lesson was very well managed and the children's progress in moving safely and using space confidently, and with imagination, was measurable. Teachers are very careful to teach children the skills required to cut and to use glue carefully. Most children hold their pencils correctly. The children are making good progress in

this area of their learning, and most will achieve the nationally expected standard by the time that they enter Year 1.

Creative development

63. Most children are on target to attain the standards expected by the time that they leave the Foundation Stage. The teaching they receive, which is at least satisfactory and sometimes good, ensures that they make good progress. Activities provided for the children in the Nursery offer a wide range of experiences, which support the development of their creative skills. They handle brushes and paint confidently. Role-play areas are provided and these activities are extended. During the inspection, the role-play area was a jungle. The teacher and support staff participated with the children; animal songs were introduced and activities extended to widen learning opportunities. In the Reception classes, children handle their brushes and paints with increasing confidence. They can explain what colours they are using and why.
64. In all classes, there are good examples of how creative activities are used to support the curriculum. The children took part in a recent arts week held in the school. High quality examples of work done during the week were on display. They included collage using a variety of materials, string paintings, papier-mâché work and modelling with mod-roc. Music is used well. A good lesson was observed in a Reception class, where children were singing songs relating to animals, which linked with their trip to the zoo the following day. The children sing with gusto and enthusiasm. Music is also used as a background to other creative lessons.

ENGLISH

65. Standards in English are improving. Most pupils make good progress in lessons, although this is not necessarily consolidated securely over time in Years 3 to 6 as the mobility of both staff and pupils has an adverse effect on these year groups. Attainment overall is below average at the end of both key stages and there is no significant variation between girls and boys. Although test results rarely reach the national average, they compare very favourably with similar schools by Year 6, and represent good progress from the pupils' attainment on entry to the school. The test results for Year 2 pupils in reading and writing were well below the national average in 2001. Writing results were close to those in similar schools, while results in reading were below this level. The pupils' writing results were similar to their results in mathematics. Action taken to improve reading has borne fruit and the early indications are that the 2002 results have risen. Test results for Year 6 pupils have improved considerably since the last inspection and although below average in 2001, they were well above results in similar schools. These results were similar to mathematics but below science.
66. Listening and speaking skills are satisfactory across the school as teaching offers the pupils opportunities to work in pairs and groups. This helps them to learn to collaborate and discuss. At the end of Year 6, except for a few beginners in English, the majority listen carefully and speak with confidence. In the lessons observed in Year 6, the teachers used questions skilfully to draw on pupils' understanding of similes and metaphors from a poem read to them. They explained the differences between similes and metaphors clearly with examples.
67. The school has placed a considerable emphasis on improving the pupils' reading skills through investing time in guided reading. The strong focus on the teaching of phonics in Years 1 to 2 helps the pupils to learn letter-sounds effectively. As a result, most pupils make good progress and the standard of reading is improving. In the current Year 2, the pupils can sound out unfamiliar words and have satisfactory understanding of what they read. Higher and average-attaining pupils read fluently and talk about the characters, plots and main events of the story, and know how to find information from books. They are able to distinguish between fiction and non-fiction books. Lower-attaining pupils read with adult support and find it difficult to talk about the books that they read. Pupils also make good progress in reading in Years 3 to 6. At the end of Year 6, at least three-quarters of the pupils attain what is average for their age. There are higher and middle-

attaining pupils who read fluently and accurately with expression and understanding, and reach very secure standards for their age. They can discuss the main points and themes of the books they read. They are able to compare the styles of different authors such as J.K. Rowling and Jacqueline Wilson. They are also able to contrast the magical world and sophisticated language of Rowling and the real life situations and playground language of Wilson. Most acquire sound library skills when finding information from books and other sources.

68. There are opportunities for the development of writing in extended writing lessons but the sessions are not long enough for pupils to learn to write in a sustained way. Although standards in writing are improving in Year 2 because of the good teaching of basic skills, they are still well below national expectations. Pupils mainly produce short pieces or a sequence of sentences based on what they read. As teaching frequently reminds pupils how to improve sentences, they learn to write in grammatically correct sentences with punctuation appropriate for their age; however, there is not sufficient evidence of different types of extended writing appropriate for their age. Given the limitations of the pupils' skills in Year 2 they make satisfactory progress in writing in Years 3 to 6, so that basic skills are well established for most pupils by Year 6. The oldest pupils write at length, sustaining ideas and using complex sentences to extend meaning. Teachers across the school are generally well prepared with activities that are matched to the pupils' needs and use suitable resources to stimulate their ideas and imagination. This helps to engage them effectively and they learn with interest and enthusiasm. During the inspection, there was considerable emphasis on writing poetry. For example, in a lesson in Year 2, the teacher used pictures very effectively as a stimulus for writing poetry. This effective approach continues in Years 3 to 6 where pupils learn to write poetry, stories, character descriptions, letters and diaries. They use appropriate words to create effect. The pupils in Year 6 have looked at the painting of *The Lady of Shalott* by Waterhouse and read the poem by Tennyson. They have created a word bank suggesting feelings and emotions depicted in the painting. The systematic teaching of spelling has contributed to satisfactory standards throughout the school. By Year 6, pupils have a sound knowledge of useful methods to help with spellings. Consequently many words are spelt correctly. Handwriting is weak. Although pupils in Years 1 to 2 write using well-formed letters, handwriting is not yet joined up for many pupils in Years 3 to 6.
69. Teaching and learning have improved since the previous inspection and are good overall. Lessons are well planned with clear objectives indicating that the teachers have secure subject knowledge. As objectives are explained to them, the pupils know what they are to learn. Teachers are effective in drawing on the pupils' previous learning. Most pupils are keen to show what they can remember and are ready to learn new things. Teachers have high expectations of the work and behaviour of their pupils and manage them very effectively. Consequently, pupils listen attentively and their behaviour is good. Teachers use appropriate resources and questioning well to support pupils who are learning English as an additional language, and as a result overall progress is good. Additional Literacy Support in Years 3 and 4 and the Early Literacy Support in Year 1 have a beneficial effect on learning. In addition, learning support and teaching assistants make a positive contribution to the pupils' learning. Pupils with special educational needs have individual education plans with clear targets in literacy, which are followed carefully, and they make satisfactory progress.
70. Good improvement has taken place since the last inspection. There are good assessment procedures, information from which is used for planning lessons, grouping of pupils and target setting. In addition, monitoring teaching and learning and introducing initiatives in reading have raised the quality of teaching and standards. Teachers use other subjects satisfactorily to develop reading, writing and research, but insufficient use is made of ICT to support learning in English. Writing remains a major weakness across the school, more so in Years 1 to 2 and quite rightly is a major focus for the work of the school. In order to raise standards in writing, the school should provide time and opportunities for sustained writing and ensure that pupils improve their handwriting.

MATHEMATICS

71. Standards in mathematics have risen considerably since the last inspection, and pupils are now achieving well. The 2001 test results for Year 2 pupils were well below the national average and were lower than the results achieved in the previous two years. Results in mathematics were similar to writing and better than reading. School and inspection evidence reveals that this low attainment was attributable to a relatively high number of pupils in that year group with special educational needs. Standards by the end of Year 2 are now above average. The recent concentration on improving pupils' skills in using and applying mathematics is already paying dividends. Results in the national tests at the end of Year 6 have risen significantly over the past three years. In 2001, overall scores in Year 6 were below the national average but showed that pupils had made good progress since Year 2. These results were similar to English but below science. The proportion of pupils reaching the expected standard in the current Year 6 is broadly similar to last year, but a greater number of pupils are now working at the higher Level 5. There is no pattern to any variation between boys' and girls' attainment. Pupils with English as an additional language and those with special educational needs make similar progress to others in their classes or groups.
72. Progress during Years 1 and 2 is good. This is the result of consistently good teaching. Lessons build very effectively on previous learning, and work is pitched at a variety of levels to match the pupils' differing needs. Introductory mental sessions are brisk and purposeful, and pupils are keen to answer. The challenge is increased so that all pupils are involved and the most capable are stretched. Most pupils in Year 1 add up to four single digit numbers confidently, and only a few need to count on their fingers. Teachers demonstrate methods such as "counting on" clearly, and pupils begin to develop a good range of strategies for calculating mentally. Pupils in Year 2 make a good start on learning their multiplication tables, and their knowledge of number facts is good. Most pupils have begun to understand the link between multiplication and division, and can apply their knowledge to solve simple problems. The most capable pupils are able to count on in sixes accurately and quickly. In one well-planned Year 2 lesson, pupils consolidated their learning by sorting various number statements, confidently identifying and correcting those which were wrong. The good quality support from teaching assistants in Years 1 and 2 enables pupils with special educational needs to make good progress. In a Year 2 lesson, the teaching assistant quickly saw that pupils within the group were learning at a different rate. She gave effective additional support to one pupil who was struggling, while challenging another who worked more quickly. By the end of Year 2, most pupils recognise the properties of basic shapes and they are confident in using standard units of measurement.
73. Teaching in Years 3 to 6 is now good overall, although progress over time has been affected in some classes by changes of teacher. Not all teachers are familiar with the numeracy strategy, and aspects of mathematics are not taught and consolidated with the same rigour and consistency seen in Years 1 and 2. The exception is in Year 6, where teaching is good in all groups. Pupils in Years 5 and 6 are taught in groups organised by ability. This enables some pupils to be challenged and extended while those who need much repetition and consolidation gain confidence by working at a slower pace. Work for those capable of higher attainment is also carefully planned. A very good lesson in Year 6 started with a brisk and challenging mental warm-up session checking the pupils' understanding of the properties of fractions. Pupils had very good mental skills and a secure knowledge of their multiplication tables. The main activity involved solving money problems, and the pupils employed a good variety of strategies and methods as they worked. During the initial teaching session the teacher had modelled some possible methods well, and she expected pupils to explain their work just as clearly. High standards were expected and achieved. Little time was lost in the focused working atmosphere that was a characteristic feature of all Year 6 lessons. By Year 6 most pupils use formal written methods of calculation confidently. They have a secure understanding of regular shapes and measure angles and calculate areas accurately. The highest attainers solve problems involving ratios and proportion, and draw graphs in all four quadrants.
74. Number skills are generally taught well, although the mental session in a few classes in Years 3 and 4 was too short and slow paced, and did not challenge pupils sufficiently. This is an aspect which needs development. The school's focus on using and applying mathematics means that all lessons are closely linked with practical and relevant activities, and pupils have frequent

opportunities to discuss their work with others and to work with practical apparatus. All pupils, including those with English as an additional language, benefit from this and from their teachers' clear explanations and demonstrations. More attention should be paid to the presentation of work and to the teachers' marking. The pupils' work is often untidy, and this results in unnecessary errors, particularly in formal calculations and measuring angles. Although teachers use correct mathematical vocabulary during lessons, key words are frequently misspelled and are not corrected.

75. The management of mathematics is satisfactory and new subject leaders are being trained to fill the current vacancy. The national numeracy strategy has been introduced successfully in most classrooms, and mathematics is promoted and used in other subjects. The key issues from the previous report have been tackled effectively and the school is well placed to improve further. Assessment is being used well to monitor progress, to group pupils and to tackle weaker aspects in provision. Resources should be improved for some aspects of measurement and ICT used more to support learning in mathematics.

SCIENCE

76. Results in the 2001 National Curriculum teacher assessments for Year 2 in science were well below the national average. Standards in lessons have shown some improvement for this age group of pupils although they remain below national expectations. Results in the 2001 tests for pupils in Year 6 showed a significant improvement on previous years and were in line with the national average. They were also above results in English and mathematics; however, standards observed in lessons and in pupils' work are currently below the national expectations at the end of Year 6. There is no significant difference in the attainment and progress of boys and girls. Teachers work hard to develop and consolidate the pupils' knowledge and understanding across all aspects of science. As a result pupils are able to achieve and make satisfactory progress; however, weaknesses in the systematic development of pupils' skills in applying their knowledge through enquiry and investigation mean that this aspect of their work is less secure thus limiting their overall standards of attainment.
77. The teaching of science is satisfactory. Lessons are carefully planned and teachers share objectives with the class so that pupils are clear about what they will be learning. Pupils are well managed both during whole-class sessions and group work, resulting in a purposeful atmosphere in which they engage positively with their science activities. In some lessons questioning is used to particularly good effect to elicit understanding of scientific ideas and to set the scene for the main activity. In a Year 4 lesson, for example, the teacher effectively questioned the pupils to check their understanding of circuits by drawing on their ideas about materials which do and do not allow electricity to pass through. Pupils responded enthusiastically and, following further focused input from the teacher, were then able to undertake the ensuing practical work with confidence. They made good progress in developing their knowledge and understanding of insulators and conductors.
78. Teachers promote interest in science through a range of stimuli and resources, both within school and by visits to local parks. Year 2 pupils had recently been to East Ham Nature Reserve and were discussing the plants and animals that they had seen there. The pupils were very enthusiastic and keen to describe their observations, linking correctly the living things they had seen correctly to the habitat in which they had been found. The school effectively promoted interest in the subject through a whole-school focus during National Science Week. Pupils responded positively to this event as evidenced by the careful and detailed display of work undertaken during the week's programme.
79. The teachers plan to develop pupils' scientific experimental skills alongside their knowledge and understanding. This enables pupils by the end of Year 2 to make simple observations and record them, either in pictures or simple charts. By the end of Year 6 pupils can construct tables and represent their observations in bar charts and, in some instances, simple line graphs. These activities help to promote the number skills of the pupils. There are some good examples of review

sessions, where teachers encourage the pupils to talk about what they have found out in their science experiments. In a Year 6 class, for example, pupils had been designing and making burglar alarms. The teacher asked each group to make a presentation, which they did with confidence. The teacher ensured that all pupils made a verbal contribution by asking questions directly to those who had not initially talked to the class. In this way she enabled even the most reticent pupils to speak to an audience about the work they had done. This practice helped to consolidate scientific knowledge and also contributed effectively to the pupils' speaking and listening skills. Teachers across the school set a very positive ethos which encourages all pupils to recognise the achievements of others.

80. The teachers plan group work carefully, so that there is a mix of abilities within each group. In this way the higher attainers are able to support those pupils with learning needs and help them to progress. This approach, with the strategic deployment of teaching assistants, helps to ensure that pupils with special educational needs and those with English as an additional language progress at a similar rate to other groups within the class.
81. The most significant shortcoming in the teaching of science is the lack of sufficient opportunities for pupils to make predictions, select their own equipment and method of recording, and evaluate outcomes. Whilst teachers have enabled pupils to recognise and understand key vocabulary, they miss key opportunities in lessons to challenge pupils to use this vocabulary regularly to explain their observations, particularly in an unfamiliar situation. This means that whilst knowledge is being acquired, its application and deeper understanding are not being embedded. There is also insufficient use of ICT to underpin and strengthen learning in science.
82. The current co-ordinator for science has only been in post this year. She is providing clear guidance and direction for her colleagues, in line with school policies. The monitoring of teaching and scrutiny of plans have enabled her to identify an appropriate set of priorities for development. Since the last inspection, attainment in science has improved and the curriculum is covered much more systematically. Assessment is improving and targets are being set for pupil achievement. The development of scientific enquiry, however, remains an aspect for development. Progress since the last inspection is therefore satisfactory overall.

ART AND DESIGN

83. Attainment in art and design is similar to that expected of the pupils by the end of each key stage. This represents good improvement for pupils in Year 2, since attainment at the time of the last inspection was below expectations. On the basis of the few lessons which it was possible to observe, and of the displays of pupils' work, the overall quality of teaching has also improved and is now good. The subject has a high profile in the school and makes a strong contribution to the pupils' spiritual, social and cultural development. Pupils with special educational needs and those with English as an additional language are given good support and make similar progress to others in their classes. Art is taught in alternate half-terms, and the pupils' achievement over time is satisfactory.
84. During Years 1 and 2, pupils have good opportunities to explore a wide range of materials and are taught a variety of techniques. They work confidently with fabrics and clay and the range of work created during the recent art week is of a good standard. Displays of work include examples of observational drawings of fruit and peacock feathers, which demonstrate a satisfactory understanding of line and form. Pupils are taught to appreciate sculpture as an art form. Year 1 pupils had worked well with wire to explore three-dimensional shapes. Teachers harness the pupils' enthusiasm effectively, and lessons are well organised. Skills are demonstrated clearly, enabling all pupils, including those with English as an additional language, to understand what they will be doing. In a Year 2 lesson, the teacher's probing questioning moved pupils' learning forward effectively and prompted them to think carefully about their wall-hanging designs. In a parallel class, the teacher's demonstration of sewing techniques highlighted possible pitfalls, and enabled pupils to be more confident once they started work.

85. The pupils are introduced to a good range of different art and artists, and by the time they reach Year 6 they talk confidently about artists and their work. Regular visits to galleries, visits from artists and the good displays of art throughout the school ensure that pupils are exposed to a stimulating environment. Year 6 work inspired by Andy Warhol is of a good standard, and work on the *Lady of Shalott* linked art and literacy most effectively. A scrutiny of sketchbooks indicates that skills and techniques, particularly drawing, are better taught in some classes than in others. Sketchbooks could also be used more frequently to record observations and to collect ideas. In general, pupils are taught to practise and explore ideas and techniques before attempting a final piece of work. In a Year 6 lesson, for example, after discussing the way Van Gogh applied paint, the pupils tried different ways of creating effects with acrylic paints before starting to work on their pictures of Noah's ark. They showed a good understanding of primary and secondary colours and paint mixing, and many created pleasing effects with texture and colour. The teacher's good interventions, encouragement, questions and demonstrations kept the pupils focused on the task in hand and ensured that they made progress and improved their skills.
86. Management of the subject is good and good progress has been made since the previous inspection. The pupils benefit significantly from using good quality resources, and from having their work displayed and valued; however, insufficient use is made of ICT to support learning in art. Areas for improvement, such as developing assessment and increasing guidance for teachers, have already been identified by the co-ordinator. There is also scope for extending the use of non-western art and artefacts as stimuli in lessons.

DESIGN AND TECHNOLOGY

87. Attainment was below expectations when the school was last inspected, and provision did not meet the requirements of the National Curriculum. Attainment by Year 2 is now in line with expectations, but this is not the case by Year 6 where attainment is still below expected levels. Design and technology has a low profile in the school and not enough progress has been made in developing the subject for older pupils. Although planning for the subject now meets requirements, skills are not developed well over time in Years 4 to 6, and not enough time is allowed for Year 6 pupils to complete the planned units of work. In addition, insufficient use is made of ICT to support and extend learning. Skills in joining and assembling materials are not developed well, and the few examples of work seen in Years 4 and 5 were of a below average standard. Up to Year 3 the pupils' achievement is satisfactory, but in Years 4 to 6 pupils are not achieving as well as they should. Pupils with English as an additional language and those with special educational needs are supported well in lessons, and over time their progress is similar to others in their classes.
88. By the end of Year 2, pupils use a range of materials with reasonable confidence. Examples of finished work show that they think carefully about the purpose of their designs and work with care and persistence to complete their models. Models of moving vehicles designed to carry water demonstrate that pupils understand how to design models successfully for a specific purpose. Higher-attaining pupils are suitably challenged, for example by using simple circuits to light bulbs on their models of Canada Tower and of a church. In a well-managed Year 1 lesson, the pupils listened attentively as the teacher clearly explained the next steps of puppet making. All pupils, and especially those at the earlier stages of learning English as an additional language, benefited from the teacher's clear demonstrations and repetition of key vocabulary. A pupil who had recently joined the school was given very good additional support as she started work, as were those pupils with special educational needs.
89. Standards of work in Year 3 are satisfactory. Pupils design and make picture frames and have suitable opportunities to design, make and evaluate sandwiches and packaging. In a good Year 3 lesson the pupils worked very well as they drew and labelled designs for moving monsters and identified the materials that they would need. Although teaching in the few lessons observed was at least satisfactory, and at times very good, skills are not being developed well as pupils move up the school. Examples of joining and assembling products in Year 4 are of a poor standard. The pupils had designed and made money containers, which teachers had linked with a geography topic. They were given little or no choice of materials. Cutting and stitching skills were weak, and

the purses had not been designed with any form of fastening. Similarly, musical instruments made by Year 5 pupils indicate that making skills, learned during Years 2 and 3, are not extended. Some progress can be seen in the increasingly detailed designs in Year 5. By Year 6 most pupils prepare careful design drawings, but some do not show an understanding of the constraints inherent in constructing their models in school; for example, designing burglar alarms which include cameras. Although Year 6 pupils produced well-labelled and detailed drawings of footwear, they were not given enough time to make a finished product and to test and evaluate their designs. Certain aspects of the subject are well taught. Year 4 pupils demonstrated a good understanding of target audiences as they developed an advertisement for a soft drink. The lesson was effectively linked with similar work in literacy and the pupils were inspired by the teacher's clear and lively presentation. Pupils of all abilities were fully involved in carefully mixed groups, and they worked purposefully to start their presentations.

90. Management of the subject is unsatisfactory. There is no co-ordinator and not enough has been done to monitor teaching and learning. The school needs to appoint a co-ordinator and to ensure that the full range of skills and techniques is developed across the school.

GEOGRAPHY

91. Attainment at the end of Year 2 has improved in geography since the last inspection and it is now close to national expectations. Attainment at the end of Year 6 remains below national expectations, as was found at the last inspection. Progress is satisfactory in Years 1 and 2 but unsatisfactory in Years 3 to 6. These judgements also relate to pupils with special educational needs and English as an additional language.
92. Pupils develop good mapping skills by Year 2, identifying countries around the world as they follow the story of *Barnaby Bear*. They know the names of the countries that make up the United Kingdom and the capital cities of these countries. They study the climate in different parts of the world and learn to compare the climate in East Ham with that of India. Some of the pupils are able to present their findings about the hot and cold climates in different parts of the world in a bar graph. By Year 6, pupils study the local area in detail and compare some of its features with Guyana and Malawi. They study how to improve the environment; for example, they consider and evaluate the harmful effect of rubbish lying around and suggest appropriate solutions to eliminate this through recycling processes. They study the use of water and successfully compare its use in different parts of the world. The volume of work is very limited for pupils in Years 3 to 6, indicating that the subject is not taught in sufficient depth; however, the school is aware of this and is in the process of developing the subject. Pupils in Year 6 made good use of the Internet to research information about various countries before preparing a slide presentation; however, the use of ICT is not planned with any consistency in geography across the school.
93. The quality of teaching and learning in geography is satisfactory overall. Teachers have good relationships with their pupils and this enables them to set high expectations of behaviour. This helps the pupils to be confident in their learning. Teachers are knowledgeable about the subject and plan satisfactorily to ensure that all pupils take part in lessons. Pupils enjoy the study of geography and respond well in lessons. Resources are used appropriately to enhance the pupils' mapping skills in particular, and links with other subjects such as English and history are good. Teachers use questioning techniques in lessons satisfactorily to test pupils' understanding. Appropriate formal assessment procedures are in the process of being developed.
94. Satisfactory improvement has been made in geography since the last inspection. Management of the subject is now satisfactory. The co-ordinator is new to the post and is clear about what needs to be done but has not had sufficient time to make an impact on standards. The curriculum, based on national guidance, has been introduced effectively and ensures consistency in what is to be taught.

HISTORY

95. Attainment at the end of Year 2 and Year 6 is close to nationally expected levels, as at the last inspection. Judgements are based on a scrutiny of pupils' work and discussions with teachers and children, as history was not taught during the week or the term of inspection. Most pupils, including those with special educational needs and English as an additional language, make satisfactory progress in history.
96. Pupils in Years 1 and 2 are gaining an understanding of the past and present time in history lessons. Pupils in Year 1 look at a range of different toys and identify and compare old toys with their own new toys. In Year 2, pupils extend their understanding of chronology through a study of events and famous people from the past. For example, they learn about the Great Fire of London, listen to the story of Mary Seacole and Florence Nightingale and learn about their contribution to the improvement of nursing care. They can follow a time-line and recognise the differences between holidays taken now and in Victorian times; however, many pupils do not develop sufficiently the skills of using and understanding evidence. In Years 3 and 4 pupils can use a time-line to sequence events in the past. They gain an understanding of why the Romans, Vikings and Anglo-Saxons settled in Britain and how their settlement changed society. They are beginning to use evidence but are not skilful in asking questions about its usefulness in finding out about the past. Pupils in Years 5 and 6 study the events and people of Ancient Egypt and Ancient Greece. For example, pupils in Year 6 explore the concept of democracy and examine the evidence successfully to find out the differences in how Sparta and Athens were ruled. They are able to evaluate the life of children in both countries and many come to a conclusion that girls did as well as boys in Sparta but not in Athens, despite it being a democratic country. They begin to collect evidence from Britain since 1950 and note how this can provide information about changes which have taken place since that period.
97. The pupils' learning in history is enhanced appropriately by the introduction of Black History Week and visits to places of historical interest, such as the Tower of London and the Museum of Childhood. It is not possible to judge the quality of teaching in history because of insufficient evidence.
98. Insufficient progress has been made in tackling the shortcomings in history reported at the last inspection. Management by the recently appointed co-ordinator is satisfactory. She is clear about what needs to be done but has not had sufficient time to make an impact on standards. A further shortcoming is that insufficient use is made of ICT for research and to support learning generally in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. Attainment in ICT is broadly in line with national expectations throughout the school. This is similar to the judgement at the last inspection, when there was no computer suite. The introduction of the suite has been beneficial to the progress and standards achieved by pupils. Most pupils are confident in their use of the machines in the computer suite. The youngest can log-on and log-off, load software and use the mouse and cursor keys with support. By Year 6, most pupils can work independently, saving and retrieving their work, and can explore the properties of the software that they are using. Teaching covers all aspects of the National Curriculum, an improvement over the position at the last inspection, although the aspect of control remains one that the school is seeking to develop.
100. Teaching of ICT skills is good overall. Most teachers plan lessons carefully and have a secure understanding of the properties and potential of the software used. As a result, most pupils make good progress in lessons. The practice of carefully organising pairs of pupils to work on tasks at a computer enables pupils with special educational needs and English as an additional language to be supported well by others, and they make similarly good progress. A particularly strong feature of many lessons is the effectiveness with which pupils collaborate when using the computer. Most

pupils learn to take turns, discuss the work that they are doing and to support each other's learning well. The good progress seen in ICT lessons is not being sufficiently consolidated because the application of skills and their further refinement in other subjects back in the classroom is not being given sufficient attention. Some examples were seen of pupils using their ICT skills to support learning in other subjects. These were, in general, very limited and depended on the interest of particular teachers rather than a concerted and planned approach throughout the school.

101. Teaching in the computer suite is often linked well to work in other subjects. For example, a well-planned and well-taught Year 2 lesson enabled the pupils to explore a piece of music software, which helped to develop their ability to recognise the pitch of a note. The good demonstration by the teacher of the software's potential followed by good collaboration between pairs of pupils generated genuine enthusiasm throughout the class. Good learning took place.
102. Displays of the pupils' work show good progression in the development of ICT skills. For example, Year 1 pupils have combined text and pictures, while Year 3 pupils have linked their own artwork and text. This is extended in Year 5, where the pupils have inserted photographs into work in science about the life cycle of plants. Taking this further, Year 6 pupils have learned how to make a series of screens for a geography presentation, using buttons, links and animation.
103. The computer suite is a useful resource but is rather cramped and not an ideal shape for teaching. Most staff cope well with the layout. A further shortcoming is that the room is adjacent to the main hall in which some singing lessons take place, causing some distraction. The network is also prone to faults, which sometimes occur in the middle of lessons. This is very frustrating for both teachers and pupils. The school has plans to move the computer suite to more suitable accommodation once other building work is completed.
104. The subject is temporarily without a co-ordinator, which has brought a halt to developments in the subject; however, improvement since the last inspection has been satisfactory. A new co-ordinator will be in place shortly. There is limited monitoring of teaching and standards, and assessment procedures are in need of further development. Resource levels have improved, but more computers will need to be obtained and older machines replaced if national targets are to be met.

MUSIC

105. Attainment in music throughout the school is close to national expectations. All pupils, including those with special educational needs and those learning English as an additional language, are making satisfactory progress over time. This represents considerable progress since the last inspection.
106. Teaching is very good overall. Most lessons observed were led by specialist music teachers from the Newham Academy, who have been working in the school this year. These lessons were of a consistently high quality. Lessons are taken with class teachers working alongside, who are then expected to continue to develop the subject following this support. The input of the specialist teaching is having a beneficial effect on the confidence of other teachers, the progress of pupils and learning in the subject. Most teachers have built very effectively on this support, as in a well-taught Year 4 lesson where the pupils were learning to recognise and understand notation. The pupils demonstrated a developing knowledge of the skills required and musical terms, and they showed a good understanding of rhythm. Singing sessions are for pairs of whole year groups and all class teachers participate. Through these the pupils are learning to sing in unison and in parts.
107. A range of music is used in assemblies, but no singing in assemblies was observed during the inspection. ICT is used very well to support the development of music skills in the subject. Several pupils receive piano, violin and recorder tuition from peripatetic teachers who visit the school.

108. Co-ordination of the subject has been very effective in improving provision. It has also been effective in supporting other teachers in the development of their own expertise and confidence. Planning is good and schemes of work are adapted from a national scheme. Assessment in the subject is being developed. The subject is well resourced. Very good use is made of the local community to support learning in the subject. The school has developed strong links with the London Philharmonic Education Department. Pupils have been to concerts at the Barbican and the Festival Hall. Members of the orchestra have visited the school. A school choir has been established; pupils sing in the local shopping precinct at Christmas and visit a local old people's home. A continuation of the recent improvements in provision should ensure continued improvement in the development of music throughout the school.

PHYSICAL EDUCATION

109. Timetabling arrangements are such that all pupils are taught the full range of activities required by the National Curriculum, although only games and athletics were observed during the inspection. Attainment in these activities was close to national expectations throughout the school – an improvement since the last inspection. It is not possible to judge overall attainment or progress across the full range of required activities.
110. The teaching observed during the inspection was satisfactory overall, but there are areas that could be improved. Subject expertise is generally secure. The better teachers show this through well-structured lessons and their good technical coaching and demonstrations of specific skills. This was seen to good effect following a lively warm-up session that gave an enjoyable start to a Year 3 lesson on throwing and racket skills. The teacher had high expectations, which she regularly reinforced. Her demonstrations emphasised the important aspects of throwing needed to improve accuracy. The pupils' skills developed well, with some showing a good overarm action and good catching skills. The pupils were also given good opportunities to evaluate constructively each other's performance. Classroom assistants are effective in their support for small groups. For example, good demonstrations by the teacher and the teaching assistant in a Year 2 lesson resulted in the considerable improvement of many pupils in the techniques of throwing the javelin, discus and shot. Most pupils respond well to these good sessions by trying hard to improve their skills and many work with much enthusiasm. Shortcomings in some lessons were largely as a result of weaknesses in planning and preparation. For example, this resulted in the choice of unsuitable balls to improve throwing and catching skills and pupils being placed too far apart from the start of the activity to achieve success.
111. The school demonstrates its commitment to physical education by requiring all classes to be taught for 90 minutes each week. This is generally in two sessions; however, these sessions are not allocated efficiently. In some classes the time is divided so that one session is only 30 minutes long. This was too short for any meaningful teaching to take place by the time that the pupils had changed and warmed-up. In other classes, the time is allocated to just one session, which was seen to be much too long, particularly for younger pupils. The school needs to review its use of the time available.
112. A further example of its commitment to physical education is through the school's links with a local beacon secondary school, which has Sports College status. Staff from this school have taught particular activities to classes and supported some of the extra-curricular activities. Although neither of these was observed during the inspection, many pupils spoke warmly of their experiences.
113. The provision for swimming is unchanged since the last inspection. Year 4 pupils are taught for one session each week. While many pupils can swim the required 25 metres by the end of their sessions, there is no means by which non-swimmers and others who have not reached these standards can catch up later. Consequently, standards are below expectations by Year 6.

114. The subject has recently been without a co-ordinator and little monitoring of teaching and standards has taken place. Two staff have just taken on the responsibility jointly. The indoor facilities for physical education lessons are inadequate; however, the new building plans should significantly improve them. The lack of a grassed area remains a shortcoming highlighted at the last inspection, although the school has a large overgrown area that could suitably be developed. Resources are barely sufficient. Overall, improvement since the last inspection has been satisfactory, but there is scope for further development. The division of time allocated to the subject needs to be improved, assessment procedures should be introduced and provision carefully monitored.

RELIGIOUS EDUCATION

115. By the end of Year 2, pupils' attainment in religious education is below the requirements of the locally agreed syllabus. This is similar to the attainment reported in the previous inspection and is due to a lack of clarity in marking and work being left uncompleted. At the end of Year 6 pupils' attainment in the subject matches the requirements of the locally agreed syllabus. The time allocated for religious education is within the suggested guidelines, although some lessons are split which does not allow time to develop the lesson fully.
116. Most pupils, including those with special educational needs, make satisfactory progress throughout the school. Work in Years 3 to 6 shows that pupils make progress in their knowledge and understanding of different religions and in Year 6 they can relate personal experience to the study of the Dome of the Rock and understand the significance of the representational art used as decoration. Pupils progress more readily when they are given practical tasks to undertake. Progress is slow when the task requires a written response and teaching does not lead to any form of discussion.
117. Pupils in Year 1 learned about the Jewish special day, Shabbat, linking it to the activities that they undertake at the weekend. They were able to identify the artefacts used for the festival and were able to respond to the teacher's use of Hebrew as a greeting. The teacher's lack of detailed knowledge and wrong use of artefacts led to inaccurate information being presented to the class, which will lead to confusion at a future stage. The pupils also learn how other faith groups live and correctly identify the special people associated with the major religions in the syllabus. Pupils in Year 6 showed an understanding of religious buildings and correctly explained the differences between a mosque and a church. They showed an appreciation of the Dome of the Rock in Jerusalem and were interested in the use of pattern as a decoration. One pupil translated the extract from the Koran, which is over the entrance to the Dome of the Rock. The use of the Internet enabled the pupils to be given a more detailed view of the building. In Year 4 pupils compared a range of creation stories and looked at the similarities and differences that occur.
118. The overall quality of teaching and learning is satisfactory. In lessons where the subject knowledge is good, pupils are encouraged to reflect on their own experiences and relate them to the lesson objectives. They join in confidently and are encouraged to contribute to the learning within the class through an understanding of their own faith group. The school encourages the pupils to have a tolerant and understanding view of other religions and to respect different beliefs and practices. Pupils visit local places of worship and are taught to respect each other. They enjoy the visits and are prepared to talk about the experiences. Teachers make use of a common format in assemblies, choosing stories that reflect the multi-faith nature of the school and enable a moral to be drawn. For example, the story of the Good Shepherd illustrated the need for teamwork and care for each other in the school. Where the teachers lack detailed subject knowledge pupils are not given the opportunity to develop their own ideas through discussion. In many books seen care is not taken with the written work and marking is not always used to correct wrong information. The overall standard of presentation is unsatisfactory and instances of incomplete work are evident.
119. There is little formal monitoring and assessment of teaching, and there is little opportunity to share good practice. A new scheme of work has been introduced, which uses a combination of the

locally agreed syllabus and the Qualifications, Curriculum and Assessment guidelines. This ensures continuity throughout the school and provides clear medium-term planning. The introduction of clear mid-term planning and ensuring that religious education is taught as a separate subject in all classes have led to an improvement in the subject; monitoring work and insisting on higher standards of presentation will assist in further development of the subject.